

**DePauw University Faculty Meeting Minutes
September 8th, 2014**

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

Welcome everyone. As we get started let me make a couple comments.

Please define all abbreviations to help reinforce to everyone the names of our committees, programs, etc. and to help everyone follow the conversation. Working on a particular initiative it's easy to get used to the short cuts and forget not everyone knows the lingo. I can be as guilty as anyone so please feel free to call me on it or simply ask for a point of clarification.

While I know it seems our community is small enough we should all know each other, we always have new individuals in our community so if you speak during the meeting please introduce yourself.

We have the microphones on stands and extra aisles. If you'd like to ask a question or make a comment today during any report please be sure and come forward, that is how I'll know you'd like to speak. Clay will still need to bring up the volume.

Lastly, if you don't like to be startled when your cell phone rings aloud, please check that it is silenced.

2. Announcement of Fall Semester Quorum by VPAA (Larry Stimpert)

There are 238 voting faculty members, 23 on leave for the academic year, 5 on leave for fall semester, 1 on medical leave, resulting in 209 voting faculty members on campus. 209 multiplied by 40 percent is 83.6, rounded to 84, so the quorum is 84.

3. Verification of Quorum (Bridget Gourley)

The voting status of faculty is attached to the end of the agenda for reference. The quorum was reached by 4:05 p.m.

4. Consent Agenda (Bridget Gourley)

Since this is the first meeting of the year, let me remind you we enacted the consent agenda to let us handle routine business efficiently. Still that is in no means an attempt to squelch discussion. As Chair, I may goof and misjudge what this body thinks might be routine. If for any reason you'd like to discuss an item please don't hesitate to ask that it be moved to the main agenda. You can do that by contacting me in advance of the meeting, coming forward and speaking to me as we are preparing to begin, or raising the request when I ask.

There were no requests before or during the meeting to move items from the consent agenda to the main agenda. There were no objections to approving the consent agenda. The consent agenda was approved.

A. Approve of Minutes from the May 2014 Faculty Meeting

B. MAO announces a change in course title, pre-requisite and description:

BIO 415 - Molecular Genetics changed to BIO 415 – Molecular Genetics & Genomics
(course descriptions can be found in Appendix C of this agenda)

C. Approve changes to the Biology Major (recommended by MAO)

Change from 10.5 required courses (including CHEM 120) to 9.5 courses + 1 allied course; change in the Core courses required, inclusion of a list of optional allied courses. Complete description of current biology major requirements and proposed requirements can be found in Appendix D of this agenda.

D. Approve of the following new course in Modern Language (recommended by MAO):

ML 300 – Practicum for Language Department Assistants (variable credit)
(course description can be found in Appendix C of this agenda)

E. Approve of the following new courses in University Studies (recommended by MAO):

UNIV 183 – Off-Campus Extended Studies Course (variable credit)
UNIV 184 – On-Campus Extended Studies Course (variable credit)
UNIV 185 – Independent Project (0 credit) - D. Domestic Off-Campus, I. International Off-Campus, N. On-Campus
UNIV 186 – Faculty-Led Project (0 credit) - D. Domestic Off-Campus, I. International Off-Campus, N. On-Campus
UNIV 187 – Short-Term Internship (0 credit) - D. Domestic Off-Campus, I. International Off-Campus, N.
(course descriptions can be found in Appendix C of this agenda)

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 a couple things. First understand that since today's meeting is the first of the academic year I've asked all our core committees to share a little bit about the work they do. I hope this helps everyone feel better informed about conversations happening on campus so you can more actively participate. As we move through the year and have more business we need to discuss, debate and act on we will likely have less informational content to our meeting.

5. Committee on Academic Policy and Planning – CAPP (John Caraher)

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

The Committee on Academic Policy and Planning is “responsible for general and long-range academic policy and planning” and recommends” to the faculty policies and programs relating to the academic interests of the University.” CAPP recommends policies relating to admission and graduation requirements, new majors and minors and supervises multiple programs and coordinates the activities of the Committee on Experiential Learning (CEL).

Regular faculty members of CAPP this fall are myself and Dave Guinee , both elected at-large, Steve Timm representing Division 1, Francesca Seaman representing Division 2, Scott Thede representing Division 3, and we presume Danielle Kane, who will represent Division 4 pending election results. In addition, Mark McCoy is a non-voting member as Dean of the School of Music, and administrative members include President Casey and Vice President for Academic Affairs Larry Stimpert. Our student members are Katie Kondry and Jessie Viviescas.

One important subcommittee of CAPP is the Resource Allocation Subcommittee, or RAS. This subcommittee provides the administration recommendations for granting or not granting requests for new faculty members.

CAPP anticipates a busy year beginning with a careful look at the operation of RAS. We thank those who

served on RAS in May for their difficult work in ranking proposals for new faculty positions and for their thoughts about membership criteria and instructions both to departments and future RAS subcommittees. RAS raised concerns conflicts of interest that might arise when departments submitting proposals also have representatives on RAS, and CAPP will consider proposals to prevent or mitigate these problems.

Last year's CAPP focused heavily on developing the Extended Studies program. CAPP acknowledged at the time the faculty passed the proposal that significant details remained to be worked out. That work fell to the Extended Studies Implementation Team, and later in the meeting we'll hear a report from Dave Berque on how things are progressing in this first year of the program. While it's early, CAPP hopes to develop a plan for assessing the outcomes of the change so that, after we have a few years of experience, the faculty can re-assess the program. Some elements may be reconsidered sooner than others; for instance, the change from 3 to 2 experiences required of students might be a good candidate for reversal once we're confident faculty will offer enough courses to support such a requirement.

Perhaps most important of all, CAPP plans to take a fresh look at graduation requirements. There are two compelling reasons to do this, and to do this now. First, there have been several calls for a new graduation requirement. This past spring, DePauw Student Government passed a resolution calling for the development of a "Multicultural competency" requirement, and the Diversity and Equity Committee asked CAPP to "Examine best practices for diversity/multicultural education requirements in liberal arts colleges and make a recommendation for such a requirement at DePauw." As Terri Bonebright observed in discussing efforts to improve the campus climate, "Ideas such as a multicultural curricular requirement (i.e. an "M," or "D," or "I" requirement) take longer to thoroughly discuss as they have intricate philosophical and logistical issues to dissect. The faculty governance committees offer appropriate avenues to examine these issues." CAPP will examine these issues in earnest, and we are pleased to have two strong student representatives to ensure transparency and student voices in this process.

Beyond the challenge of defining the educational goals of any new requirement, we should also consider the broader context of DePauw's graduation requirements. It has now been several years since the change to distribution requirements in the College of Liberal Arts, giving us enough experience to assess the effects of the current distribution requirement on the intellectual life at DePauw.

With respect to both a multicultural requirement and the effects of the current distribution requirement, we as faculty have many hunches, intuitions, biases and inclinations, some more carefully examined than others. CAPP hopes to generate productive, well-informed discussions of these issues.

B. CAPP gives advance notice of its intent to ask the faculty to vote in October 2014 that the faculty approve changes to School of Music degree program requirements (detailed in Supporting Materials, see Appendices A & B)

Any debate on the proposal will take place next month before the vote. I can answer simple clarifying questions regarding the proposal at this time, or you might direct them to Mark McCoy as you consider this proposal for next month's vote.

Summary: The proposal would change the courses required for each School of Music degree and consequently increase the number of credits required for graduation. Roughly half the increase involves awarding credit for required activities (such as senior recital) that currently receive no credit, and the remainder comes from new courses associated with the 21st Century Musician (21CM) initiative. All new courses required for the proposed program have been reviewed and approved by MAO and the faculty. Supporting materials include the proposed revisions to Catalog language and summaries of the requirements for each School of Music degree under the proposal.

Rationale for changes to School of Music degree requirements

The classical music world is changing drastically, and the DePauw intends to be the first school of music in America systemically and holistically dedicated to creating the musician of the future instead of the past. This curricular change ensures that every student is exposed to the new world of classical music. The changes are a commitment to give credit for performance (ensembles and recitals) so that students' transcripts better reflect their course of study at DePauw. This will create more serious and better-prepared musicians.

There were no questions for CAPP.

Written Announcements –

None other than those found in Appendix A: Proposed Changes to the Catalog to accommodate changes in the School of Music degree requirements and Appendix B: Proposed School of Music degree requirements

6. Management of Academic Operations – MAO (Jennifer Adams)

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

The members of MAO this year are Jennifer Adams (Chair), Kevin Kinney, Alejandro Puga, Lori Miles, Jeff Gropp, Jamie Stockton and student Courtney Crosby (2015). Administrative members include Dave Berque, Mark McCoy and Ken Kirkpatrick.

The deadline for Extended Studies course proposals for 2015 is September 10.

B. Motion (to be voted on) that the faculty approve the replacement of the Academic Probation and Dismissal portion of the Academic Handbook (Appendix D) with the text found in Appendix E of this agenda. (Advance notice was given at the May 2014 Faculty Meeting.)

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

There were no questions for MAO.

Written Announcements –

1. Overview of committee charge, anticipated business for the year, and announcement of committee members.

MAO is 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.” (Academic Handbook)

This year, MAO will be working to approve courses proposals for Extended Studies credit-earning classes in addition to our regular work evaluating requests for new courses and changes to old ones.

2. Announcement of a Call for Proposals for Winter Term 2015 and May Term 2015 for curricular courses (in conjunction with a call from CEL for co-curricular courses). Proposals are due at 5 pm on Wednesday September 10th.

7. Committee on Faculty – COF (Susan Hahn)

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

COF is responsible for making recommendations about personnel decisions to the administration, including those about tenure and promotion.

I want to remind you again that we need one more member to have a full committee. This is my favorite committee to be on – because we have definite tasks, a beginning, a middle, and an end. We see tangible results. We work hard and make hard decisions but the work really matters.

This year's committee members are Melanie Finney (Division 1), myself (interim chair, Division 2), Glen Kuecker (Division 4), Mark Kannowski, Pat Babington, Marcia McKelligan, Nicole Brockman, and Gloria Townsend (at-large representatives). Either Mark or Pat will serve as the Division 3 representative.

This year we have already starting talking about some possible changes to our procedures and policies.

1.) Using digital files for tenure and promotion review. As you know, we conducted a survey. The majority of responses (70 of 105, 67 percent) were in favor of having access to digital files. But there were lots of concerns expressed about privacy and confidentiality. We are working with IT and talking to other universities, and we hope to address these concerns so that we can move forward with this process, at least on some items in the files. We have 20 candidates for review who have volunteered to be test cases for having on-line files.

2.) We are considering questions about linking tenure to promotion, about using outside reviewers, about post-tenure faculty reviews, better communications to the DPCs about COF's decisions (whether the same or different from the DPC), and the question of moving toward a publication standard for either tenure or promotion. I want to assure you that any of these changes would apply to future new members of the faculty and that there would be significant lead time. We are required by the handbook to provide opportunities for conversation and advanced notice for any changes.

We will plan to keep you informed and hold discussion meetings on these items. I welcome having conversations about these items with individuals or departments. Please feel free to contact me in writing or to have a conversation.

Thank you to all the members of COF for their work.

There were no questions for COF.

Written Announcements –

COF has no written announcements.

8. Student Life and Academic Atmosphere Committee – SLAAC (Smita Rahman)

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

SLAAC's first meeting of the academic year is this Thursday and we have several new members so I will certainly update you all on our agenda items for this year after I have their input. I imagine we will continue some of our discussion of campus climate issues from last year. Given some of the recent changes in the

administration we are still clarifying the full membership of the committee.

- B. Motion (to be voted on) that the faculty approve the revisions to the “Disruptive Student Policy” found in the *Academic Handbook* and rename it the “Classroom Atmosphere Policy”. Advance notice was given at the May 2014 Faculty Meeting.

The suggested changes to the *Academic Handbook* can be found in Appendix F of this agenda. Text to be inserted is shown underlined and bold, and text to be deleted struck through.

Background Information on Proposal

These recommended edits address two basic ideas. First, it clarifies that faculty members may limit the use of technological devices that are common causes of “disruption” or “distraction” complaints. It acknowledges two constraints on this authority: accommodation of disabilities and public safety. Second, it addresses the possibility that a student has a concern about something said or done by the faculty member (rather than another student). Comparable policies from other institutions address both of these possibilities. The need to update and revise this policy was brought to the committee by Dave Berque, who was a member of SLAAC last year, in his capacity as Dean of Academic life.

Question from a faculty member

Two words in the motion invite questions. The phrase “if warranted” seems vague. What are the procedures in the case of “if warranted?”

Response from Dave Berque, Dean of Academic Life

We’re trying to set out things that are already happening. A number of students were already expressing concern about what they should do if they wanted to talk to someone about classroom climate.

Response from Smita Rahman

The changes codify what already came out in an email last spring, specifying the various options that students have when there are concerns.

Comment from a faculty member

The phrase in point 4, “anytime the after course concludes” seems vague. This seems like a long, long time.

Response from Smita Rahman

Yes, perhaps we need to discuss this. Our discussions were more along the line of having the conversations occur during a given semester. We didn’t talk about a time limit.

Question from a faculty member

Grievances against faculty only apply to conversations in the classroom, not on social media?

Response from Smita Rahman

Correct

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

Question from a faculty member

SLAAC’s charge extends to international students. This year there are 38 international students. This is a reduction compared to previous years when 60-70 students were welcomed to DePauw. Will SLAAC be discussing issues that may have contributed to the reduction in the number of international students on campus?

Response from Smita Rahman

Yes, we will be discussing this. Thank you.

There were no other questions for SLAAC.

Written Announcements –

1. SLAAC's first meeting of the year will be on September 11. They anticipate work this year will include continued campus climate discussions.

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

- A. FGSC report is an offer to answer questions:

Written Announcements –

1. Overview of committee charge, anticipated business for the year, and announcement of committee members.

FGSC charge is to “oversee the faculty governance system and to engage in or delegate strategic planning matters for the faculty. The committee will assist the administration in directing its inquiries and requests for input to the appropriate faculty committee and, where necessary, in constituting representative ad-hoc committees.” (Academic Handbook) Committee membership is composed of the chairs of CAPP, MAO, COF, SLAAC, COA, and IGC convened by the Chair of the Faculty. In addition we have invited the Chair of Chairs to and the VPAA to join our conversations.

Other than the on-going facilitation of committee work FGSC's major agenda item for the year is continuing work begun last year designed to make faculty governance more effective and less burdensome. Our goal is to facilitate discussion of possible changes during September and October. We hope that members of the faculty will actively engage in the conversation to help refine proposals suggested. If changes are warranted we hope to have language formulated for advance notice in November 2014, voted on in December 2014, so implementation can take place with the spring election process for implementation beginning with AY2015-16.

2. FGSC was heartened to receive 104 unique responses to the governance survey, the full summary of which was released to the faculty in August and posted on Moodle. We continue to use those responses to develop proposals for consideration. Last year's FGSC met over the summer and will be including this year's FGSC as or work continues.

Reports from other Committees

Committee rosters are available at:

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

Comments from Bridget Gourley

As we transition from reports from Coordinating Committees to reports from other committees let me note that our by-laws suggest we should hear from all of our Coordinating Committees at every meeting and other committees as they need to report to this body or have actionable items. We almost always hear from our next two committees, Internal Grants Committee and the Committee on Administration. The remaining committees will seem to appear and disappear, rest assured they are ever present just not needing to present. Also, as the year moves forward if you are serving on a committee and the committee needs to report,

whether elected, appointed or ad-hoc please be sure and be in touch with me so we add your committee to the agenda.

A call for agenda items comes out approximately two weeks before each meeting, giving you a week's notice of the deadline. The deadline allows me to pull things together in an actionable format and release the agenda to you on the Wednesday before the meeting. If you have something to report I hope you'll help me by getting things to me in a timely fashion.

10. Internal Grants Committee – IGC (Valentin Lanzrein)

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

Comments from Valentin Lanzrein

I teach at the School of Music and I will serve as Chair of IGC this fall. For those who were on sabbatical last spring and were not able to keep track of all the changes in Greencastle, FDC has changed its name to IGC Internal Grants Committee, in order to better represent its function under the umbrella of Faculty Development.

I would like to introduce to you all the committee members of IGC: divisional representatives: Maria Luque, Jacob Hale, Lydia Marshall and myself; at-large representatives: Marnie McInnes, Steven Bogaerts; and non-voting members: Jeff Kenney (Faculty Development Coordinator) and Carrie Klaus (as Dean of Faculty).

The first Internal Grants Committee sponsored event is the Annual Informational Luncheon for Faculty Members Eligible to Take a Sabbatical or a Pre-tenure Leave during the AY 2015-16 or AY 2016-17. That meeting will take place on Thursday, September 11 from 11:30 to 1 p.m. in the Union Building Room 231/232. (Please feel free to come late or leave early if you need to do so.) All other deadlines for the AY 2014-15 are listed under written announcements and can also be found on the IGC Webpage.

I would now like to hand the mike over to Jeff Kenney who will update us regarding some changes to Faculty Development funding.

Comments from Jeff Kenney, Faculty Development Coordinator

The memo from Larry Stimpert, VPAA, specifies changes in funding for faculty development. I'm here to help summarize and clarify the changes. I understand there has been some concern about the changes.

The old conference/workshop fund is newly packaged as the Presentation, Performance, and Exhibition Fund, abbreviated PPEF. The allocation is increased to \$4500 for a three year period. The fund stipulates that you will be presenting at the conference or workshop, i.e., that you will be actively engaged. A new tenure-track faculty member may receive funding to attend one conference without presenting during their first three years to familiarize themselves with professional organizations. There is no additional funding for presenting because you will need to present or serve in some other capacity.

Instead of submitting receipts for reimbursement for meals, you will receive a standard per diem rate. This will cut back the amount of paperwork on secretaries' desks. We originally set the per diem rate at \$50 per day, but the standard untaxable federal rate is \$46 per day, so we are changing the amount from \$50 to \$46. The money will come out of the \$4500 PPEF that is available to you for the three-year period.

Fees for professional association memberships can also come out of this pool of funding.

All the forms to apply are available on-line. Funding is awarded on a “first come first served” basis. There is a pool of money in each funding line. The secretarial staff keep track of how many people apply for these funds. Money in these funding lines can run out. You are supposed to fill out the form two weeks before the event and wait for approval. This will earmark the money and we keep track of this even though it won’t be paid out until the future. But you will only get what you asked for on the form. If you asked for \$1400 and actually spent \$1600, you are responsible for the \$200 excess. It’s better to overestimate initially.

Question from a faculty member

How should we deal with registering for conferences that include food in the price?

Response from Jeff Kenney

Double-dipping is not an option. You can’t request funds for registration that covers food plus request funds for per diem.

Regarding sabbatical funding, the sabbatical supplemental fund is no longer available. Travel funds are available as long as travel is for a sabbatical-related project. The Professional Development Fund has been renamed the Fisher Professional Development Grant. You may use this money for sabbatical supplemental funding, up to the full amount of \$2000 per year. It is also acceptable to use this money to attend off-campus workshops. If you attend a workshop for 1 to 4 days, you will be reimbursed up to \$600. If you attend a longer workshop, you can be reimbursed up to the full \$2000 amount.

Question from a faculty member

Many workshops are during conferences. How will attendance at these be funded?

Response from Jeff Kenney

You should use the PPEF and the three year \$4500 fund. In addition, if you want to attend a conference and don’t plan to present, then you can use up to \$600 from the Fisher Prof Development Grant.

Question from a faculty member

I’m confused. What is the rationale eliminating the supplemental sabbatical fund if you can still apply for the Fisher Professional Development Grant? It seems like there are a whole lot of things that are now expected to be covered by Fisher funds. Competition may be greater for Fisher funds. How much money will be available from Fisher funds?

Response from Jeff Kenney

It’s not “competition,” it’s “first come, first served,” which could be considered a form of competition. If you’re asking for rationale, you’re asking the wrong person. No one knows how much this will affect the Fisher funds. If every faculty member requested \$2000 each year, not everyone can be covered. The same thing applied to the sabbatical supplemental fund. Not everyone used this fund. The rationale is that activity at a conference will be supported, thus encouraging productivity.

Question from a faculty member

What is the total amount of money allocated last year and this year? What are the actual numbers?

Response from Jeff Kenney

Larry Stimpert, the VPAA, may address this issue.

Question from a faculty member

I wish to point out that I was one faculty member who was not in favor of changing the name of the committee

from FDC to IGC. Now we're all focused on internal grants, not the broader context of faculty development. I encourage faculty to keep this in mind. I will not be in favor of raising expectations for faculty members under review if we don't have the concomitant increase in financial support for faculty development. I would like to ask IGC to reconsider its name change. I encourage the faculty development committee and the administration to call a meeting to talk about how resources are allocated. Faculty development is one of the distinctive features of DePauw, and it is important to the continued vitality of excellence at DePauw.

Response from Bridget Gourley

FGSC will discuss these issues and report back in October.

Written Announcements –

1. IGC announces its major deadlines for the year. Please note in particular applications for the Fisher Fellowship and Faculty Fellowships are due in the coming 30 days.

Faculty Fellowship Final reports due – September 3, 2014

Fisher Fellowship applications due – September 24, 2014

Faculty Fellowship applications due – October 8, 2014

Sabbatical/pre-tenure leave applications due – October 29, 2014

Fisher Course Reassignment applications due – November 5, 2014

Student/Faculty Summer Research applications due – March 11, 2015

Ferid Murad Medal applications due – March 11, 2015

Faculty Summer Stipend applications due – April 1, 2015

Howes Grant applications due – April 8, 2015

Faculty Fellowship year 1 and year 2 reports due – May 6, 2015

Faculty Achievement Program – May 7, 2015

11. Committee on Administration – COA (Francesca Seaman)

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

The Committee on Administration serves as an advisory board to the administration (and is not a coordinating committee). We normally consider issues that come to intersect between faculty and administration. This year we will continue to consider a possible post-tenure review process. We also plan to examine the 403b contribution and the health insurance premium.

I would like to introduce you to the members of COA this year so that you may bring to their attention any issue that might be of interest to our committee: Pres. Casey and VPAA Larry Stimpert as representatives of the Administration, David Worthington, Meryl Altman, Michael Roberts, Jeff Gropp, Scott Spiegelberg, and Jim Benedix, who is on the ballot to fill COA's last vacancy.

There were no questions for COA.

Written Announcements –

1. COA's agenda for the year includes resuming the discussion about the survey on Post Tenure Review. Additionally the committee will consider some of the benefits, including Health Insurance Premiums and the 403b contribution.

12. 403(b) Oversight Committee (Meryl Altman)

A. The 403(b) Oversight Committee will provide a report on recent conversations.

Comments from Meryl Altman

You received an email from Amy Haug, Director of Human Resources, today regarding 403(b), and you will soon receive a package of information from TIAA-CREF. The retirement benefit is not changing, but the University is changing the way they are managing the benefit: instead of choosing between three companies, everything will be managed through a single platform, TIAA-CREF, to improve the University's ability to provide fiduciary oversight. There will still be a range of options, including a "one-stop" approach, a menu of funds, and for those who want to manage their own investments, there is the possibility of an individual brokerage account. So there are choices, but they are different ones, and between October 6th and Thanksgiving, each of us will have to re-enroll and make some decisions, as we did several years ago when the provider of the health benefit changed from CIGNA to Anthem. People from TIAA-CREF will be on campus to provide workshops and advice. Please watch for further announcements.

Question from a faculty member

What if we aren't using TIAA-CREF? Can we continue to go with another company?

Response from Brad Kelsheimer, Vice President of Finance and Administration

Any money invested in one fund will stay where it is, but any new funds will be invested in TIAA-CREF.

Written Announcements –

The 403(b) Oversight Committee has no written announcements.

13. Committee on Honorary Degrees (CHD) (Geoffrey Klinger)

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

There were no questions for CHD.

Written Announcements –

One of the important ways faculty members contribute to intellectual life of the university is through nominating worthy candidates for honorary degrees. As an important part of the May commencement ceremonies, honorary degree recipients are public declarations of the qualities of leadership and achievement we value as members of a liberal arts community.

The Committee on Honorary Degrees (Geoff Klinger, Communication and Theatre, klinger@depauw.edu, Naima Shifa, Mathematics, naimashifa@depauw.edu, Brooke Cox, Library and Information Services, bcox@depauw.edu) requests nominees for Honorary Degree recipients at the May 2015

Commencement. Please submit to us—by emailing one or all of us—the names of worthy candidates, accompanied by short biographical sketches and the reasons for believing that the candidate would value an honorary degree from DePauw. Nomination materials need not be extensive but should indicate the extraordinary nature of the candidate's life and contribution. We also encourage you to submit letters of recommendation from within the university. Candidates for the honorary degree may have, but are not required to have, ties to the state of Indiana or DePauw through birth, residence, education, service, or notable achievement. 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 nominations by **noon, Tuesday, September 16**. The Committee on Honorary Degrees will meet with the Board of Trustees' Nominations and Trusteeship Committee on October 2-3 for the Fall Board Meeting and the faculty will vote on a final slate of candidates at the November Faculty Meeting.

Thank you in advance for your participation.

14. Extended Studies Implementation Team Report (Dave Berque, Dean of Academic Life)

A. Report from Extended Studies Implementation Team

The ES Implementation Team will continue to meet every other week this fall as we work to roll out the first year of this new program. We are a large group because the change to Extended Studies has tentacles that are far reaching. In addition to involvement from MAO, CAPP, CEL, and the Hubbard Center we have had to consider faculty workload, which has involved the VPAA and Dean of the Faculty, the DePauw transcript (Registrar's Office), the Schedule of Classes and Registration System (Information Services), Housing and Meals for on-campus May Term courses (Student Life) and, of course, Financial Aid.

To take one example of these changes, your agenda says I will provide an update on changes to definitions related to the concepts of *Semester*, *Term* and *Course Load*. These new terms follow from the new Extended Studies program that the faculty voted on last spring. We could really use your help in starting to use these terms consistently.

I call your attention to item "A" on the written announcements for precise wording, but the key is that DePauw now has two semesters: Semester I and Semester II. Each semester consists of a regular term and an optional extended term. Semester I has fall term and winter term, semester II as spring term and May Term.

Generally, full-time students may take up to 4.5 credits per semester (regular term plus optional extended term) without paying extra tuition.

You may find departmental documents and web sites that need to be revised as the concept of "semester" appears frequently. For example, previously when a student was suspended letters talked about suspending a student for the fall semester, a concept that no longer exists.

The agenda also says I will provide an update on "financial aid, course offerings, enrollments, and withdraws." However, on behalf of the Extended Studies Implementation Team, I sent a detailed report on these topics to the faculty by email yesterday and in the interest of time I will simply encourage you to read that report, with the caveat that the data in the report is still in flux. For example, based on data from last week the report states that 249 students are enrolled in off-campus Winter Term courses, but that number has increased to 320 as of this meeting. We definitely plan to provide an updated report near the end of the year after everything has stabilized.

I am happy to answer questions and also call your attention to the written announcements on the agenda.

Question from a faculty member

Thank you for the information you sent. Can you send the data as percentages instead of raw numbers? Many students drop out before the October 1 deadline. It would be helpful to know what percent of students drop out this year compared to last year. It would also be helpful to know about the demographics of students who drop winter term. Maybe students who transfer from DePauw are not having a positive winter term experience.

Response from Dave Berque

Thank you for the comments. We will incorporate these items in future reports.

Question from a faculty member

Can you give us an update on students' course load?

Response from Dave Berque

Students may take 4.5 courses per semester. A semester now includes the regular term and the extended term. There are a few exceptions, such as some specific honors and fellows courses.

Written Announcements**A. Important Revised Terminology**

Semesters and Terms: DePauw University's academic calendar consists of two semesters, each with a 15-week primary term and an optional 3-week extended term. Semester I includes Fall Term and Winter Term; Semester II includes Spring Term and May Term.

Tuition and Course Load: For tuition and course load purposes, Winter Term is considered to be part of Semester I and May Term part of Semester II. Full time students are eligible to take up to 4.5 credits combined during the Fall and Winter terms without paying extra tuition. Similarly, full time students are eligible to take up to 4.5 credits combined during the Spring and May terms without paying extra tuition.

Exemptions: Some courses are exempted from tuition overloads. See:

www.depauw.edu/academics/academic-resources/advising/registrar/extended-studies/

B. Deadline for Proposals for On-campus Winter Term and May Term 2015 Extended Studies Courses

MAO and CEL have issued a final call for proposals for Winter Term and May Term 2015 Extended Studies courses. Proposals are due at 5 p.m. on Wednesday September 10th. See email from Jen Adams on August 23rd for additional information and submission instructions.

C. Upcoming Faculty Development Events

Thursday, October 30th, 11:45 AM – 1 PM, Structuring Assignments: Challenges and Opportunities of Teaching Block Courses on and off Campus, Details will follow.

D. Registration Deadlines

September 15th, 2014 is the last day for students to apply for off-campus, faculty-led off campus Winter Term and May Term Extended Studies courses. October 13th, 2014: students begin to register for on-campus Winter Term Extended Studies courses. November 14th, 2014 is the last day for students to apply for short-term Extended Studies Winter Term internships.

15. Campus Sustainability Committee (Jeane Pope)

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

I'm excited to share some of the important work that the Campus Sustainability Committee (CSC) has planned

for this year. Before I get to that, though, I am going to take the items on your agenda out of order and first announce that Anthony Baratta is the new Office of Sustainability Director. Anthony is replacing Carol Steele, who retired last year. He supervises three student Sustainability Interns, twenty Eco-Reps, four student campus farm workers, and two ITAP interns. This is a three-fold increase in the number of students directly involved with sustainability projects since Anthony started at DePauw in the Assistant Director position just under two years ago.

Now, for the work of the Campus Sustainability Committee. This year we have three major agenda items that are relevant to the faculty.

First, DePauw is conducting a sustainability study to review our campus practices and operations with respect to things like energy and water use and develop a plan that will allow us to be carbon neutral by 2040. To help with this work, we have engaged two firms, EGA and the Brendle Group that will provide engineering and sustainability planning advice. The Campus Sustainability Committee will help provide input to this study and will also be developing strategies to keep the campus community informed about what we learn and how to implement the plan.

Second, as announced by Christopher Wells at the Faculty Institute, the Office of Sustainability is launching a new initiative called "Envisioning Zero Waste." The Campus Sustainability Committee will be supporting a number of projects related to this theme. "Zero Waste" is an ideal in which everything that could be reused, repurposed, recycled, or composted would be kept out of incinerators and landfills. The intellectual heart of this initiative is a series of events called "What a waste: reclaiming the value of people and things" that are being coordinated by Jen Everett with the support of other faculty and staff. There is more information about this in your written announcements and I encourage you to touch base with Jen to become involved.

Finally, the Campus Sustainability Committee will be responding to a request sent to the Office of Sustainability by the Committee on Administration last year asking that we articulate sustainability's role in university planning, and we are looking forward to doing that over the course of the year.

So, as you can see, it is going to be a busy year, so I'd very much like to thank the committee members: Anthony Baratta, Amanda Halfacre, myself, Jen Everett, Joe Heithaus, Laura Benson-Hadley, Mary Smith, Jeanette Johnson-Licon, Rich Cameron, Valerie Rudolph, Vince Aguirre, Greg Ristow, Lyn Smith, and Christopher Wells.

If you have questions about the work of the CSC or other sustainability issues, I'd be happy to take them at this time.

Question from a faculty member

The buildings seem unreasonably cold sometimes. Could someone go around and monitor the temperatures of the buildings?

Response from Jeane Pope

We hear a lot about this. It is important for facilities to receive feedback regarding problems with the buildings. The department secretaries can call facilities. Also let me know. Many of the buildings are on a central loop. It is important to maintain temperatures in the library and art. But maybe there's an issue with the settings or the physical structure. We will be monitoring energy and water use in buildings as part of the zero waste theme.

Written Announcements

1. The Campus Sustainability Committee meets every other Wednesday from 3:00 - 4:30 and will be happy

to take questions and input from the campus community. Inquiries and suggestions can be sent to Jeane Pope (jpope@depauw.edu), the Faculty Sustainability Coordinator or Anthony Barratta (anthonybaratta@depauw.edu) Director, Office of Sustainability.

2. A faculty/staff group has formed to coordinate a series of events and conversations around the topic of waste, titled *What a Waste! Reclaiming the Value of People and Things*. The topic conjures concerns about trash and recycling, about food waste, electronics, plastic, etc.; and such issues are sure to be discussed. However, the group plans to interrogate waste as a concept construed very broadly, investigating the ways that people and communities are wasted or treated as disposable as a result of neglect, injustice, and/or violence. We ask faculty members whose teaching, research, service, or personal interests connect with this theme to contact Jen Everett by email at: jennifereverett@depauw.edu.

Additional Business

16. Remarks from the President (Brian Casey)

We have hired a new staff member, Renee Madison, class of '95, as the senior advisor for diversity and compliance. She will be addressing issues related to Title IX, sexual assault and sexual climate on campus. This position is being filled by the salaried position vacated by Dan Meyer. From the pedagogical perspective, all of you will be going through some kind of training as mandated by the federal government. From the perspective of diversity, Renee will be working with DEC (Diversity and Equity Committee).

We have made additional changes in the administrative staffing. Loutfi Jarari moves into international recruiting. He will explore new international markets to find strong students. He will report to Cindy Babington and Dave Berque.

Regarding honorary degree recipients, I wish to point out that we can nominate more than three candidates.

Regarding COF, there's nothing more important than the work of this committee. Please volunteer to fill the vacancies.

Regarding faculty development, we will be building an endowment for faculty development. The funds for faculty development were originally provided thanks to three important gifts in the late 1980s and early 1990s – the Fisher gift, the Holton gift, and the Ubben gift. The Fisher gift consisted of three gifts, each \$500,000. The last gift of \$500,000 went to the endowment. The Holton gift was earmarked for faculty development and provided support for expansion of the faculty. The Ubben gift provided funding for 15 endowed professorships and endowed chairs. As we move forward with building an endowment for faculty development, I encourage us to have conversations. The richer the conversations, the more I can sell it and raise funds. We will seek \$25 million to stabilize faculty development funds.

There were no questions for President Casey.

17. Remarks from the VPAA (Larry Stimpert)

I wish to introduce Cari Garriga, a new staff member in the Office of Academic Affairs. Cari is on sabbatical from Thomas More College where she is Professor of Spanish and Chair of the Foreign Languages Department. She is a participant in the 2014-15 Senior Leadership Academy sponsored by the Council of Independent Colleges and the American Academic Leadership Academy and will spend the academic year at DePauw serving as "CIC/AALI Senior Leadership Academy Fellow and Special Assistant to the Vice President for Academic Affairs." She will be working on some significant projects on campus during her stay. Cari is also the parent of

current DePauw student, Stephen McMurtry, Class of 2016.

Today I will be talking about the motivation and rationale for the changes in faculty development funds. Since the memo came out, there has been a wide range of responses from faculty. Last year, I said "This faculty is too good not to be better." I have nothing but respect for all of you. The changes are not meant to indicate that the faculty is not "good enough."

Everyone who works in the faculty development office is here to support your work. We need to figure out how to help you do the scholarship you want to do, how we can support your work. If we are preventing you from your best work, then we need to figure out how to keep this from happening.

The following commentary was accompanied by Powerpoint slides that are attached as Appendix G.

The first slide shows the university's budget. The university budget allocates \$50 million to financial aid and \$36 million to academic affairs. Academic affairs is the second biggest budget allocation. The third biggest budget allocation is fringe benefits, \$12 million.

Within academic affairs, the major categories are faculty and staff salaries. The budget for faculty salaries is \$20 million. The budget for staff salaries is \$6.3 million. Of remaining items, only one item in the budget has increased over the years, which is the faculty development budget. Our budget for library materials has not changed for the last five years. We have completely switched what we spend funds on for the library. We spend more on electronic data resources, not print resources, but the price goes up every year. We eliminate print purchases to be able to afford electronic data resources. The budget for equipment includes the IT and computers. This budget has also been fixed. The budget for departments and programs, including the registrar's office, has decreased \$200,000 from five years ago. If you think your department operating budget is tight, yes, it is, we've put the squeeze on this to make everything else work.

The faculty development budget has grown. The largest expense within this budget is for student-faculty research, mainly during the summer. But the budget for this has been decreasing. This is not a good trend. Funding for attendance at conferences with and without participation is a 60/40 split. 60 percent of funding goes toward attendance at conferences with participation. 40 percent (\$100,000) of conference attendance doesn't involve participation.

Regarding the sabbatical funding, part of the funding has been for relocation expenses. In the future this will be called "travel expenses." We have spent less than \$25,000 on this. The remaining expense for sabbaticals has been for per diem. This funding has benefitted about 25 faculty members each year.

We plan to post an announcement for to hire a Grants Coordinator in the near future. I encourage you to apply for external funding to support a sabbatical. Some institutions encourage faculty to apply, then award the funds to the faculty member even if the application for external funds is not successful. We can do this at DePauw. We will give you some proportion or percentage to thank you for taking the effort to apply.

We have implemented an employment policy. There may be an opportunity to find another institution that needs a faculty member for a sabbatical replacement. During your sabbatical, you can teach there and have access to their library. In the future, there may be something like a national sabbatical clearinghouse. Universities can post openings for term faculty positions and faculty members can post their areas of expertise.

We are seeing a decrease in the numbers of students and faculty participating in summer research. We are spending \$100,000 less on student-faculty research than we were in the past. We would like to see more

support for this. Why has there been a decline in participation? Is it because faculty need better incentives to participate?

There has been an increase in the number of professional development projects that have received funding. More and more faculty members are asking for professional development funding. But how do we make it work? Professional development funding has increased from about \$45K in 2010 to about \$105K in 2014.

This summer we made decisions about re-prioritizing funding. We want to know if the changes in policy will hurt your ability to pursue professional development opportunities.

The next slide shows our “macro” goals for our academic program

- Solid, sustainable financial framework
- Transformational teaching, “transform our students every day,” keep students from taking the shortest path from orientation to commencement by “messing with their lines,” throw them some curves
- Reaching every student and preparing students for leadership and service
- Pursue scholarship and creative efforts that deepen and enrich our educational mission
- “We have the best job in the world.” We should enjoy and value our collective work. We have an amazing array of faculty development events. We should all come together for these events. We will have an amazing facility in the new Hoover Dining Hall.

The next slide shows our current initiatives

- Curricular work (the chairs’ meeting will be at President Casey’s house next month; Jackie Roberts and Pam Propsom will be sharing their work on what is important for the science and math distribution requirement). Department chairs are working on a task force to improve capstone offerings to encourage more independent work by our students.
- Important work of the Hubbard Center for Student Engagement. The goal is to work with every student. Academic Life is now located on the second floor of the Hub.
- Posting an ad soon for a Grants Coordinator
- Gift from a donor to hire a Health Professions Adviser
- Diversity, inclusion, classroom climate concerns (we’ve had two classroom climate studies done; a lot of what we’ve heard is disturbing, corroborated by what we heard during “the movement” last year)
- Campaign, big bucket to fill. We are asking for \$100 million in endowment for academic and student engagement side. This will provide \$5 million revenue annually
- Library renovation. The library is the symbolic heart of campus. Every dollar raised for renovation of library will be matched by an equal dollar for the library collection.

Comments from a faculty member

Three and a half years ago, the faculty met at President Casey’s house to talk about faculty morale and sanity. In three and a half years, nothing has moved forward. The university has discussed precipice admissions and 3-2 teaching loads. But perhaps there is a possibility of moving forward on these issues in the future given the increase in endowment. But there were no consultations with faculty about changes in the faculty development funding. Why not? In creative writing, there are no presentations at conferences. Why is there such a strong emphasis on faculty-student summer research?

Response from Larry Stimpert

Terri Bonebright had an ongoing conversation with the Faculty Development Committee over several years. You all participated in a survey about faculty development. I read every comment from this survey. I understand that there are differences across fields. We need to hear from anyone that is negatively affected by these changes. We will work with you on this.

Comments from a faculty member

Will you make these slides available to us through the minutes? (Yes, the slides will be available.) The sabbatical relocation fund has benefitted 15 people per year. Yes, this is a small number, but there is a benefit for faculty members to being away from campus. In terms of the IGC vs. FDC debate, I think we need an FDC. I served on FDC in the past and, yes, the committee administers funding for faculty development. The question is what should the committee be doing in the future? The name is appropriate now, but what about the future of this committee?

Will you make these slides available to us through the minutes? (Yes, the slides will be available.) You said that there are about 15 faculty a year who use the sabbatical per diem, which seems like a small number, but since only 1/7th of the faculty is on sabbatical in any given year, I don't think this is a fair way to characterize the demand. It would be much more reasonable to multiply 15 by 7 to see that there are over 100 faculty members who use this support. Also, though I was initially opposed to the IGC name change because I think there should be a faculty development committee, my colleague Tim Cope convinced me that this name does, in fact, signal what the committee actually does. Having served on FDC for four years, I realized that Tim was right. The question is what should the committee be doing in the future? The name is appropriate now, but what about the future of this committee?

Comments from a faculty member

Thank you for the transparency and sharing the numbers. What do the numbers look like for the next three years? Will faculty development be cut by 20 percent?

Response from Larry Stimpert

The trend in professional development funding is a measure of intellectual vitality. We have allowed professional development funding to grow without allowing other pools of funding to grow. The endowment can really help here. Almost none of our faculty development funding is endowed.

Comments from a faculty member

There are lots of benefits that not everyone uses. For example, tuition is covered for faculty members with children. I don't want to take those benefits away from faculty members with children. But I want there to be benefits available to me that not everyone uses in the same way.

Response from Larry Stimpert

We have an exceedingly generous sabbatical program. The question is, how much can we afford?

Comment from a faculty member

\$100,000 to support the sabbatical supplemental fund pays for one faculty salary. This is not much.

Comments from a faculty member

Thank you for sharing this information. Is this a good time to be taking 100 fewer students because we are financially constrained? We as faculty are feeling that the first thing that was cut came on our backs because the enrollment is smaller this year. Other schools accept the reality that they are tuition-driven schools and that they should accept fewer students.

Response from Larry Stimpert

We did not plan to have 100 fewer tuition-paying students this year. We are trying to figure out how to make the budget work. We are tuition-driven. When we don't make the class, there are significant consequences.

Comments from a faculty member

You are encouraging more professional development and providing more funds to support research. Then you

say that you want us to teach during our sabbatical to support our income. Which one do you want us to do?

Comments from a faculty member

There is a smaller class entering DePauw this year. What is the word on “precipice admissions?” Are we proceeding with this? Or are we pulling back because it’s too risky?

Response from Larry Stimpert

We are not going to proceed with precipice admissions this year.

Comments from a faculty member

The university provides two-thirds of sabbatical at full pay. The payoff to the university in terms of increased publications and increased creative work is not worth it. We are encouraged to get away from Greencastle during our sabbatical. Which one is most important: one semester with full pay, one year at half pay, or supporting travel to get away from Greencastle? And how do you define “participation” at conferences? Going to conferences should be a form of faculty development at DePauw. When I go to a conference, even if I don’t present, I’m still participating.

Response from Larry Stimpert

The professional development money will still be available to support travel to conferences when you are not participating.

Questions from a faculty member

Why were the changes made? Because of changes in priorities or because of funding cuts? Will there be more cuts? What is the policy vision?

Response from Larry Stimpert

Given the resources we have, these were the right decisions to make at the time. We will take into consideration all the feedback we receive. I don’t think it is a bad trend that there is increased use of professional development funding. The question is, how do we ensure that this funding continues to be there? DePauw is far more generous in professional development funding than other schools. So we make tradeoffs as an institution. This summer, we decided to make some different tradeoffs. We will be flexible with meeting needs of individual faculty members.

Comments from a faculty member

Time out of town during a sabbatical is important for people to reflect. It is also important for people to seek external funding.

Comments from a faculty member

I’m opposed to that plan. Some parts of the profession have lots more grant-seeking opportunities than others. This would be unfair. We’re not on a level playing field in terms of money to support academic endeavors. Also, Macalester College is being used as a basis for comparison. Why are we comparing DePauw to Macalester? We’re comparing faculty development but we’re not comparing salaries or teaching loads. Is this an appropriate comparison?

Comments from a faculty member

I wish to point out that it’s 6:30 p.m. on Monday and there are still 75 faculty members here. I think this has been a very productive discussion.

18. Old Business

There was no old business to come before the faculty.

19. New Business

There was no new business to come before the faculty.

20. Announcements

A. Fall Committee Elections for AY2014-15 (Bridget Gourley)

Written Announcements –

There are still a few committee vacancies most significantly we still need a colleague to serve on COF and we need to populate the Grievance Committee for service beginning in the spring. See election memos released via email for the full list of remaining committee vacancies.

21. Adjournment

If there is no other business to come before the faculty, let's consider ourselves adjourned until October. The next meeting is scheduled for Monday October 6, 4 p.m.

Appendices

Appendix A: Proposed Changes to the Catalog to accommodate changes in the School of Music degree requirements

Additions are in **yellow-highlighted or green-highlighted boldface**, and indicated current catalog language to be removed with strikethrough (but usually not highlighted).

The DePauw University School of Music is an accredited institutional member of the **National Association of Schools of Music**.

The School of Music prepares music majors for a variety of careers, in music and other fields, and provides opportunities for all students to study music as an essential part of a liberal arts education. The School of Music offers several degree options so students can tailor their educations to match their levels of interest and future plans. All students receive careful and close advising from faculty members in order to choose the program that best suits their needs.

Students are admitted to the School of Music by audition.

Degrees

The following degree options are available to students interested in majoring in music:

- **Bachelor of Music (B.M.)**
 - Performance
 - Performance with a Second Major
 - Performance with an Emphasis in Business
 - Five-year Bachelor of Music/Bachelor of Arts Double Degree Program (B.M./B.A)
- **Bachelor of Music Education (B.M.E.)**
 - Choral/General Music Emphasis
 - Instrumental/General Music Emphasis
- **Bachelor of Musical Arts (B.M.A.)**
 - General Music Emphasis
 - Emphasis in Business
 - Second Major
- **Bachelor of Arts (B.A.), with a major in Music (through the College of Liberal Arts)**

The following options are available to students interested in minoring in music:

- **School of Music students**
 - Minor in Instrumental Jazz Studies
- **College of Liberal Arts students**
 - Minor in **Applied Music**
 - Minor in **Instrumental**-Jazz Studies

Description of Music Degrees

Detailed degree requirement worksheets for all majors within the School of Music can be found at <http://www.depauw.edu/music/currentstudents/advisingworksheets/>

Bachelor of Music in Performance

The Bachelor of Music degree (B.M.) is ideal for the student who wishes to pursue music as a career. The B.M. is the most common professional degree in music and the most music-intensive of all options, with approximately two-thirds of all coursework in music and one-third in other liberal arts courses. Individual and ensemble performance standards are high for all majors. Students choosing the B.M. generally practice several hours daily on a primary instrument, in addition to carrying a normal class load. With careful planning,

students in the B.M. degree program may also complete a **second major** in a liberal arts discipline or an **emphasis in business**.

Students are admitted to the B.M. degree program by meeting all academic prerequisites and the successful completion of a qualifying performance examination at the end of the sophomore year. For additional information on the Sophomore Proficiency Examination, visit the [School of Music Handbook](#). Performance majors complete a half recital in the junior year and a full recital in the senior year. Students pursuing the **B.M. degree** satisfy the senior capstone requirement by successfully completing the senior recital jury and the subsequent presentation of a senior recital that is **55-60** minutes in length.

Completion of the B.M. degree requires a total of 40 credits, including ensembles, lessons, and recitals.

Five-year Bachelor of Music/Bachelor of Arts Double Degree Program: Students who wish to complete the professional study in music required for the Bachelor of Music degree as well as the full liberal arts curriculum required for the Bachelor of Arts degree in a discipline outside of music have that option. The program requires five years of study. Unlike the B.M. and B.M.A. degrees with a second liberal arts major, the double degree program requires that students fulfill all College of Liberal Arts degree requirements, including the distribution area requirements and the competency requirements, as well as complete work in a College of Liberal Arts major. A minimum cumulative liberal arts GPA of 2.8 and a minimum cumulative music GPA of 2.8 are required. Completing the requirements for both degrees will require **34.5-40 at least 48 course credits, including ensembles, lessons, and recitals.** Students in the double degree program are expected to take lessons and participate in ensembles each of their five years in the program.

Bachelor of Music Education

The Bachelor of Music Education degree (B.M.E.) is designed for students who wish to become certified music teachers. The program meets requirements for P-12 teaching certification in Indiana and reciprocal states. The curriculum for the B.M.E. degree involves approximately one-half of the coursework in music (performance and musicianship studies) and approximately one-half in liberal arts courses and professional education courses. Two majors are available: an **instrumental/general music emphasis** and a **choral/general music emphasis**.

All students who wish to complete the B.M.E. degree must be admitted to the Music Teacher Education Program, preferably by the end of the sophomore year. Please confer with the music education faculty about requirements for admission and certification. (A GPA of 2.5 is required to be admitted to this program.) Students pursuing the **B.M.E. degree**, must successfully complete 14-weeks of full-time teaching experience in an approved music department of a school district. Students are under the supervision of a cooperating teacher and, at least, one University supervisor. In conjunction with student teaching, students enroll in the music education senior seminar, which stresses a professional examination of principles of classroom management, legal rights and responsibilities, certification, accountability, and current issues in education. Students participate in a final exhibition that involves a formal presentation of personal growth and competence via the electronic portfolio process.

Completion of the B.M.E. degree requires a total of 40 credits, including ensembles and lessons.

Bachelor of Musical Arts

The Bachelor of Musical Arts degree (B.M.A.) is an interdisciplinary music degree which requires students to develop a secondary area of emphasis outside of music. Students personally design these interdisciplinary liberal arts components through a process of individual advising with faculty members. The program culminates in a capstone experience relating studies in music to the secondary area of emphasis. As with the B.M. degree, students complete a rigorous core curriculum in theory, musicianship, music history and literature.

Three majors **tracks** are available. For the **general music emphasis**, students individually design an interdisciplinary liberal arts component. The **second major** curriculum combines the general music emphasis with another major in a liberal arts discipline. (A minimum GPA of 2.8 is required to complete the second major.) For the **emphasis in business**, the liberal arts curriculum combines core and career-related elective courses. **Students will complete approximately half of their courses in music and half of their courses in liberal arts.**

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

Students pursuing the interdisciplinary **B.M.A. degree** fulfill the capstone requirement by satisfactorily completing MUS 450, Senior Seminar. Students discuss a common set of readings designed to help synthesize their diverse experiences in music and complete a major research project on an approved topic, which consists of a written thesis and oral presentation.

Completion of the B.M.A. degree requires a total of 40 credits, including ensembles and lessons.

Bachelor of Arts with a Major in Music (through the College of Liberal Arts)

Students in the College of Liberal Arts working toward the Bachelor of Arts degree (B.A.) may major in music. Any student wishing to pursue a B.A. in Music, who has not previously auditioned for the School of Music, must audition for a panel of faculty members at the time the major is declared. The major can only be officially declared with the completion of a satisfactory audition. Students fulfill all general University requirements, including the specified distribution area and competency requirements expected of students in the College of Liberal Arts, and must complete ~~19~~ **21** credits in courses other than music. Approximately one-third of the curriculum is the music major, which is comprised of required sequences in music theory, music history and literature, as well as performance requirements and music electives. The B.A. degree with a major in music provides an excellent liberal arts experience.

Students pursuing the **B.A. with a major in Music** fulfill the capstone requirement by satisfactorily completing MUS 450, Senior Seminar. Students discuss a common set of readings designed to help synthesize their diverse experiences in music and complete a major research project on an approved topic, which consists of a written thesis and oral presentation.

See Section III, Music (CLA), for a summary of the requirements for a CLA major in music.

Degree Requirements for all School of Music Majors

Detailed degree requirement worksheets for all majors within the School of Music can be found at <http://www.depauw.edu/music/currentstudents/advisingworksheets/>

Total Credits and Grade Point Average:

*B.M. and B.M.A. degrees: minimum of ~~31~~ **40** course credits, with a cumulative GPA of 2.0 or higher, ~~plus ensemble requirements~~*

*B.M. and B.M.A. degrees with second major: minimum of ~~31~~ **40** course credits, with a cumulative GPA of 2.8 or higher, ~~plus ensemble requirements~~ (some instrument areas may require additional course credits)*

*B.M.E. degrees: minimum of ~~33~~ **40** course credits, with a cumulative GPA of 2.5 or higher, ~~plus ensemble requirements~~*

*B.M./B.A. double degree: minimum of ~~34.5-40~~ **48** course credits (depending on the major), with a 2.8 or higher cumulative music GPA and a 2.8 or higher cumulative CLA GPA ~~plus ensemble requirements~~*

Theory and Musicianship:

- MUS 113 111 (Theory I)
- MUS 114 112 (Theory II)
- MUS 123 121 (Musicianship I)
- MUS 124 122 (Musicianship II)
- MUS 213 211 (Theory III)
- **MUS 212 (Theory IV)**
- MUS 223 221 (Musicianship III)
- **MUS 222 (Musicianship IV)**
- ~~Fourth-semester theory~~
 - ~~B.M. degrees: MUS 214 (Theory IV) and MUS 224 (Musicianship IV)~~
 - ~~B.M.E. (instrumental/general) degree: MUS 384 (Jazz Theory) and MUS 386 (Jazz Improvisation)~~
 - ~~B.M.A. and B.M.E. (choral/general) degrees: MUS 214 and 224 OR MUS 384 and 386~~
- MUS 360 (Conducting I)

History and Literature:

- ~~MUS 130 (First-Year Seminar: Understanding Music)~~
- **MUS 265 (History of Western Music I)**
- **MUS 266 (History of Western Music II)**
- Upper-level history course (usually MUS 390 topics course)

21CM (21st-Century Musician) Courses:

- **MUS 130 (First-Year Seminar: Understanding Music)**
- **MUS 240 (State of the Art)**
- **MUS 340 (Entrepreneurship) – required for B.M. and B.M.A. only**
- **MUS 440 (Practicum) – required for B.M. and B.M.A. only**

Applied Music:

- Primary instrument: weekly hour-long lessons every semester in residence
- **Completion of the Piano Proficiency Exam**
- ~~Secondary instrument: four semesters~~
Note: **Piano is the secondary instrument for all students (except piano majors) until completion of piano proficiency requirements.**

Ensembles:

- Major Ensemble: every semester in residence
- Chamber Ensemble
 - ~~B.M. degrees: four semesters with at least two to be completed during the junior and senior years~~
 - ~~B.M.A. and B.M.E. degrees: two semesters~~
 - **B.M. and B.M.A. degrees: six semesters for instrumental students; MUS 283 (Performing Opera) and MUS 284 (Performing Musical Theatre) for voice students**
 - **B.M.A. and B.M.E. degrees: two semesters for instrumental students; MUS 283 (Performing Opera) and MUS 284 (Performing Musical Theatre) for voice students**

Recital Attendance:

- Every semester in residence

Other General Requirements:

- Competency Requirements
 - W certification: all students, by end of junior year
 - S certification: all students
- ~~Winter Term: 3 Winter Term projects~~
- **Extended Studies: 2 semesters**
- Residency: 15 courses (including six of the last eight courses) in residence or in a University-approved program

Minors

Detailed degree requirement worksheets for all music minors can be found at <http://www.depauw.edu/music/currentstudents/advisingworksheets/>

Students in the School of Music may complete a minor in **instrumental jazz studies**. The minor requires 4 1/4 credits of academic courses and performance in jazz studies, most of which may not overlap with the music major.

Students in the College of Liberal Arts who are majoring in disciplines other than music may complete a minor in either **applied music** or **instrumental jazz studies** **music or jazz studies**. The completion of a successful audition is required before a student can be certified as a minor **in jazz studies or if a student chooses an applied lesson in the music minor.**

MUSIC (CLA)

Requirements for a major

Music (CLA)

Total courses required Ten credits in Music plus one course in fine arts and **21 credits in liberal arts (including 1 credit in fine arts)**

Core courses **MUS 111, MUS 112, MUS 121, MUS 240, MUS 265 or MUS 266, MUS 450.** ~~MUS 113, MUS 114, MUS 123, MUS 124, MUS 213, MUS 223, MUS 230, MUS 334, MUS 450.~~

Other required courses Additional upper-level music history elective course credit (usually MUS 390). ~~Two course credits in applied music in the primary instrument.~~ Four semesters of participation in a major ensemble. One course credit in another fine art (theatre or art). **3 credits in music electives.**

Number 300 and 400 level courses ~~Four~~ **Two**

Senior requirement and capstone experience Students pursuing the B.A. with a major in Music fulfill the capstone requirement by satisfactorily completing MUS 450, Senior Seminar. Students discuss a common set of readings designed to help synthesize their diverse experiences in music and complete a major research project on an approved topic, which consists of a written thesis and oral presentation.

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

Recent changes in major Any student wishing to pursue a B.A. in Music, who has not previously auditioned for the School of Music either for acceptance into the School of Music or for a Music Performance Award, must audition for a panel of faculty members at the time the major is to be declared. The major can be officially declared with the completion of a

satisfactory audition (9/14/09). The requirement for one course credit in a fine art (theatre or art) outside music was added on 10/6/2009, effective for all who declare the major after this date.

Writing in the Major Students pursuing the B.A. with a major in Music fulfill the Writing in the Major Requirement in their core music courses (e.g., music theory and musicology sequences). Students write essays of varying lengths and in different situations, such as out-of-class assignments and in-class exams. Written work often includes, but is not limited to: composer biographies, descriptive writing about musical repertoire (i.e., descriptions about form, melody, harmony, rhythm, etc.), program notes, annotated bibliographies, introductory essays with a bibliography, and research papers.

Requirements for a minor

~~Applied Music~~

Music Minor

Total courses required Seven

Core courses MUS 113, MUS 114, MUS 123, MUS 124, MUS 230. Two course credits in applied music in the primary instrument. Four semesters of participation in a major ensemble. **MUS 111, MUS 112, MUS 121, and MUS 265 or MUS 266**

Other required courses One elective course credit at the 300-400 level. Four semesters of recital attendance. **Three elective courses chosen from MUS 124, 213, 214, 223, 224, 240, 265, 266, 290, 390, 395, applied lessons (requires an audition), or large ensemble courses.**

Number 300 and 400 level courses One

~~Instrumental~~ Jazz Studies

Total courses required Seven or 7 1/4

Core courses MUS 100 ~~or MUS 113 and MUS 123~~; MUS 231; MUS 384; MUS 386. Two course credits in applied music in the primary instrument. Four semesters of participation in Jazz Ensemble. Two semesters of participation in Jazz Combos.

Other required courses One elective course credit in jazz studies at the 300-400 level. One-quarter course credit in applied music in jazz piano (if piano is not the primary instrument). Two semesters of recital attendance.

Number 300 and 400 level courses Three

Appendix B: Proposed School of Music degree requirements

A companion 27-page document to this agenda, "SchoolofMusic_NewCurricula.pdf" summarizes the complete set of degree requirements for all degrees within the School of Music.

Appendix C: Course Descriptions for MAO Consent Agenda Items

Related to Consent Agenda Item B – Changes to course title and description

BIO 415 - Molecular Genetics

Includes laboratory. This course presents advanced concepts of gene regulation and signal transduction in a variety of organisms, and includes topics in the molecular genetics of cancer, development, neurobiology, or virology. *Prerequisite: BIO 315.*

Changed to:

BIO 415 – Molecular Genetics & Genomics

This course focuses on the genes in the Human Genome which are responsible for causing simple, monogenic diseases (see OMIM), and more complex, polygenic diseases such as atherosclerosis, diabetes, Crohn's disease, asthma, and autism. Both classical genetics (Mendelian, Quantitative, Population) and modern genetics (Single Nucleotide Polymorphisms in Genome Wide Association Studies) are introduced for probing the discovery, transmission, and molecular functions of these genes. We also probe new ways of treating and testing for diseases along with the ethical implications. *Prerequisite: BIO 101, CHEM 240 or BIO 215 or permission of instructor; recommended – BIO 315, BIO 325 or BIO 320.*

Related to Consent Agenda Item D and E – Approval of new courses

ML 300 – Practicum for Language Department Assistants (variable credit) - Development of skills related to the pedagogy of teaching modern languages. Experience, under direct supervision, will include assisting in the classroom, designing and implementing activities, directing lab sessions, working with students outside of class, tutoring, and assessing students' work.

UNIV 183 – Off-Campus Extended Studies Course (variable credit) - D. Domestic, I. International. Faculty-led domestic and international study and service courses that provide students opportunities to explore and experience other cultures, learn in new environments, develop skills not readily acquired elsewhere, and deepen their understanding of the global community. Curricular offerings earn 0.5 course credit and count toward satisfying the Extended Studies requirement; co-curricular offerings do not carry academic credit but do count toward the Extended Studies requirement.

UNIV 184 – On-Campus Extended Studies Course (variable credit) - An on-campus course offered during the Winter or May term. May be offered for 0.5 course credits or as a co-curricular (0 credit). Counts toward satisfying the Extended Studies requirement.

UNIV 185 – Independent Project (0 credit) - D. Domestic Off-Campus, I. International Off-Campus, N. On-Campus. Student-designed individual or group projects. Students initiate a project by submitting a proposal endorsed by a faculty member who has expertise in the area of the research or creative work and who is available to provide guidance on the project. Proposals are reviewed by the Committee on Experiential Learning and may also require approval by the Institutional Review Board for projects that involve human subjects or the Institutional Animal Care and Use Committee for projects involving research on animals. (0 course credits. Counts toward satisfying the Extended Studies requirement.)

UNIV 186 – Faculty-Led Project (0 credit) - D. Domestic Off-Campus, I. International Off-Campus, N. On-Campus. Faculty-designed projects that involve students working as collaborators. Results are often presented at research poster sessions, academic conferences, performances or shows. (0 course credit. Counts toward satisfying the Extended Studies requirement)

UNIV 187 – Short-Term Internship (0 credit) - D. Domestic Off-Campus, I. International Off-Campus, N. On-Campus. A full-time, short-term internship completed during the May or Winter term. In consultation with staff members at the Hubbard Center, students initiate contact with prospective hosts and develop materials for applying for and carrying out an internship, including resume, cover letter, and learning contract. (0 course credit. Counts toward satisfying the Extended Studies requirement)

Appendix D: Proposed Changes to the Biology Major

Supporting information related to Consent Agenda Item C.

Current Major

Total Courses Ten and one-half (including CHEM 120)

Core courses BIO 135, BIO 145, BIO 215, BIO 450.

Other required courses CHEM 120, required as a prerequisite for BIO 215. The remaining six Biology courses can be selected from any of the approved courses for the major, with a minimum of three courses at the 300 or 400 level.

Number 300 and 400 level courses Three

Senior requirement and capstone experience The senior requirement consists of the completion of BIO 450 with a grade of C- or better.

Additional information No more than two courses from off-campus programs can count toward the major. It is recommended that biology majors take a minimum of two courses in chemistry, a year of physics and a semester of calculus or statistics. Course work in computer science is also desirable.

Writing in the Major Biologists must write clear, compelling prose to describe and explain complex patterns and processes. They must also present data graphically and verbally to inform and engage other scientists and the public. Good writing in biology is usually concise and precise, conveying information effectively without relying heavily on emotion. Biological inquiry and writing are both collaborative endeavors. Writing collaboratively requires practice, so in many of our courses, students work together to produce co-authored reports describing their experimental results. Drafts, revisions, and peer reviews are important steps in the process of writing polished prose in biology. Although the Biology Department does not require a specific course that emphasizes writing in biology, almost all upper-level classes in biology require one or more types of writing. Students in upper-level biology courses will write many of the following:

- Project proposals
- Lab reports
- Response papers
- Review papers
- Research posters

As part of the senior seminar capstone experience, the department may ask students to organize a portfolio of their previous written work.

Proposed Major

Total Courses Nine and one-half BIO + CHEM 120 + one allied course credit

Core courses BIO 101, BIO 102, BIO 450

Other required courses Seven upper level Biology courses. At least one course from each upper level cluster (Cellular/Molecular Biology, Organismal Biology, Ecology/Evolution). The remaining four Biology courses can be selected from any of the approved courses for the major. CHEM 120 and an additional allied course are also required.

Cellular/Molecular Biology: Courses in this cluster emphasize processes of cells and/or

unicellular organisms including cellular processes such as metabolism/bioenergetics and the maintenance and expression of DNA, RNA and/or proteins. Courses that fulfill this cluster are BIO 250, BIO 314, BIO 315, Bio 325, BIO 385.

Organismal Biology: Courses in this cluster emphasize biological diversity and adaptive characteristics of multicellular organisms such as physiology, anatomy, development, and reproduction. Courses that fulfill this cluster are BIO 230, Bio 235, BIO 285, BIO 334, BIO 335.

Evolution/Ecology: Courses in this cluster emphasize the consequences of interactions of organisms with each other and their (abiotic and biotic) environment and the processes which shape these interactions at the population, community and ecosystem levels. Courses that fulfill this cluster are BIO 342, BIO344, BIO 345, BIO346, BIO348

Students will take one course from the following list of allied courses: CHEM 240, CHEM 260, CSC 121, GEOS 110, PHYS 120

Number 300 and 400 level courses

Three

Senior requirement and capstone experience

The senior requirement consists of the completion of BIO 450 with a grade of C- or better.

Additional information

No more than two courses from off-campus programs can count toward the major. It is recommended that biology majors take a minimum of two courses in chemistry, a year of physics and a semester of calculus or statistics. Course work in computer science is also desirable.

Writing in the Major

Biologists must write clear, compelling prose to describe and explain complex patterns and processes. They must also present data graphically and verbally to inform and engage other scientists and the public. Good writing in biology is usually concise and precise, conveying information effectively without relying heavily on emotion.

Biological inquiry and writing are both collaborative endeavors. Writing collaboratively requires practice, so in many of our courses, students work together to produce co-authored reports describing their experimental results. Drafts, revisions, and peer reviews are important steps in the process of writing polished prose in biology.

Although the Biology Department does not require a specific course that emphasizes writing in biology, almost all upper-level classes in biology require one or more types of writing. Students in upper-level biology courses will write many of the following:

- Project proposals
- Lab reports
- Response papers
- Review papers
- Research posters

As part of the senior seminar capstone experience, the department may ask students to organize a portfolio of their previous written work.

Appendix E. Proposed Changes to the Academic Probation and Dismissal portion of the Academic Handbook

(Note: Language has been changed from advance notice in May 2014 to reflect changes in the definition of semester and term that have resulted from the addition of the Extended Studies program. For more information on these definitions and the need for those changes see report on this agenda from the Extended Studies Implementation team. There were no substantive changes to the language or intent of this policy.)

Proposed Language:

Satisfactory Academic Progress for Financial Aid and Academic Standing

Satisfactory Academic Progress (SAP) is used to determine financial aid eligibility and academic standing. The main goal of the SAP system is to make sure that all degree seeking students are making timely progress toward earning a degree.

Students pursuing the Bachelor of Arts, Bachelor of Music, Bachelor of Musical Arts, and Bachelor of Music Education degrees are expected to complete their degrees in eight semesters; students in the dual degree Bachelor of Music/Bachelor of Arts program have ten semesters to complete the degrees.*

There are four SAP statuses:

- Satisfactory
- Warning
- Suspension
- Probation

Two primary measures are used to determine SAP status: academic performance as measured by grade point average and progress toward degree as measured by earned college credits applicable to the degree. GPA is referred to as a **qualitative measure**; credits earned as a **quantitative measure**. The quantitative measures include both credits earned and percentage of credits attempted that are earned. The qualitative measures include both cumulative and major GPAs.

To graduate from DePauw with a Bachelor of Arts, Bachelor of Music, or Bachelor of Musical Arts degree requires 31 course credits and minimum 2.0 GPA, cumulative and in the major. The Bachelor of Music Education Degree requires 33 course credits with a 2.0 cumulative GPA.

DePauw uses a graduated scale of minimum standards students must achieve to be in satisfactory standing.

Semester	1	2	3	4	5	6	7	8
Minimum Cumulative GPA	1.5	1.7	1.9	2.0	2.0	2.0	2.0	2.0
Major GPA				2.0	2.0	2.0	2.0	2.0
Minimum Credits Earned	2	5	9	13	17	21	25	29
Percent of Attempted Earned	50%	75%	75%	75%	75%	75%	75%	75%

Minimum GPA and Credit Earned

Full-time students must earn at least 2.0 course credits and at least a 1.0 GPA each primary term (Fall and Spring). Students who fall below these primary term minimums are suspended.

SAP Process

At the end of each primary term, student performance is reviewed by members of the Financial Aid and Registrar's offices. Students who are meeting the above minimum standards are judged to be making satisfactory academic progress toward a degree.

Students who have been doing satisfactorily and then fall below any of the above standards are given a

warning to improve performance. If they fail to meet the benchmark for the next semester or perform below the minimums for the primary terms, they are **suspended**. They may appeal the suspension (see Appeals Process below) or apply for readmission after spending some time away from DePauw.

Students who successfully appeal a suspension are placed on **probation**. In most cases, they will have one probationary semester to bring their performance into line with the satisfactory academic progress standards. If they fail to do so they are again suspended. However, some students who come close to reaching the target may be continued on probation.

SAP progress is evaluated at the end of the Fall and Spring primary terms in order to give students who are suspended a chance to submit an appeal before the beginning of the next semester. Status determinations are provisional until the extended term is completed.

Appeals of Suspensions

Students who are suspended for failing to meet SAP guidelines may appeal their suspension in writing to the Academic Standing Committee, which includes representatives from the faculty, Academic Affairs, Student Life and Financial Aid. Usually, appeals are heard approximately two weeks after grades for the primary terms have been posted (approximately January 15 and June 10). In the appeal the student presents his/her case for continuing. If the student is behind in credit earned, the appeal should include a plan for catching up, which may include taking courses elsewhere over the summer. If the student has fallen below the minimum GPA standards, the appeal should include a plan for improving performance. Note that course work done elsewhere or online does count toward the quantitative, but not the qualitative measures, because course work done elsewhere does not count into DePauw GPAs.

Students who successfully appeal a suspension may continue on probation in the following semester. Those whose appeals are denied may apply for readmission after being away for a minimum of one semester.

* DePauw's academic calendar consists of two semesters each of which has a primary term and an extended term. Semester I includes Fall and Winter terms; Semester II Spring and May terms.

(Approved by the DePauw University Faculty, October 20, 1990; revised April 5, 1999; June 6, 2002; June 13, 2005, September 8, 2014)

Existing Language:

Academic Probation and Dismissal

The Committee on Academic Standing reviews all students whose semester, cumulative or major GPA falls below a 2.0 or who were below a 2.0 the preceding semester. The committee clears students who were previously on probation when they regain a 2.0 average in all areas.

Students whose semester, cumulative or major GPA is below 2.0 are placed on academic probation. In addition, students whose academic programs require student teaching are warned if their cumulative grade average is below a 2.5. Various support mechanisms are provided to students in academic difficulty.

Students are required to select a major by the sixth week in the second semester of the sophomore year. The Committee on Academic Standing will take appropriate warning actions in the case of students who have failed to do so by the end of the sophomore year. The committee may also require students who fail to demonstrate satisfactory progress toward the major to drop that major and select a new major before continuing at DePauw.

Students who achieve below a 2.0 in two consecutive semesters, receive less than a 1.3 any given semester or

do not make satisfactory progress are subject to academic suspension. Students are also subject to suspension if the cumulative GPA at the close of the:

- second semester is below a 1.3
- third semester is below a 1.65
- fourth semester is below a 1.80
- fifth semester is below a 1.85 and/or unsatisfactory progress is made in the major
- sixth through eighth semester is below a 1.9 and/or unsatisfactory progress is made in the major

Students who are suspended are notified by the committee in writing; they may appeal the decision if there are extenuating circumstances.

Students who are suspended for academic reasons may apply for readmission after being away one semester; however, experience has shown that in many cases a full year's separation from DePauw increases the probability of academic success. Students are evaluated on their demonstrated readiness to return to DePauw's academic environment and the likelihood of their eventual successful completion of a degree in a timely manner. Additional criteria the readmission committee uses includes:

- student's insight into what caused the original academic difficulty
- evidence that the things that prevented successful academic performance previously have changed positively
- the amount of time spent away from DePauw and how productively it has been used (statements from employers or others may be requested)
- academic achievement that, if undertaken, has improved substantially.

(Approved by the DePauw University Faculty, October 20, 1990; revised April 5, 1999; June 6, 2002; June 13, 2005)

Appendix F. Proposed Changes to Disruptive Student Policy found in the Academic Handbook

Text to be inserted is shown underlined and **bold** and text to be deleted ~~struck through~~.

~~Disruptive Student Policy~~ Classroom Atmosphere Policy

Exchange of Ideas during Class. At DePauw University, academic discourse within the framework of our courses is of fundamental importance **and faculty members should work to provide and maintain an environment that is conducive to learning for all students.** ~~In our classrooms w~~We strive to encourage the free exchange of ideas always in an environment of ~~courtesy, respect and professionalism~~ civil discourse. A student's ~~inappropriate~~ **comments or** behavior can sometimes seriously undermine that environment. **For example, while students and faculty are encouraged to debate ideas and offer differing viewpoints, even when these exchanges are uncomfortable, they should recognize that personal attacks are unacceptable.**

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

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

(a) The Americans with Disabilities Act gives students the right to use assistive technology or a suitable alternative if this has been determined to be an appropriate accommodation for their disability. ADA procedures require that such accommodations be reached by the campus ADA coordinator in consultation with the student and that they be communicated in writing to the instructor with the student's consent. Instructors may work with students and the ADA coordinator to determine the most effective way to implement the accommodation. Whenever possible, students should be allowed to use the assistive technology without disclosing their disability. For advice and guidance please consult with DePauw's ADA Coordinator.

(b) DePauw University uses an electronic notification system to distribute campus emergency alerts via text messages. When class policies require phones to be stored out of sight and/or reach during class, phones should still be set to vibrate. Emergency messages will cause multiple phones to vibrate at nearly the same time.

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

I. Options for Students

1. Students may consult with resources including faculty advisors, department chairs, or staff members in a variety of offices including Student Life, Academic Life, Multicultural Student Services, International Student Services and the Women's Center to seek advice informally. Based on their judgment, these staff members may consult with, or encourage students to consult with, the Dean of the Faculty or the Dean of Academic Life. Students may also consult informally with either of these Deans as a first step.

2. Students are encouraged to provide their input using the student opinion form that is administered at the

end of the semester in almost all DePauw courses. When students feel comfortable doing so, they are also encouraged to talk with faculty members in person, either during the semester or after the course ends.

3. DePauw has a formal grade grievance policy that may be applicable depending on the nature of the student's concern. See www.depauw.edu/handbooks/academic/policies/grievance/

4. Students may file a formal complaint by submitting a signed letter to the Dean of the Faculty during the semester, or at any time after the course concludes.

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

II. Steps for Faculty Members

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

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

~~If informal measures taken to address a student's disruptive behavior are unsuccessful, faculty members should follow these procedures:~~

- ~~1. The faculty member should warn the student in writing that the disruptive behavior is unacceptable and that if it continues the student may not be allowed to remain in the course. Depending on circumstances, a warning may need to be made during class, as well; for example, the faculty member may ask the student to leave the classroom for the day. The faculty member should also encourage the student to talk to an academic advisor or dean in Academic Affairs.~~
- ~~2. The faculty member should keep notes on the dates, times, and details of the incidents of disruption, the impact of disruption on those present, and warnings conveyed to the student, as these are useful in later stages of the proceedings.~~
- ~~3. If the behavior continues after a written warning has been given, the faculty member should notify the Dean of Academic Life in writing, giving a summary of what happened and the action that has been taken. Upon receipt of this summary, the dean sets up a three-way meeting involving the faculty member, student, and dean. In order to minimize the procedure's interference with courses, this meeting is scheduled as soon as possible, preferably before the next class meeting.~~
- ~~4. At the meeting, the faculty member and student are invited to discuss the situation. The goal of the meeting is to give both parties a chance to discuss, in a safe space, what has happened. Such a discussion may enable the faculty member and student to see the problem from a different point of view or to hear the perspective of the other person in a new way. The dean's role is to moderate the discussion, insuring that the conversation remains civil and on target. Either party may, but neither must, bring an advisor (DePauw student, faculty member, or staff member) to the meeting. Advisors may consult privately with~~

the person whom they are accompanying, but they do not enter the discussion.

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

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

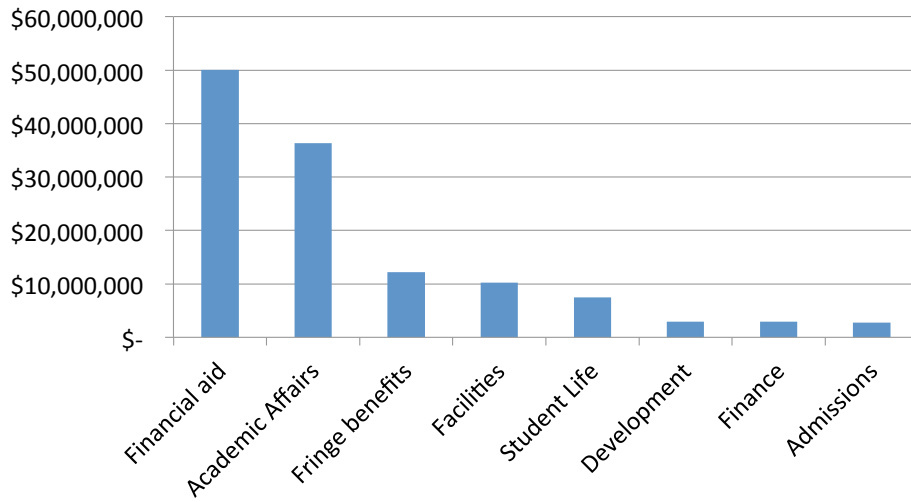
Revised and adopted by the Faculty, ~~Dec. 7, 2008,~~ **September 2014.**

Appendix G. Powerpoint Slides to accompany VPAA Stimpert's remarks

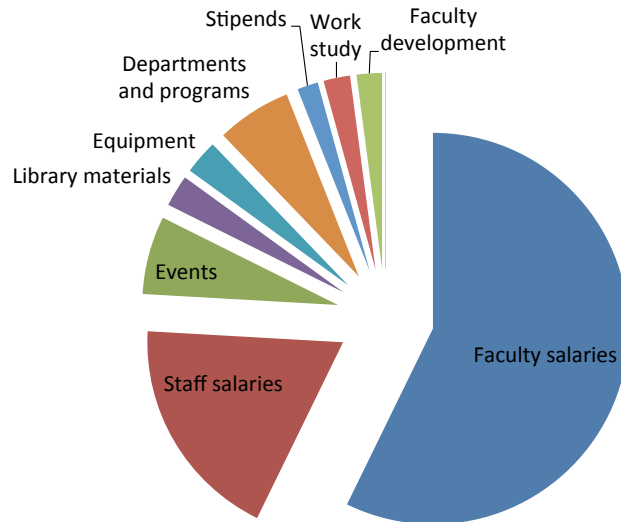
ACADEMIC AFFAIRS BUDGET DETAIL AND PLANNING

September 2014

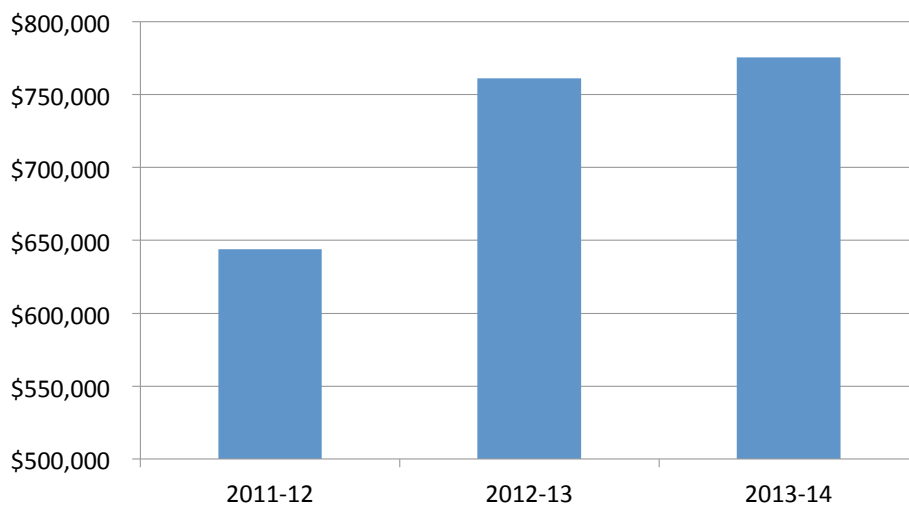
Major Budget Categories



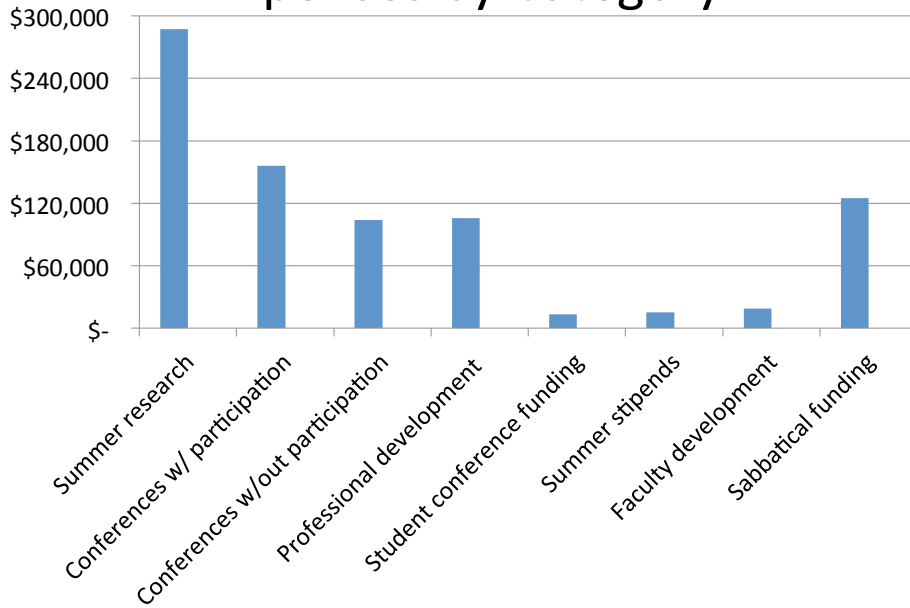
Academic Affairs Budget



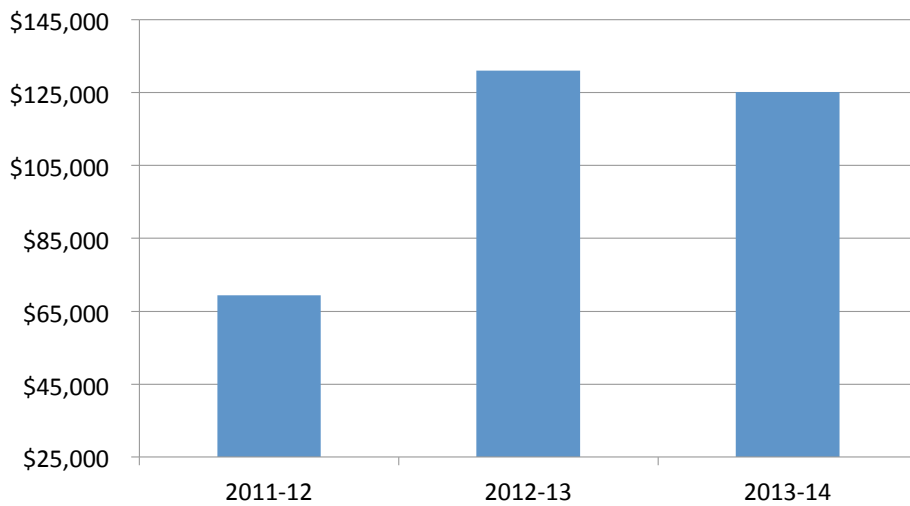
Total Faculty Development Expenses



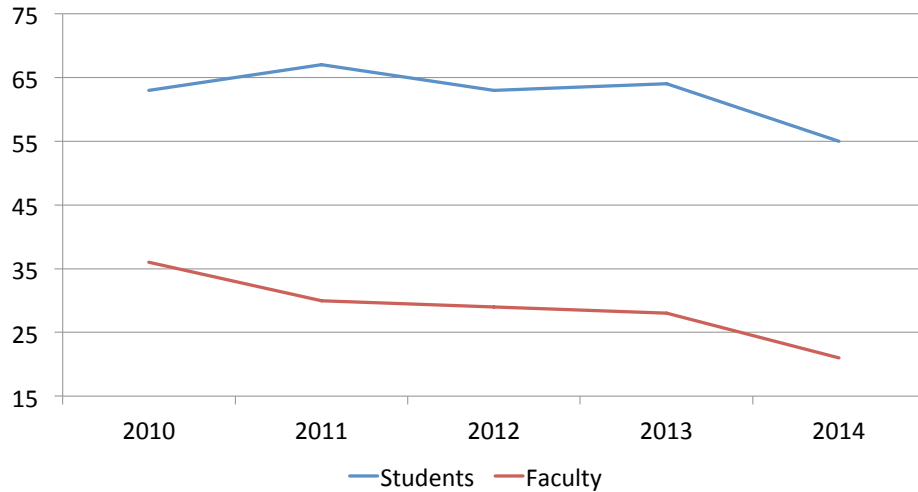
Faculty Development Expenses by Category



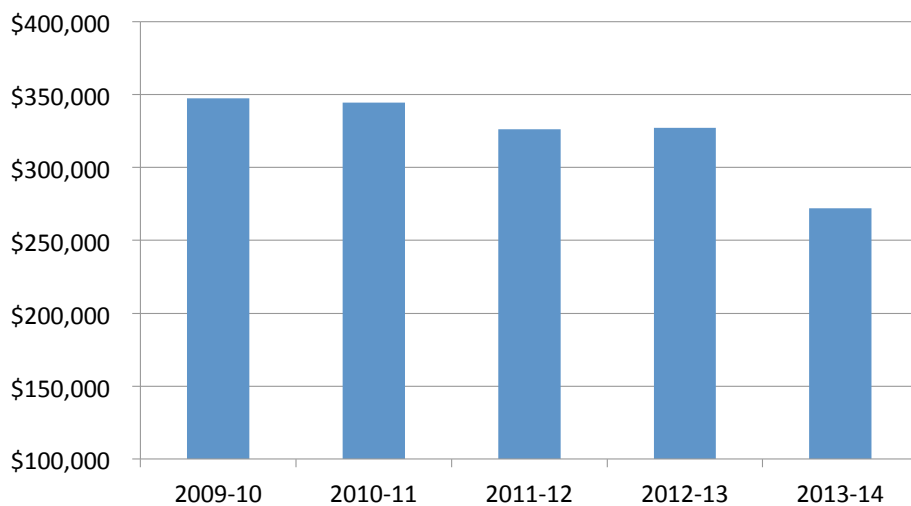
Sabbatical Funding



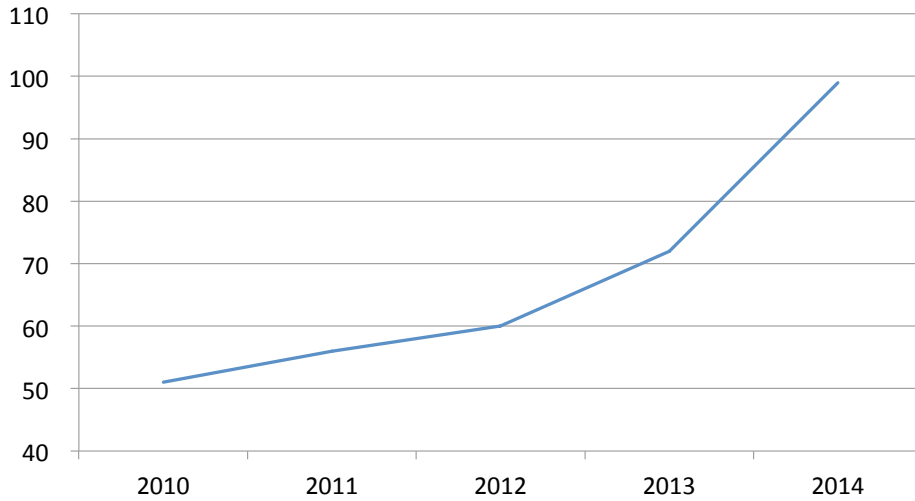
Students and Faculty Members Participating in Summer Research



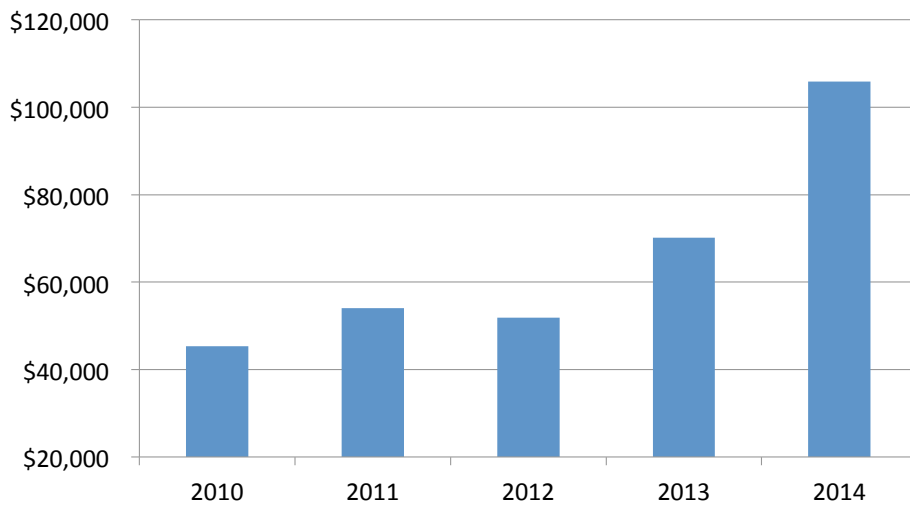
Student-Faculty Research Funding



Number of Professional Development Projects Funded



Professional Development Funding



GOALS FOR THE ACADEMIC PROGRAM

- Solid and sustainable financial framework
- Transformational teaching
- Reaching every student and preparing our students for leadership and service
- Scholarship and creative efforts that deepen and enrich our educational mission
- Enjoying and valuing our collective work

CURRENT INITIATIVES

- Curricular work
- Important work at the intersection of HCSE, Academic Life, and Student Life
- Grants Coordinator
- Health Professions Adviser
- Diversity and inclusion/classroom climate concerns
- Campaign
- Library renovation

Name	Status
Adams, Jennifer	Voting
Alexander, Rebecca	Voting
Altman, Meryl	Voting
Alvarez, David	Voting
Anderson, Jeremy	Voting
Anthony, Susan	Voting
Aures, Inge	Voting
Autman, Samuel	Voting
Babington, Patrick	Voting
Balasubramanian, Suman	Voting
Balensuela, Matthew	Voting
Ball, Thomas	Voting
Barber, Amy Lynn	Voting
Barreto, Humberto	Voting
Barros, Sandro	Voting
Beauboeuf, Tamara	Voting
Bedard, Lynn	Voting
Belguellaoui, Cheira	Voting
Belyavski-Frank, Masha	Voting
Benedix, Beth	Voting
Benedix, James	Voting
Berque, David	Voting
Berry, John	Voting
Bhan, Mona	Voting
Biehle, Susanne	Voting
Bitner, Ted	Voting
Boerger, Kristina	Voting
Bogaerts, Steven	Voting
Bonebright, Terri	Voting
Bordt, Rebecca	Voting
Bretscher, Mary	Voting
Brickell, Meredith	Voting
Brockmann, Nicole	Voting
Brooks, Howard	Voting
Brown, Harry	Voting
Bruggemann, Julia	Voting
Call, Rex	Voting
Cameron, Richard	Voting
Caraher, John	Voting
Casey, Brian	Voting
Castañeda, Angela	Voting
Chiang, Yung-chen	Voting
Chiarella, Thomas	Voting
Chiba, Hiroko	Voting
Conceatu, Marius	Voting
Cope, Tim	Voting
Cox, Brooke	Voting
Crary, Sharon	Voting
Crouse, David	Voting

Name	Status
Csicsery-Ronay, Istvan	Voting
Cullison, Andrew	Voting
Dewey, Robert	Voting
Dicker, Erica	Voting
Dickerson, Vanessa	Voting
Dixon-Fyle, Joyce	Voting
Dixon-Fyle, Mac	Voting
Dudle, Dana	Voting
Dunn, Jeffrey	Voting
Dye, Ronald	Voting
Dziubinskyj, Aaron	Voting
Edberg, Eric	Voting
Edwards, Carla	Voting
Eppley, Hilary	Voting
Evans, Arthur	Voting
Everett, Jennifer	Voting
Fancy, Nahyan	Voting
Fawaz, Fadi	Voting
Field, William	Voting
Finney, Melanie	Voting
Flury, Angela	Voting
Forcadell, Maria Soledad	Voting
Fornari, Chester	Voting
Foss, Pedar	Voting
Fox, Vanessa	Voting
Foy, Leonard	Voting
Friedman, Seth	Voting
Fruhan, Catherine	Voting
Fuller, Jason	Voting
Gallagher, Maryann	Voting
Geis, Deborah	Voting
Gellman, David	Voting
Gilson, Caroline	Voting
Glausser, Wayne	Voting
Glessner, Justin	Voting
Gloria, Eugene	Voting
Goldberg, Rachel	Voting
Goma, Ophelia	Voting
Gomolka, CJ	Voting
Good, Tim	Voting
Gourley, Bridget	Voting
Graham, Peter	Voting
Gropp, Jeffrey	Voting
Guinee, David	Voting
Gurnon, Daniel	Voting
Hahn, Susan	Voting
Hale, Jacob	Voting
Hansen, Jeffrey	Voting
Hanson, Bryan	Voting

Name	Status
Harms, Douglas	Voting
Harris, Anne	Voting
Harvey, David	Voting
Hayes, Andrew	Voting
Hazel, Wade	Voting
Hebb, Tiffany	Voting
Heithaus, Joseph	Voting
Henk, Amanda	Voting
Hershberger, Robert	Voting
Hertenstein, Matthew	Voting
Hillis, Rick	Voting
Holmes, Christina	Voting
Howard, Brian	Voting
Howley, Kevin	Voting
Ishikawa, Lynn	Voting
James, Leslie	Voting
Jennings, Kerry	Voting
Jetton, Caroline	Voting
Johnson, Paul	Voting
Kane, Danielle	Voting
Kannowski, Mark	Voting
Kenney, Jeffrey	Voting
Kertzman, Mary	Voting
Kienle, Miriam	Voting
Kim, Sujung	Voting
Kinney, Kevin	Voting
Kirkpatrick, Ken	Voting
Klaus, Carrie	Voting
Klinger, Geoffrey	Voting
Komives, Alexander	Voting
Krause, Stefan	Voting
Kuecker, Glen	Voting
Lafontant, Pascal	Voting
Lanzrein, Valentin	Voting
Lemon, Gary	Voting
Liu, Jinyu	Voting
Luque, Maria	Voting
Mackenzie, Michael	Voting
Manickam, Nachimuthu	Voting
Marcoux, Christopher	Voting
Marshall, Lydia	Voting
Martoglio, Richard	Voting
McCall, Jeffrey	Voting
McCoy, Mark	Voting
McInnes, Marion	Voting
McKelligan, Marcia	Voting
McVorrán, Marcelle	Voting
Menzel, Kent	Voting
Miles, Lori	Voting

Name	Status
Millis, Kathryn	Voting
Mills, James	Voting
Moore, Kevin	Voting
Mou, Sherry	Voting
Musser, Thomas	Voting
Nasr, Ghassan	Voting
Newman, David	Voting
Nichols-Pethick, Jonathan	Voting
O'Bannon, Brett	Voting
O'Dell, Cynthia	Voting
Ota, Pauline	Voting
Oware, Matthew	Voting
Pannell, Kerry	Voting
Paré, Craig	Voting
Patrick, Joyce	Voting
Perkins, Scott	Voting
Peterson, Clarissa	Voting
Phang, May	Voting
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
Reading, Amity	Voting
Risdon, Michael	Voting
Ristow, Gregory	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
Schmalhofer, Victoria	Voting
Schneider, Henning	Voting
Schwartzman, Maria	Voting
Schwipps, Gregory	Voting
Scott, Daniel	Voting
Seaman, Francesca	Voting
Serlin, Bruce	Voting
Shannon, Daniel	Voting
Shaw, Misti	Voting
Shifa, Naima	Voting

Name	Status
Sinowitz, Michael	Voting
Smith, Caroline	Voting
Smith, Orcenith	Voting
Smock, Richard	Voting
Smogor, Louis	Voting
Snyder, Steven	Voting
Soster, Frederick	Voting
Spiegelberg, Scott	Voting
Stasik, Tamara	Voting
Steinson, Barbara	Voting
Stewart, Khadija	Voting
Stimpert, Larry	Voting
Stinebrickner, Bruce	Voting
Stockton, Jamie	Voting
Suarez, Alicia	Voting
Sununu, Andrea	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
Wachter, Daniel	Voting
Wagner, Christina	Voting
Weaver, Joseph	Voting
Weisz, Eva	Voting
Wells, James	Voting
White, Christine	Voting
Whitehead, Barbara	Voting
Whiting, Bonnie	Voting
Wielenberg, Erik	Voting
Wilkerson, Scott	Voting
Wilson, Susan	Voting
Wilson, Wesley	Voting
Wimbley, Karin	Voting
Worthington, David	Voting
Wright, Brian	Voting
Wright, Lili	Voting
Wu, Zhixin	Voting
Ziegler, Valarie	Voting

Name	Status
Abed, Larry	Non voting
Alvis, Andra	Non voting
Barber, Suzanne	Non voting
Beckel, James	Non voting
Bellani, Rajesh	Non voting

Name	Status
Carkeek, Maureen	Non voting
Chiang, Li-feng	Non voting
Clodfelter, John	Non voting
Coburn, Pamela	Non voting
Danforth, Robert	Non voting
Dugan, Gregory	Non voting
Evans, Charles	Non voting
Fenlon, Gigi	Non voting
Good, Caroline	Non voting
Grammel, Deborah	Non voting
Guseva, Marina	Non voting
Hall, Kelley	Non voting
Hartnett, Owen	Non voting
Hopson, Amanda	Non voting
Hung, Shih-Ping	Non voting
Kim, Wonmin	Non voting
Kuo, Ming-Hui	Non voting
Linville, Steven	Non voting
Lynch, Richard	Non voting
MacPhail, Josephine	Non voting
McCoy, Darcy	Non voting
Miranda, Julianne	Non voting
Moore, Harriet	Non voting
Nightenelser, Keith	Non voting
Palmer, Lorrie	Non voting
Paré, Barbara	Non voting
Pejril, Veronica	Non voting
Puzzo, Ashley	Non voting
Rachford, Natalia	Non voting
Reynolds, Anne	Non voting
Roberts, David	Non voting
Seaman, Michael	Non voting
Sieg, Brandon	Non voting
Singh, Rohit	Non voting
Sirotkin, Leonid	Non voting
Smith, Carrie	Non voting
Solberg, Daniel	Non voting
Stepp, Scotty	Non voting
Stolle, Kara	Non voting
Szpunar, Ruth	Non voting
Vesely, Laurent	Non voting
Weinstein, Anthony	Non voting
Wells, Anastasia	Non voting
Wells, Christopher	Non voting
Williams, Alexander	Non voting
Wisheart, Christiane	Non voting

**DePauw University Faculty Meeting Minutes
October 6th, 2014**

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

Welcome everyone. While there is less actionable business than in some other months of the year, I know our committees have been busy and we have much that we'd like to discuss, so let's get started.

As quick reminders, please define all abbreviations to help everyone follow the conversation. I can slip into the lingo as well as anyone so by all means ask for a point of clarification. Please introduce yourself when speaking. The microphones on stands with extra aisles are to facilitate everyone hearing and having a voice, if you wish to speak please come forward. And, if you don't like to be startled when your cell phone rings aloud, please check that it is silenced.

2. Verification of Quorum

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

3. Consent Agenda

There are two minor corrections to the consent agenda. First, with regard to the minutes from September, if you read them carefully you would have noticed a yellow highlighted passage with a similar passage underneath it in the remarks from a faculty member during our discussion. The yellow highlighted text was an early draft and should have been deleted and in my last proofread I missed it. That yellow highlighted text will be deleted from the final version of the minutes.

Second, with regard to the prerequisites change to ECON 294 taking effect in 2015-2016 it should read, Prerequisite: ECON 100 and MATH 151 or equivalent. This has been corrected in Appendix A.

There were no requests in advance of the meeting or during the meeting to move any items from the consent agenda to the main agenda. There were no objections to approving the consent agenda. The consent agenda was approved.

A. Approve Minutes from the September 2014 Faculty Meeting

B. Approve the following new courses (recommended by MAO):

FILM 321 – Advanced Topics in Cinema (1 credit)

HIST 344 - Paradise Revisited (1 credit)

WGSS 225 – Sexuality, Culture & Power (1 credit)

WGSS 262 – Transnational Feminisms (1 credit)

WGSS 342 – Women, Health and Social Control (1 credit)

WGSS 362 - Feminist Approaches to Environmentalism (1 credit)

UNIV 135 – Academic Excellence Seminar (0.5 credit)

(course descriptions can be found in Appendix A of this agenda)

C. MAO announces a change in course credit, pre-requisite and description:

FILM 420 – Independent Study in Film (1 credit) changed to FILM 420 – Independent Study in Film (Variable credit)

(course descriptions can be found in Appendix A of this agenda)

D. MAO announces the following changes in course credit:

COMM 292 – Project in Communication: [Variable credit 0.5, 1.0] changed to [Variable credit 0.25, 0.5, 1.0]

COMM 491 – Projects in Communication: [Variable credit 0.5, 1.0] changed to [Variable credit 0.25, 0.5, 1.0]

E. MAO announces the following change in prerequisites to take effect 2015-2016:

ECON 294 – Intermediate Microeconomic Theory (1 credit)

(course descriptions can 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/>

4. Committee on Academic Policy and Planning – CAPP (John Caraher)

Written Announcements –

Recent feedback from accrediting agencies has caused the School of Music to want to make some additional changes to the curriculum they proposed. There will be no vote on the curriculum advanced notice of was given in September. CAPP anticipates a revised curriculum will be shared in November for a vote in December.

There were no questions for CAPP.

5. Management of Academic Operations – MAO (Jennifer Adams)

Written Announcements –

1. Departments who wish to establish a 0.5 credit Independent Study course for use during this Winter Term (January) must submit course proposal or course change forms to MAO prior to their **Nov. 24** meeting for inclusion on the December faculty meeting agenda.

There were no questions for MAO.

6. Committee on Faculty – COF (Susan Hahn)

Written Announcements –

1. COF reports that it has begun discussions of possible revisions to tenure and promotion standards. As the conversations progress, COF will seek faculty input.
2. In coordination with FGSC's work to continue faculty conversations about Faculty Development Policies and their necessary relationship to tenure and promotion standards, COF will sponsor a joint meeting of IGC, COA and COF.

There were no questions for COF.

7. Student Life and Academic Atmosphere Committee – SLAAC (Smita Rahman)

Written Announcements –

SLAAC has no written announcements.

There were no questions for SLAAC.

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

- A. Update on meetings with the administration and the Board of Trustees

For FGSC much has happened not only since our last meeting, also in the last week to 10 days since the open conversation of the faculty on September 25, 2014.

One update has come since this agenda was released. Harry Brown as Chair of Chairs and I were invited to attend the Board Meeting. This was the result of FGSC meeting with Brian Casey and Larry Stimpert and sharing the sentiment from the open conversation that the faculty feel we are major stakeholders in the University yet unlike student we don't have an automatic seat at the table during the Board meetings.

I'm happy to report that our presence was very positively received. We each have a few very short remarks we'd like to share and then we may make some additional comments after the report President Casey and some other senior staff share during Executive Session. As I understand it they plan to share essentially the same report the Board of Trustees received in their opening session. That report will touch upon some of the issues raised during the open conversation.

FGSC sees this action as an important first step as part of what we shared with Brian Casey and Larry Stimpert and we anticipate more to follow.

From my perspective I gained the sense that the Board sees us as central to the mission of the institution. In fact so much so that it usually goes without saying. All of my conversations with members informally came back to a story about a particular interaction or course they had that changed their lives. Truly they they understand what having strong resources mean for the academic program. In addition to attending the general sessions, I attended the Budget and Finance subcommittee and Harry attended the Academic Affairs subcommittee. We covered those because with that and the general sessions we touched on major points from our last faculty meeting and the faculty conversation on September 25.

FGSC will be continuing to meet with Brian Casey and Larry Stimpert to discuss issues raised during the last faculty meeting and the September 25th conversation. We are eager to have broader feedback. Now we to figure out how to channel that feedback. We will announce topics for discussion, but for now, we have tentatively reserved times on the University calendar for faculty conversations on:

Wednesday October 29, 4:00-5:30 pm

Thursday November 13, 11:30 am-1:00 pm

Monday November 24, 11:35 am-12:25 pm

While no time can work for everyone these dates were chosen to move things around in terms of day of the week and time of day and to avoid major all campus events already on the campus calendar.

Written Announcements –

1. In response to conversations at the September faculty meeting FGSC charged IGC with the task of reviewing how we support faculty development broadly speaking. The full text of FGSC's charge to IGC is found in Appendix B.
2. At the request of a group of colleagues the FGSC arranged a faculty conversation, "in a safe space for faculty to talk honestly and freely about the state of the university."
3. The FGSC met to begin discussions about how we can use and improve our governance processes to address concerns we heard during the faculty conversation.
4. FGSC subsequently met with the President and VPAA to begin collaboration; two immediate actions that have resulted are (a) the Chair of the Faculty, Bridget Gourley and Chair of Chairs, Harry Brown were invited and are attending the October Board of Trustees meeting and (b) the FGSC, President and VPAA have agreed to work on strategic issues that cross the boundaries of individual committees.

5. FGSC members were energized by the passion and interest we heard from our colleagues at the faculty conversation and the desire of the President and VPAA to partner with the faculty to ask and answer difficult questions.

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. Internal Grants Committee – IGC (Valentin Lanzrein)

Written Announcements –

1. IGC will develop a document outlining a broad vision of the types of programs that support faculty development at DePauw in response to the charge from FGSC.
2. We are directing the formation of an elected ad-hoc committee to work in conjunction with IGC. The goal of this committee is to make specific recommendations about the faculty development funding structure.
3. The committee has made a formal request to Vice President Stimpert to explain his vision and goals for changing the faculty development structure. This clarification will facilitate discussion in the committee and among the faculty at large.
4. IGC continues to review proposals for funding from both students and faculty colleagues.

Upcoming IGC deadlines:

Faculty Fellowship applications due – October 8, 2014

Sabbatical/pre-tenure leave applications due – October 29, 2014

Fisher Course Reassignment applications due – November 5, 2014

Student/Faculty Summer Research applications due – March 11, 2015

Ferid Murad Medal applications due – March 11, 2015

Faculty Summer Stipend applications due – April 1, 2015

Howes Grant applications due – April 8, 2015

Faculty Fellowship year 1 and year 2 reports due – May 6, 2015

Faculty Achievement Program – May 7, 2015

There were no questions for IGC.

10. Committee on Administration – COA (Francesca Seaman)

Written Announcements –

COA has no written announcements.

There were no questions for COA.

11. Title IX Team (Rebecca Upton)

- A Brief announcement of the Title IX team, mandate and learning sessions at the University. Information about the committee and what faculty can expect moving forward.

I'm here today with a reminder and announcement about how Title IX applies to our University. On September 26th we received an email from the new Title IX Coordinator, Renee Madison with information

about some steps we need to take in order to be in compliance with the new federal mandates, amendments to Title IX and legislation such as the Clery Act that affect institutions such as ours.

First, just a reminder of what Title IX entails: according to Title IX of the United States Education Amendments of 1972, *No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving Federal financial assistance.* Traditionally, Title IX has been associated with ensuring fairness and equity to women in athletics. However, Title IX also protects students, faculty and staff from being subject to discrimination. Congruent with the Clery Act, sometimes referred to as the Campus Awareness and Campus Security Act signed in 1990, the U.S. Department of Education, Office of Civil Rights, provided additional guidance for institutions to comply with this legislation in April of this year. One of the stipulations is that all employees (faculty, staff, administrators, everyone) receive education about the law and training as to how to report sex discrimination, harassment and assault.

So secondly, for us, this means that we all must attend one of the Title IX Training and Information sessions that Renee provided a link to in her email. You need only attend **one** session, and there are numerous opportunities to attend in the next few weeks. Each session is approximately 50 minutes in length, and necessarily includes some wordy power-points.....They must be so in order to accommodate all of the information that OCR mandates, the important part is of course that we are informed as to what resources exist to report sexual discrimination, assault and harassment and to raise awareness of the recourse of any violation of Title IX (if we are not in compliance for example we may lose federal funds, student financial aid, federally funded grants, etc. I would direct your attention to a list of colleges and universities who are not in compliance and that you may have heard of in the past year). If you attend during the lunch hour you have the option for a lunch provided (again all of this information is in the email from September 26th and a follow up reminder will be sent in case you have overlooked or deleted this information).

If you have a scheduling conflict that arises on your chosen date, or need to cancel, please let Renee Madison's office know and alternative arrangements can be made [third shift workers for example will have different options available]. When training is complete, this information will be recorded, again, you need only attend one session.

As colleges and universities such as ours are proactive and move forward with new policies and procedures to address campus sexual assault, intimate violence, dating violence, stalking, discrimination, and inequities in treatment, information is available from a variety of sources. We are fortunate to have Renee Madison in the position of Title IX Coordinator to help our University navigate those sources of information and assist with compliance and the reduction of liability.

Lastly, a reminder that faculty are often the first point of contact for students in particular, but certainly too for staff and colleagues who report. It is in our best interest to be as well informed as possible about what to do in these cases, to keep ourselves apprised of new laws, changes in legislation, and best practices in order to keep our campus community as safe and responsible to one another as possible. Attendance at these sessions does not mean that faculty (or any employee) must be an investigator, nor involved in litigation, it means that we are equipped with knowledge as to what to do next should someone in our community report sexual misconduct, discrimination or assault.

Please do not hesitate to contact me with any questions as your faculty liaison to the Title IX Team. I can be reached at rupton and I live at 221 Asbury.

On behalf of the Title IX team; Renee Madison, Cara Setchell, Stevie Baker-Watson, Amy Haug, Jeannette Johnson-Licon, Robin Wyatt and Susan Hacker, I appreciate your willingness to attend these sessions – I know

we are all wicked busy but this is one of those things we must do, it is the right thing to do on so many levels.

Written Announcements –

Title IX training options can be found at the following [link](#).

There were no questions for the Title IX Team.

12. Committee on Honorary Degrees (CHD) (Geoffrey Klinger)

A. Overview report about honorary degree candidate pool.

Written Announcements –

CHD has no written announcements.

A faculty member asked CHD about how the candidates were chosen from the list of nominees. The question was referred to executive session.

13. Extended Studies Implementation Team Report (Dave Berque)

A. Report from the Extended Studies Implementation Team

As shared with Department Chairs and Program Directors at the September chairs meeting, we have been working to regularize the Extended Studies registration process.

As more Extended Studies courses are housed in departments, and connected to majors, students need to be able to plan these courses into their overall academic schedule. This is also important because full-time students can take up to 4.5 credits during Semester I (Fall Term and Winter Term combined) as well as during semester II (Spring Term and May Term combined). In order to plan their schedules for Fall Term, for example, students need to know their options for Winter Term so they can spread their 4.5 credits appropriately between these terms.

We also know it is important for departments and programs to be able to think about their course offerings over all four terms for a given academic year.

To facilitate all of this, starting this spring, the timing for submitting the Winter Term Schedule of Classes will be roughly aligned with the usual timing for submitting the fall schedule of classes. Similarly, the timing for submitting a May Term schedule will be roughly aligned with the usual timing for submitting the spring term schedule.

To the extent possible, student registration will also be done on a full-semester basis.

In early March, Departments and Programs will submit course offerings for Semester I (fall and winter) and Semester II (spring and May). As has always been the case, course offerings for Semester II on-campus courses may be tentative at this time, especially with respect to course times and staffing.

In April, students will begin to register for Fall Term 2015 courses and Winter Term 2015 courses and off-campus May Term 2016 courses.

In late September 2015, Departments and Programs will submit final course offerings for Semester II on-campus courses.

After fall break in October 2015, students will register for Semester II (Spring and May Term) on-campus courses.

A modified schedule will be used for new incoming students.

Since we have not yet transitioned to the new schedule, the written announcement on your agenda gives the registration schedule for on-campus Winter Term courses for January 2015.

Please note that we will be testing a real-time registration system for the first time in DePauw's history, something that students have asked for in the past. Information Services has done a lot of great work getting this system into place and we are eager to see how it works.

Information Services is also rolling out several enhancements to the online Schedule of Classes, most notably the ability to list Winter Term and May Term courses in the same way as fall and spring term courses. As part of this change we have removed the restriction on course title length that previously required course titles to be displayed in twitter style, with a very tight limit on the number of characters. It will take a little while to re-populate the system with the longer course titles, but these should be available soon.

Written Announcements

- A. Registration for on-campus Winter Term 2015 courses will take place during the week of October 13th. We will use a real-time add/drop system which means students will know whether or not they get into a course immediately, rather than having to wait for a registration program to run. We will use a staggered schedule as follows.
- **Monday 10/13** The system becomes available to Juniors and Seniors who still need one or more ES credits to graduate.
 - **Tuesday 10/14** The system becomes available to first-year students, as well as to new transfer students who do not have Junior or Senior standing.
 - **Wednesday 10/15** The system becomes available to sophomores.
 - **Thursday 10/16** The system becomes available to any remaining Juniors and Seniors.

There were no questions for the Extended Studies Implementation Team

14. GLCA Academic Council Representative (Danielle Kane)

Written Announcements –

The GLCA representatives draw your attention to three GLCA initiatives they learned about at the recent GLCA Academic Council Meeting.

1. The 2014 GLCA Students of Color Leadership Conference (SOCLC) will take place at DePauw on November 7-9, 2014.
2. The GLCA-Library of Congress Research Initiative is accepting proposals for the 2015 Summer Faculty-Student Research Seminar (July 27- August 5, 2015), and the deadline is Friday, February 6, 2015. See Appendix C for more information.
3. Funded by the Andrew W. Mellon Foundation, the GLCA Expanding Collaborations program encourages cross-campus collaborations. See Appendix C for more information.

There were no questions for the GLCA Academic Council Representative.

Additional Business	
15. Remarks from the President (Brian Casey)	There were no comments from President Casey.
16. Remarks from the VPAA (Larry Stimpert)	There were no comments from Larry Stimpert.
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	<p>A. Committee Appointment for AY2014-15 (Bridget Gourley)</p> <p>Chair of the Faculty Bridget Gourley reminded faculty that according to our by-laws she is authorized to appoint colleagues to fill vacancies. Having a willing volunteer to fill the last vacancy, Valerie Ziegler, she made the appointment rather than sending out yet another ballot.</p> <p>Written Announcements –</p> <p>Valerie Ziegler agreed to serve one-year of the COF vacancy and has been appointed by the Chair of the Faculty. The by-laws state that vacancies that exist after the elections may be filled by the Chair of the Faculty and announced at the next faculty meeting. This text serves as the Chair of the Faculty’s official announcement to the Faculty.</p>
20. Executive Session to Consider Honorary Degrees (Brian Casey and Geoff Klinger)	
21. Adjournment	

Appendices

Appendix A: Course Descriptions for MAO Consent Agenda Items

Related to Consent Agenda Item B – Approval of new courses

FILM 321 – Advanced Topics in Cinema (1 credit) – This is an umbrella course title and number to encompass various upper-level topics courses in film that may be offered by professors in various departments.

HIST 344 - Paradise Revisited (1 credit) - The notion of the Pacific Islands as 'paradise' is a historic and pervasive fixture of stage, screen and tourist brochures. But when and how did the European construction of 'paradise' and the representations that followed from it come about? More importantly, how have indigenous peoples of the Pacific Islands represented or “re-presented” Oceania in light of that legacy? HIST 344 analyzes depictions of the Pacific Islands including Aotearoa (New Zealand) from a historical perspective with a chronological emphasis on the late 18th century to the present. During the semester students will engage and evaluate historiographical and epistemological debates which have shaped the study of Oceania as well as primary and secondary sources drawn from history, literature, anthropology, art and film.

WGSS 225 – Sexuality, Culture & Power (1 credit) - An exploration of the diverse ways in which human sexualities have been conceptualized, molded, policed and transformed in particular cultures, social contexts, moral climates and political terrains. Investigated are how the seemingly personal and natural world of sexual desire and behavior is shaped by larger societal institutions (e.g., law, medicine, religion) and by cultural ideas. Also examined is how social categories that have primacy in a culture,(e.g., gender, race, class and age) are expressed in sexual ideas, behavior and politics. *Prerequisites: SOC 100 or sophomore standing.*

WGSS 262 – Transnational Feminisms (1 credit) - An interdisciplinary exploration gender and sexuality in a transnational context. We examine a variety of global processes, including colonialism and present-day capitalism and development studies; topics may also include military conflict, transnational ecofeminisms, and the use of art in developing solidarity across transnational feminist movements.

WGSS 342 – Women, Health and Social Control (1 credit) - In this course, we will focus on the intersection of health, illness, and gender. This course combines classic and contemporary feminist and sociological ideologies to explore how health and illness have been defined and experienced for different women across historical time and space. There is considerable attention to how conceptualization of women (and their bodies) as inferior has led to the medicalization and control of women’s bodies. We will especially highlight the role of women’s health movements in shaping how women’s health is understood, embodied and contested. We start the course addressing theoretical frames for understanding gender and health. We then assess contemporary women’s health status. The course then loosely follows a life course approach in that we explore women’s experiences with menstruation, sexuality, reproductive technologies, childbirth, and menopause. *Prerequisites: one course in sociology or permission of instructor.*

WGSS 362 - Feminist Approaches to Environmentalism (1 credit) - Are women really closer to nature? Are women more deeply impacted by environmental degradation than men? Why do women make up the majority of the world's environmental activists? We will debate these questions and more as we consider how ecological narratives and practices are constructed at the intersections of gendered, raced, classed, and sexual identities. This course explores the work of artists, activists, and scholars to show how women and men have been at the forefront of struggles to reclaim their homes, communities and lands from patriarchal and (neo)colonial oppression. Topics include: ecofeminism, environmental racism and the environmental justice movement, queer ecologies, food politics, ecological economies, and eco-spiritual traditions. By the end of the semester, you will be able to map some of the key debates in these fields and determine your own beliefs about philosophies and best practices for social-environmental justice.

UNIV 135 – Academic Excellence Seminar (0.5 credit) - This course is designed to support students in their development as learners through readings, reflective writing, and class discussion. Topics covered include active reading, taking good notes, preparing for exams, and time management. Students will be encouraged to explore their strengths as scholars, to address their weaknesses and to become more engaged in the learning process.

Related to Consent Agenda Item C – Changes to course credit, prerequisite and description

FILM 420 – Independent Study in Film (1 credit) - Independent project under tutorial supervision designed for juniors and seniors wishing to work in depth on a particular aspect of film study. *Prerequisites: junior or senior classification and permission of instructor and program director. Prior to registration, the student must present to the director a written statement of the project countersigned by the instructor who will serve as tutor.*

Changed to:

FILM 420 – Independent Study in Film (Variable credit) - Independent project under tutorial supervision designed for majors wishing to work in depth on a particular aspect of film study. [No prerequisites]

Related to Consent Agenda Item E – Changes to prerequisite to take effect 2015-2016

ECON 294 – Intermediate Microeconomic Theory (1 credit) - Decision-making by firms, households and other economic units about production, consumption, pricing, resource allocation, market structure and externalities. *Prerequisite: ECON 100.*

Changed to:

ECON 294 – Intermediate Microeconomic Theory (1 credit) - Decision-making by firms, households and other economic units about production, consumption, pricing, resource allocation, market structure and externalities. *Prerequisite: ECON 100 and MATH 151 or equivalent.*

Appendix B: FGSC Charge to IGC regarding a review of how we support faculty development

Date: September 16, 2014
To: Members of the Internal Grants Committee (IGC)
From: Members of the Faculty Governance Steering Committee (FGSC)
Subject: Follow up from the Faculty Meeting Monday September 8, 2014

In light of conversations at faculty meeting on Monday September 8, 2014 the FGSC met to discuss, among other things, how to best proceed to address concerns raised about the implications of the name change to IGC and more broadly on the widespread perception that there is of a loss of focus on faculty development at DePauw. Given we have a committee, IGC, whose role in the last 10 years has shifted from the oversight of our faculty development programs broadly to its current function of reviewing internal grant proposals, FGSC members decided the course of action most respectful to our governance processes was to charge IGC with a the task of reviewing how we support faculty development broadly speaking. FGSC anticipates that IGC will bring to the faculty recommendations about how we make sure the historic signature support DePauw has had for faculty development does not get lost as we evolve our practices and procedures.

FGSC gives IGC wide latitude in deciding how to proceed. We encourage IGC to decide whether the best course of action is to take on the review on top of their annual internal grant application and report reviews or whether they would rather appoint a subcommittee that includes prior Faculty Development Committee (FDC) members and/or Faculty Development Coordinators. We acknowledge that the current Faculty Development Coordinator and Dean of Faculty are part of all IGC meetings and we anticipate that they will be part of the conversations in the way that IGC deems most productive. Additionally, we anticipate that IGC may want to consult with COF about how our faculty development programs are linked to the review process.

As part of the review it will be key to revisit the motion IGC brought to the faculty in April 2014 approved by the faculty in May 2014 for change in name and charge of the committee, particularly with regard to changes in the charge.¹ In particular, the review should address where some of the other signature activities found in the charge of the old FDC should lie if the best course of action is to maintain some form of the current IGC whose focus is solely on the internal grants piece of the broader faculty development scope.

FGSC encourages IGC or its subcommittee to regularly apprise the faculty of its work. At a minimum that should include an update to the faculty at the December faculty meeting with a goal of having final recommendations to the faculty no later than the April faculty meeting if they involve by-laws changes and May otherwise.

FGSC will report to the faculty in October this charge to IGC as an update to promised actions at the September meeting.

-
1. Appendix H from the April 2014 Faculty Meeting Minutes with the change of charge was attached and is given below.

“Appendix H: Proposed revisions to the Academic Handbook to accommodate a change in the name of the Faculty Development Committee

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

A global search and replace will be done to replace the name ~~Faculty Development Committee (FDC)~~ with **Internal Grants Committee (IGC)**.

Faculty Development Committee

1. Function. ~~This committee shall plan and execute faculty development programs within the University and coordinate institutional programs with faculty development programs of outside agencies. The committee will cooperate with the Committee on Faculty in establishing policies for faculty development.~~
This committee shall make recommendations to the President of the University concerning the granting of institutional research and development ~~funds, resources and~~ leaves of absence, ~~and selection of institutional nominees for grants or awards given by outside agencies.~~ Policies and procedures of ~~faculty development~~ **internal funding**-programs are outlined in detail ~~in~~ **on** the **Academic Affairs website**. [Faculty Development Handbook](#) which is available online or from the Academic Affairs Office.
2. Membership. 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 chair for this committee shall be chosen from among the elected faculty members.

Ex-officio members (without vote): the Vice President for Academic Affairs (or his or her representative); the ~~Coordinator for Faculty Development~~ **Coordinator.**"

Appendix C: Report on the GLCA Academic Council Meeting, September 19-20, 2014

Sherry Mou and Danielle Kane

On September 19-20, Sherry Mou and Danielle Kane attended the GLCA Academic Council meeting in Toledo, OH. Representatives from twelve campuses (Oberlin was absent) gave updates on their academic programs and campus lives, and the GLCA officer presented on consortial initiatives. We would like to draw your attention to a few of these:

1. The 2014 GLCA Students of Color Leadership Conference (SOCLC) will take place at DePauw on November 7-9, 2014.
2. The GLCA-Library of Congress Research Initiative is accepting proposals for the 2015 Summer Faculty-Student Research Seminar (July 27- August 5, 2015), and the deadline is Friday, February 6, 2015. Three teams will be selected, and each team should consist of a faculty mentor, a home campus librarian, and three or four students. The program pays the travel, lodging, and food costs of the faculty leader and a home campus librarian during the ten days at the Library of Congress. Each team will work with a designated librarian at the Library of Congress. See more details at <http://glca.org/programs/glca-library-of-congress-research-initiative>.
3. Funded by the Andrew W. Mellon Foundation, the GLCA Expanding Collaborations program encourages cross-campus collaborations. Examples include undergraduate research, digital humanities, hybrid courses, globalization of the curriculum, and joint summer institutes. More details can be found at <http://glca.org/programs/glca-expanding-collaboration-initiative>. Also, if you'd like more information, feel free to contact Danielle Kane, Sherry Mou, or Greg Wegner, Director of Program Development at GLCA (wegner@glca.org).

As an example of a global collaborative program, "Global Course Connections" allows faculty from different nations to link together portions of their courses using digital technology, "allowing inter-cultural sharing on a common topic among students and faculty alike." Some of these courses are already running; some are in development; and the GLCA invites proposals for more. (They are also looking for faculty partners for existing courses.) In the future we can expect to see more global initiatives, including a Global Scholars Program that will send students to two Global Alliance institutions, and a multi-institution Globalization Studies major. For more information, contact the GLCA reps listed above or Richard Detweiler (Detweiler@glca.org).

Questions about the following item should be directed to Sherry Mou, (smou@depauw.edu) who, although on sabbatical, will be happy to respond to email.

4. Sherry took the opportunity to survey all the GLCA campus representatives about their conference funding and compiled the chart found on the next page. There are many factors and variations in how conference funds are configured in the overall faculty development funding. She checked the website of each school to verify details gathered at the meeting and compiled the attached chart. Please note that the chart is not comprehensive. There are probably more local rules or practices that she could not find out from either a short survey at the meeting or a quick online verification. Hopefully, the chart will offer us some ideas and points of reference as we try to improve our own faculty development program.

GLCA Faculty Development Funds Survey

Institution	Basic PDF fund \$/yr	*	Must present?	Bankable	Notes
Albion	900	**	yes		\$1200 international (except \$900 for Canada); research funds available competitively
Allegheny	1800		2/3 if not		
Antioch	2000		no		research funds available separately
Denison	3000		no	yes	jr faculty: 5000/Y 1st 3 Ys; bank up to 6000; can be used for any legitimate professional expense (e.g., travel for research or conference, journal subscriptions, memberships, books, software, research aids, & supplies
DePauw	1200		no		(3600 for 3-yr cycle); up to additional \$600 for domestic & \$800 for international conference, if presenting; \$2000 PDF available by application (1st come, 1st served); \$1000 workshop
Earlham	1750		no		additional conference and research funds available
Hope	800		\$600 if not		dean may give additional travel money
Kalamazoo	1800		\$800 if not		\$2200 for international conference
Kenyon	2250	**	no	yes	can be banked up to 3 yrs; can be used for anything related to research (books, software, conference, etc.)
Oberlin					no data (absent)
Ohio Wesleyan	1300		no	yes	for anything related to research (travel, conference, equipment, etc.); can be banked with no time limit; some depts pool money together
Wabash	2000		no		extra \$1800, if necessary
Wooster	1325	**	\$1125 if not		research funds at dean's discretion
* Most schools have a general faculty development fund that can be used for research or conference travel. However, for Albion, Antioch, & Hope, this figure represents conference expenses only. If money for research is available in these schools, it is only competitively.					
**There is a discrepancy between this figure, taken from the online Faculty Handbook or faculty development sites, and what the representatives reported.					

**DePauw University Faculty Meeting Minutes
November 3rd, 2014**

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

Welcome everyone. We have much to discuss, so let's get started.

As quick reminders,

- Please define all abbreviations to help everyone follow the conversation. I can slip into the lingo as well as anyone so by all means ask for a point of clarification.
- Please introduce yourself when speaking
- The microphones on stands with extra aisles are to facilitate everyone hearing and having a voice, if you wish to speak please come forward.
- And, if you don't like to be startled when your cell phone rings aloud, please check that it is silenced.

2. Verification of Quorum

The quorum was reached by 4:08 p.m.

3. Faculty Remembrance for Richard Lyle Hillis

Richard Lyle Hillis, Associate Professor of English served DePauw from 2002 until his death. Rick passed away on October 8, 2014. Professor Istvan Csicsery-Ronay read the remembrance. The tribute was jointly composed by Barbara Bean, Professor Emerita of English, Harry Brown, Associate Professor of English, Istvan Csicsery-Ronay, Professor of English and Ron Dye, Associate Professor of English and Communication and Theatre is found in Appendix A.

4. Consent Agenda

There were no requests to move any items from the consent agenda to the main agenda. There were no objections to approving the consent agenda. The consent agenda was approved.

A. Approve Minutes from the October 2014 Faculty Meeting

B. Approve the following new course (recommended by MAO):

UNIV 315 - Subject Tutor Training (0.5 credit)

(course description can be found in Appendix B of this agenda)

C. MAO announces a change in course title and description:

POLS 318 - Research Methods: Research Design (1 credit) changed to Research Design and Writing in Political Science (1 credit)

(old and new course descriptions can be found in Appendix B of this agenda)

D. MAO announces a change in course description for:

CSC 498 – Senior Project (1 credit)

(old and new course descriptions can be found in Appendix B of this agenda)

E. MAO announces approval of the following experimental course:

UNIV EXP – Quantitative Reasoning in Current Events (1 credit)

(course descriptions can be found in Appendix B 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 (John Caraher)

- A. CAPP gives advanced notice (to be voted on at the December Faculty Meeting) that the faculty approve changes to School of Music degree program requirements (detailed in Supporting Materials, see Appendices C and D).

Summary:

The proposal would change the courses required for each School of Music degree and consequently increase the number of credits required for graduation. The increase involves awarding credit for required activities (such as senior recital) that currently receive no credit and from new courses associated with the 21st Century Musician (21CM) initiative. All new courses required for the proposed program have been reviewed and approved by MAO and the faculty. Supporting materials include the proposed revisions to Academic Handbook language and summaries of the requirements for each School of Music degree under the proposal.

Rationale for changes to School of Music degree requirements:

The classical music world is changing drastically, and the DePauw intends to be the first school of music in America systemically and holistically dedicated to creating the musician of the future instead of the past. This curricular change ensures that every student is exposed to the new world of classical music. The changes are a commitment to give credit for performance (ensembles and recitals) so that students' transcripts better reflect their course of study at DePauw. This will create more serious and better-prepared musicians.

Executive Summary of School of Music Curricular Changes:

- All music curricula will require 36 credits for graduation (BM/BMA goes from 31 to 36, BME goes from 33 to 36). Much of this is giving credit for ensembles and recitals currently un-credited and the rest is to make way for "21st-Century Musicianship" courses. Some majors (voice with business emphasis, voice with a second major) would require additional credits. The 5-year program requires at least 44 credits for graduation
- Some SOM-exclusive courses that were previously 1 credit become 0.75 credits
- MUS 230: History of Western Art Music will be phased out of the curriculum and replaced by a two-semester survey
- All music students take applied lessons at 0.5 credit in the first four semesters, and at 1 credit for the remaining semesters when greater progress is expected
- Students in the 5-year program would take six semesters of 0.5 credit lesson and four semesters of 1 credit lessons (to be taken in the years that recitals are given)
- The BA in music still requires 10 credits in music; the changes in the course credit and lessons require music electives to be increased from 3 to 3.75 credits
- The *Minor in Applied Music* has been changed to *Minor in Music*. The required credit has been lowered from 7 credits to 6.25 credits.
- The Minor in Jazz Studies (CLA) has been lowered from 7-7.25 credits to 6.75-7 credits.

B. Admissions

Pursuant to CAPP's charge to supervise and make recommendations with respect to admissions requirements, CAPP considered reviving the Faculty Committee on Admission but decided creation of a new formal subcommittee was premature and possibly unnecessary. Instead, CAPP plans to develop more regular, systematic exchanges of information and ideas between faculty and the Office of Admission. We plan to work

directly with the Vice President of Admission and Financial Aid on establishing regular two-way communication between faculty and Admission on issues of importance to faculty in the admissions process.

Written Announcements –

Review of Graduation Requirements

CAPP has begun initial discussions of a broad review of graduation requirements. This review is timely both because approximately five years have passed since the adoption of the current College of Liberal Arts distribution requirements and because of renewed interest in questions of how our curriculum can best address pressing issues surrounding diversity, multiculturalism, privilege and inequality. CAPP is in the process of requesting data on changes in enrollment patterns since adoption of the current distribution requirements. This information should help inform discussions among all faculty this coming spring as we assess how our graduation requirements can help DePauw students experience the best liberal arts education we can offer.

There were no questions for CAPP.

6. Management of Academic Operations – MAO (Jennifer Adams)

- A. MAO gives notice of its intent to ask the faculty (to be voted on at the December 2014 faculty meeting) to approve a change to the Examination in Courses portion of the academic handbook as found in Appendix E of this agenda.

Rationale:

A few faculty members have assigned extra course work during finals that was due past the end of the semester. As a result, the proposed change clarifies the policy with regard to assignment due dates near the end of the term.

- B. MAO gives notice of its intent to ask the faculty (to be voted on at the December 2015 faculty meeting) to approve changes to the Academic Standing Committee portion of the academic handbook as found in Appendix F of this agenda.

Rationale:

The faculty approved a new Satisfactory Academic Progress policy earlier this fall and this new policy will be used for the first time at the end of the fall term. Because the new policy involves both financial aid status and academic status it is important to have a representative from financial aid serve on the committee that makes decisions. We are therefore proposing the substitution of one administrative representative on the committee with a representative from Financial Aid. The other changes clarify wording to be consistent with the new Satisfactory Academic Progress policy that the faculty recently approved. MAO will consult with the Academic Standing Committee before asking the faculty to vote on this policy in December.

Written Announcements –

1. Departments who wish to establish a 0.5 credit Independent Study course for use during this Winter Term (January) must submit course proposal or course change forms to MAO prior to their **Nov. 24** meeting for inclusion on the December faculty meeting agenda.

There were no questions for MAO.

7. Committee on Faculty – COF (Susan Hahn)

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

There were no questions for COF.

Written Announcements –

COF continues its normal work for the year.

8. Student Life and Academic Atmosphere Committee – SLAAC (Smita Rahman)

- A. SLAAC's report is an offer to answer questions.
There were no questions for SLAAC.

Written Announcements –

SLAAC is continuing to work on campus climate issues this semester, particularly those affecting international students.

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

- A. FGSC will provide an update on our work since the last meeting. After we complete the business portion of the meeting we look forward to open dialogue building on faculty conversations in September and October.

FGSC has met both with and without Brian Casey and Larry Stimpert as we have worked to synthesize what we've heard over the past five or six weeks and develop a strategy for sharing information, having open discussion and working together as a faculty to address the issues of concern that can be addressed through faculty government. To that end we are using both time during faculty meeting and additional open meetings. We hope you'll participate in as many conversations as your schedule will allow. Later today in executive session we will have another conversation. The next conversation is on Thursday November 13, from 11:30-1:00 pm in the Julian Auditorium. We are hosting an open conversation about our needs for faculty development and funding. We hope you'll come share your ideas.

Written Announcements –

1. FGSC has been evaluating what can (and can't) be done through the governance process to address issues that have come up in the last two faculty meetings and faculty conversations. In particular, FGSC has been coordinating the broad work of our governance committees in information gathering to help us move from simply discussing these issues to action. FGSC's vision is to have committees bring forward options for full discussion, before moving to vote on any items that fall within our governance structure.
2. At the September meeting, the faculty raised concerns about faculty development and FGSC said they would discuss the issues and report back to the faculty in October. In October FGSC reported that we had charged IGC to review how, at DePauw, we support faculty development broadly speaking. Since FGSC issued that charge to IGC in mid-September much has changed and many conversations that impact that work are now in progress. FGSC has asked IGC to pause work on that specific task until a few other items have been clarified so that FGSC can be sure that IGC has a clear task in front of them. FGSC will ask IGC to resume that work once we can provide a clarified task.

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. Internal Grants Committee – IGC (Valentin Lanzrein)

A. Announcement of Fisher Fellowship Award for 2015-16.

On behalf of the Internal Grants Committee (IGC) Valentin Lanzrein announced the recipient of the Fisher Fellowship Award for 2015-16.

Cynthia O’Dell (Professor of Art and Art History) has received the Fisher Fellowship Award for 2015-16 for her project *“A Midwestern Lament: The Forgotten Families of the Great Recession.”*

“A Midwestern Lament: The Forgotten Families of the Great Recession,” is a documentary based photographic project, telling the stories of families in the Midwest, who lost their homes during the economic crisis. For this project, Professor O’Dell will photograph families in the region who lost their home during the economic collapse.

The final product will consist of mixed-media, large-scale photographic collages incorporating portraits of the family, their current and former home and text from interviews. The families will also be invited to collaborate on the project and work directly on the photographic surface, essentially telling their own story of resistance.

Putnam County is the site of great loss, like many counties in the United States, hundreds of families have lost their homes. Over the last five years, Professor O’Dell has been photographing these empty homes and the signs on the doors and windows, as part of an ongoing project titled, “Signs.”

“A Midwestern Lament,” will expand this work to the next level and tell the stories of the people who actually returned home to these eviction and “no-trespassing” notices. These families are the real victims of the economic crisis. Unlike the financial institutions and the auto industry, they were **too small to succeed**. As a country driven by corporations and in thrall to their greed, we aren’t challenging the real causes of these inequities. Many families will never be the same as a consequence.

We look forward to explore these stories in Professor O’Dell’s project “A Midwestern Lament: The Forgotten Families of the Great Recession.”

Congratulations Cindy!

Written Announcements –

Upcoming IGC deadlines:

Fisher Course Reassignment applications due – November 5, 2014

Student/Faculty Summer Research applications due – March 11, 2015

Ferid Murad Medal applications due – March 11, 2015

Faculty Summer Stipend applications due – April 1, 2015

Howes Grant applications due – April 8, 2015

Faculty Fellowship year 1 and year 2 reports due – May 6, 2015

Faculty Achievement Program – May 7, 2015

There were no questions for IGC.

11. Committee on Administration – COA (Francesca Seaman)

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

Written Announcements –

In recent meetings COA invited the following individuals to report on current issues regarding the university and intersecting between faculty and administration: the VP for Admission and Financial Aid, Cindy Babington, President Casey, the Director of Human Resources, Amy Haug, the VP for Finance and Administration, Brad Kelsheimer, and the VPAA Larry Stimpert, who is a current member of COA. Having received these reports COA is in the process of setting an agenda for the remainder of the year.

There were no questions for COA.

12. Title IX Team (Rebecca Upton)

A Report on next steps regarding updating policies and practice.

Thank you to everyone for moving us closer to compliance. Renee Madison is here today. She will give us an update and answer any questions we have.

Comments from Renee Madison

Thank you to those of you who have participated in training during the past few weeks. If you have not participated in training yet, you will be receiving an email during the next week specifying dates and times for training opportunities in the future.

Written Announcements –

The Title IX Team has no written announcements.

There were no questions for the Title IX Team.

13. Diversity and Equity Committee (DEC) (Caroline Jetton)

A. DEC’s report is an offer to answer question.

Written Announcements –

In the spirit of finding multiple ways to share with the community the many activities related to campus inclusivity and diversity, members of DEC call your attention to our Oct. 14 electronic letter to the community. This letter described the progress that has been made with respect to the April 2014 DEC recommendations that specific issues be considered and addressed by identified campus offices, committees, and individuals. Additionally, our ongoing committee work was outlined. For your convenience that letter is also attached to this agenda as Appendix G.

There were no questions for DEC.

14. Extended Studies Implementation Team Report (Dave Berque)

A. Report consists of an offer to answer questions.

Written Announcements

1. In addition to four off-campus May Term 2015 courses, we are offering five credit-bearing, on-campus

May Term courses. Since this is the first time DePauw is offering on-campus May Term courses, we ask for your help in sharing this option with students. The on-campus courses are:

- ANTH 184, Archaeology Field School, Lydia Marshall
- ECON 184, Personal Finance, Fadi Fawaz
- PHIL 184, Government of the Living, Richard Lynch
- POLS 184, Politics and Film, Smita Rahman
- UNIV 184, We Become What We See: How Museums Create Culture, Tim Good

2. Students may register for on-campus May Term 2015 courses starting at 7 AM on November 17th. We will use a real-time add/drop system which means students will know whether or not they get into a course immediately, rather than having to wait for a registration program to run. The system will become available to all students at the same time.
3. We have worked with COF to determine that students will complete Student Opinion Forms for all credit-bearing on-campus and off-campus Winter Term and May Term Extended Studies courses. As is the case for the fall and spring terms, the *Standard Student Opinion Form* and the *Alternate Student Opinion Form* will be available for use. On-campus courses will use the Standard Student Opinion Form, unless arrangements are made to use the alternate form. Off-campus courses will use the alternate form unless arrangements are made to use the standard form.

There were no questions for the Extended Studies Implementation.

Additional Business

15. Remarks from the President (Brian Casey)

We are working on our Title IX policy for students and staff simultaneously. Renee Madison will be sending an excerpt from the employee handbook for your review.

There was an incident in the Hub this weekend. Renee Madison and Christopher Wells have been in touch with these students.

Comments from Christopher Wells

There was an incident in the Hub this weekend. Members of Lambda Sigma Upsilon arrived at the cafeteria and were greeted by negative comments from staff members working for Bon Appetit. Renee Madison, Cara Setchell, and I sent supportive emails to the students. We will be meeting with Jason Rose and Amy Haug. Some workers involved are likely to be on shifts that didn't occur today. Jason Rose is aware of the need for more training for his staff. My hope is that conversations with students will help identify other steps that we can take. The Office of Student Life is focused on student life issues. The needs of the students are paramount. We are committed to further training, further education, and further commitment to inclusiveness.

There were no questions for Christopher Wells or President Casey.

16. Remarks from the VPAA (Larry Stimpert)

The path of distinction is challenging. We often disagree about the ends and about how we go about getting there. It helps to make the ends and means more explicit. Let's listen to each other as we talk about the ends and means. We should be united about a set of priorities to confront our situation head-on. We should celebrate our accomplishments. Are there ways we can improve to be more relevant in the future? The conversations we're having are helping us move to a better place. Ultimately I'm focused on how to develop the best academic program possible. We are a very strong college with a strong academic program. This is a

great strength. The question is how do we build on this?

The faculty has to own this process. There are parts that are completely faculty-driven. COF will be bringing these conversations to you when they're ready. It's important to consider teaching, scholarship, and how scholarship supports our teaching. Pascal Lafontant has integrated his students in to both his teaching and scholarship. This is a fine example of teaching, professional development, and service.

The same is true with Gloria Townsend and the Julian Scholars program. This program recruits and retains students in STEM fields. The program has a 100 percent graduation rate. This is a phenomenal outcome. DePauw recently won a grant from the Arthur Davis Foundation, thanks to Gloria's work.

Regarding faculty development, flexibility and simplicity are key. Two and a half staff members in the Office of Academic Affairs are dedicated to faculty development. It would be great if we could streamline this.

Regarding FDC vs. IGC, it is important to look at the adequacy of how we are supporting both teaching and scholarship of our faculty. How adequate is the support that we are providing?

Another major initiative we are launching this year is external reviews. We are doing three program reviews this year. Two departments are being reviewed: Communication/Theatre and Education Studies. Both departments are starting from a position of strength. Both departments are seeing an increase in majors.

The McDermond Center is also being comprehensively reviewed. The task force includes trustees, alumni, and faculty members, including Michele Villinski and Mary Dixon. The program was created in 1980 and is an Important recruiting vehicle. Today, the program faces intense competition from nearby universities. We need to have a competitive response. The Management Fellows program provides an opportunity for teaching business within the context of a liberal arts education. We serve a variety of students interested in a variety of careers.

Regarding governance of the faculty, it is important to look at the academic program from a university-wide approach, i.e., more comprehensively, to move ideas forward into proposals and then actual projects.

There were no questions for Larry Stimpert.

17. Old Business (Bridget Gourley)

In response to a question raised, followed by request during Executive Session last time I bring before you a motion to suspend the by-laws. This motion coming to you from a Coordinating Committee needs no second and is before you.

A. Motion to be voted on: That the faculty approve a suspension of the by-laws to allow our colleagues currently serving on IGC to continue their work for the remainder of their elected terms.

Rationale:

This motion is fully supported by FGSC and is brought to the faculty in response to questions raised during the Executive Session in October. Approval will limit the disruption of on-going committee work. Additionally, approval will allow the faculty to maintain the momentum we have working toward changes to our governance structure that will help us to avoid the need to vote on so many suspensions of the by-laws in the future.

Several faculty members spoke in support of the motion and several faculty members spoke against the

motion. There was a request for a secret ballot. The vote was 69 yes, 23 no, and 1 abstention. The motion carried.

18. New Business

Academic Integrity Report (Julianne Miranda)

1. Report on development activities

CTL Teaching Roundtable, November 13, 11:30-1:00, Julian 368

Cheating Lessons: A conversation about academic dishonesty. This teaching roundtable will review current Academic Integrity policy and practice as well as engage in discussion about proactive ways to address academic honesty. The session will conclude with a brief highlight of James Lang's book, Cheating Lessons which is the selected text for a Spring Prindle reading group. You can read more about Lang's work at <http://chronicle.com/article/Cheating-Lessons-Part-1/139453/>

Academic Integrity Hearing Process

URC members have a new term that begins in March. Training of URC members will be in late February 2015

Academic Integrity Resource Development project

Create academic integrity website to the existing library guide, links to other resources, and a bibliography for faculty, to be completed by the end of Winter Term. Develop asynchronous learning modules for students that faculty can integrate into Moodle

Question from a faculty member

What are the reasons for academic integrity charges and have students been charged for using cell phones on exams?

Response from Julianne Miranda

The primary academic integrity cases are plagiarism. There have been reports of students using cell phones during exams.

Written Announcement

- A. Report on Academic year 2013-2014
 - 42 cases – 26 fall, 16 spring
 - Four violations beyond a first offense
 - Two students did not sign settlement form
- B. Historical Context
 - Reported cases
 - 2012-2013, 49 cases
 - 2011-2012, 45 cases
 - 2010-2011, 49 cases
 - 2009-2010, 33 cases
 - Violations beyond a first offense
 - 2012-2013, 2
 - 2011-2012, 7
 - 2010-2011, 5
 - 2009-2010, 1
 - Number of students not signing settlement form
 - 2012-2013, 7

- 2011-2012, 4
- 2010-2011, 6
- 2009-2010, 1

19. Announcements (Bridget Gourley)

We still have some vacancies in our committee roster. While all are important, I particularly want to draw your attention to the vacancies we have on the Grievance Committee beginning in February. To serve you must be tenured. It is important we have this committee staffed in case we have a colleague who has need to file a grievance. I'm taking nominations effective immediately. I would like to run a special election during our last week of classes to confirm all nominees. Please consider this important work.

A. Remaining Committee Vacancies for AY2014-15 (Bridget Gourley)

- **Grievance Committee** – beginning in February 2015 has eight (8) vacancies such that it is possible if a grievance request is filed the panels cannot be fully constituted. There are three(3) Division 1 vacancies, two(2) Division 2 vacancies and three(3) Division 4 vacancies. MUST BE tenured.
- **Board of Control of Student Publications** – still missing a member
- **Division officers** – Divisions 1 and 4 have no officers, Division 2 only has one of three officers and Division 3 only has two of three officers

Volunteers for all vacancies are being accepted.

B. Request from a student

One of my first-year seminar students asked me to share with my colleagues and friends that the orchestra is working on raising money for their winter term trip to Vienna and an opportunity to play in the most famous concert hall in Europe. Please consider supporting their efforts.

Written Announcements –

No general announcements were submitted for the agenda.

20. Executive Session

The faculty meeting moved into an executive session. All non-voting members of the community, except for senior administrators, were excused.

21. Adjournment

Appendices

Appendix A: Tribute to Professor Rick Hillis

Written by Professors Barbara Bean, Harry Brown, Istvan Csiscery-Ronay and Ron Dye

Richard Lyle Hillis (1956-2014)

Rick was born February 3, 1956, in Nipawin, Saskatchewan, and grew up on the Canadian prairie, in Aneroid, Gull Lake, and Moose Jaw. In 2002, he got his green card, which gave him official status as an "alien with extraordinary ability in the arts." In fact, that's the way most of us thought of him, and Rick was proud of it.

He was the first in his family to attend university and earned his B.Ed. from the University of Saskatchewan and his MFA at the Iowa Writers Workshop. Before coming to DePauw, he taught creative writing at Stanford, U.C. Hayward, Lewis and Clark College, The University of Iowa Summer Writers' Program, Saskatchewan School of the Arts, and Reed College, where he was Writer-in-Residence.

Rick received the Stegner Fellowship in fiction writing from Stanford, the Chesterfield Film Writers Fellowship from Universal Studios and Amblin Entertainment in L.A., and had residencies at writers' colonies including Yaddo, the Banff Center for the Arts, Millay, U-Cross, and St. Peter's Abbey. His poetry collection, *The Blue Machines of Night*, was a finalist for the Gerald Lampert Award for first book by a Canadian. His short short story collection *Limbo River*, received the Drue Heinz Literature Prize and the Silver Medal from the Commonwealth Club of California. His other work appeared in many literary journals and anthologies and was read on CBC radio.

Rick joined the DePauw faculty in 2002 and taught courses in fiction writing, screenwriting, poetry, and songwriting. He loved his students, and encouraged them because he believed writing honestly would make them write well, and writing well would make them better human beings. A former student and rising filmmaker, Alex Thompson, remembers: "On my workshop days he would listen patiently and give me the most honest, insightful feedback. I wouldn't realize until I was writing my . . . first feature film how lucky I'd been to have him as a professor. His mantras and advice echoed through my approach to every story." Kelsie Gray remembers him as "the man who taught me that there's music in language, that it doesn't have to have a melody to be a song."

While he was devoted to his students, he had little time for the institutional side of the teaching profession, and he was no diplomat. And at one time or another, he'd let his true feelings be known, even when he knew it could cause pain. He may not have been a pure soul (who among us is?) but he strove to be one, and writing was his chosen path. Rick was an old-school artist, a purist. He hated hypocrisy, so much that if he didn't think his art was right, he wouldn't show it. He valued honesty in

everything—sometimes too much for some of us—and he worked tirelessly to make his writing honest and truthful. He labored over his stories—on the page and in song—with a perfectionist’s endurance, cutting away everything he considered ego. He didn’t write many songs, but those he did were beautiful and memorable. Even though they sound as if they came as simply and easily as leaves to the trees, he cut and smoothed them a long time to get them that way.

Rick was most at home in his music. It allowed him to open up, to tell his stories. At the music parties at his house, his closest friends remember, everyone took turns. He was full of encouragement and praise for each person’s song, always generous, kind, curious, deferential. At those moments, his friends could see what made him such a good teacher: his reverence for art and words and music and the people who made them. His talents as a storyteller and a poet came together in his songs, which are heartbreaking and true.

Our friend and colleague Barbara Bean remembers his song, “Indiana Corn,” as one of her favorites:

Let’s dance together, you and me, in this little bricked up town,
with the fireflies like snowflakes swirling round.
Let’s take a drive through the countryside full of Indiana corn,
Roll the windows down, ‘cause the wind outside is warm.

Rick loved simplicity in art and music, but he wasn’t simple. He loved his wife Emily, and their conversations about art and culture weren’t simple either. He was glad he was raised in the Canadian prairie, in one of the flattest places on earth, but he was glad to get away, to get his green card, bring his extraordinary ability in the arts to Iowa, to Stanford, to Reed, and finally to DePauw. He looked for truth more than happiness, but he found happiness in his friends, his music, his loving wife, and his art. He died too young, but his was still a full life.

Appendix B: Course Descriptions for MAO Consent Agenda Items

Related to Consent Agenda Item B – Approval of new courses

UNIV 315 - Subject Tutor Training (0.5 credit) - Subject Tutor Training provides training for students who serve as department tutors. Topics include: establishing a productive tutoring climate; helping without doing the client's work; conducting a tutoring session strategically; working with International Students and English Language Learners; and being aware of different styles of learning. Faculty members from the sponsoring department will augment instruction with appropriate curricular material. Each student will work with a faculty member from the sponsoring department and the instructor of the tutor training course to develop a learning contract that outlines the tutors responsibilities and learning goals. The contract must be approved by the chair of the sponsoring department.

Related to Consent Agenda Item C – Change to course title and description

POLS 318 - Research Methods: Research Design (1 credit) - A critical examination of research designs used by political scientists in the last half century in their attempts to understand political reality. The theory and practice of experimental designs will be compared and contrasted with other ways of gathering data that can lead to reliable inferences about political reality.

Changed to:

POLS 318 – Research Design and Writing in Political Science (1 credit) - The course provides an overview of some of the quantitative and qualitative research methods political scientists use to draw conclusions about the political world. It also teaches students the writing skills specific to political science. By the end of the course, it is expected that students would have learned how to find an interesting topic and pose a research question; how to obtain and analyze data (qualitative or quantitative); how to read and think critically and use various methods of inquiry: theoretical, historical, comparative, behavioral, and post-behavioral; and how to formulate a thesis statement and write a scholarly literature review. Students are required to (1) write a series of short essays that engage with a variety of research tools and methods (argument, critique, textual analysis, content analysis, discourse analysis, participant-observation method, interviews, etc.); (2) engage in peer review exercise, and (3) write a literature review, a research proposal, and/or an analytical or argumentative paper. They receive feedback from the instructor on each assignment and are expected to revise drafts in response to comments received. To satisfy the major's requirement in political science, a student must earn the grade of "C+" or above in the course.

Related to Consent Agenda Item D – Change in course description

CSC 498 – Senior Project (1 credit) - Students complete a project proposal and a project under the sponsorship of a member of the computer science faculty. Students build on previous course work and/or internship experiences to complete their projects, to produce a project write-up, and to examine ethical issues related to their projects. Periodic progress reports will also be given. *Prerequisite: CSC 231, CSC 232 and CSC 233, CSC 240 (beginning in 2015-16), senior standing and at least one computer science course at the 300 or 400 level. Offered each semester. Not offered pass/fail.*

Changed to:

CSC 498 – Senior Project (1 credit) - Students complete a project proposal and a project under the sponsorship of a member of the computer science faculty. Students will examine ethical issues related to their projects. Periodic progress reports will also be given. *Prerequisite: CSC 231, CSC 232 and CSC 233, CSC 240 (beginning in 2015-16), senior standing and at least one computer science course at the 300 or 400 level. Offered each semester. Not offered pass/fail.*

Related to Consent Agenda Item E – Approval of an experimental course

UNIV EXP – Quantitative Reasoning in Current Events (1 credit) – This course will focus on the examination and analysis of several current events from quantitative and problem solving perspectives. Students will use a variety of mathematical skills including statistics, dimensional analysis, algebra, finance, probability and risk analysis to investigate and discuss topics ranging from environmental pollution to professional athletics.

Appendix C: Proposed Changes to the Catalog to accommodate changes in the School of Music degree requirements

Strikethrough (highlighted or not) represents deletions, yellow-highlighted words/numbers (without strikethrough) represents new language.

The DePauw University School of Music is an accredited institutional member of the **National Association of Schools of Music**.

The School of Music prepares music majors for a variety of careers, in music and other fields, and provides opportunities for all students to study music as an essential part of a liberal arts education. The School of Music offers several degree options so students can tailor their educations to match their levels of interest and future plans. All students receive careful and close advising from faculty members in order to choose the program that best suits their needs.

Students are admitted to the School of Music by audition.

Degrees

The following degree options are available to students interested in majoring in music:

- **Bachelor of Music (B.M.)**
 - Performance
 - Performance with a Second Major
 - Performance with an Emphasis in Business
 - Five-year Bachelor of Music/Bachelor of Arts Double Degree Program (B.M./B.A)
- **Bachelor of Music Education (B.M.E.)**
 - Choral/General Music Emphasis
 - Instrumental/General Music Emphasis
- **Bachelor of Musical Arts (B.M.A.)**
 - General Music Emphasis
 - Emphasis in Business
 - Second Major
- **Bachelor of Arts (B.A.), with a major in Music (through the College of Liberal Arts)**

The following options are available to students interested in minoring in music:

- **School of Music students**
 - Minor in Instrumental Jazz Studies
- **College of Liberal Arts students**
 - Minor in ~~Applied~~ Music
 - Minor in ~~Instrumental~~ Jazz Studies

Description of Music Degrees

Detailed degree requirement worksheets for all majors within the School of Music can be found at <http://www.depauw.edu/music/currentstudents/advisingworksheets/>

Bachelor of Music in Performance

The Bachelor of Music degree (B.M.) is ideal for the student who wishes to pursue music as a career. The B.M. is the most

common professional degree in music and the most music-intensive of all options, with approximately two-thirds of all coursework in music and one-third in other liberal arts courses. Individual and ensemble performance standards are high for all majors. Students choosing the B.M. generally practice several hours daily on a primary instrument, in addition to carrying a normal class load. With careful planning, students in the B.M. degree program may also complete a **second major** in a liberal arts discipline or an **emphasis in business**.

Students are admitted to the B.M. degree program by meeting all academic prerequisites and the successful completion of a qualifying performance examination at the end of the sophomore year. For additional information on the Sophomore Proficiency Examination, visit the [School of Music Handbook](#). Performance majors complete a half recital in the junior year and a full recital in the senior year. Students pursuing the **B.M. degree** satisfy the senior capstone requirement by successfully completing the senior recital jury and the subsequent presentation of a senior recital that is **60 55-60** minutes in length.

Completion of the B.M. degree requires a total of 36 credits, including ensembles, lessons, and recitals.

Five-year Bachelor of Music/Bachelor of Arts Double Degree Program: Students who wish to complete the professional study in music required for the Bachelor of Music degree as well as the full liberal arts curriculum required for the Bachelor of Arts degree in a discipline outside of music have that option. The program requires five years of study. Unlike the B.M. and B.M.A. degrees with a second liberal arts major, the double degree program requires that students fulfill all College of Liberal Arts degree requirements, including the distribution area requirements and the competency requirements, as well as complete work in a College of Liberal Arts major. A minimum cumulative liberal arts GPA of 2.8 and a minimum cumulative music GPA of 2.8 are required. Completing the requirements for both degrees will require **34.5-40 at least 44 course credits, including ensembles, lessons, and recitals.** Students in the double degree program are expected to take lessons and participate in ensembles each of their five years in the program.

Bachelor of Music Education

The Bachelor of Music Education degree (B.M.E.) is designed for students who wish to become certified music teachers. The program meets requirements for P-12 teaching certification in Indiana and reciprocal states. The curriculum for the B.M.E. degree involves approximately one-half of the coursework in music (performance and musicianship studies) and approximately one-half in liberal arts courses and professional education courses. Two majors are available: an **instrumental/general music emphasis** and a **choral/general music emphasis**.

All students who wish to complete the B.M.E. degree must be admitted to the Music Teacher Education Program, preferably by the end of the sophomore year. Please confer with the music education faculty about requirements for admission and certification. (A GPA of 2.5 is required to be admitted to this program.)

Students pursuing the **B.M.E. degree**, must successfully complete 14-weeks of full-time teaching experience in an approved music department of a school district. Students are under the supervision of a cooperating teacher and, at least, one University supervisor. In conjunction with student teaching, students enroll in the music education senior seminar, which stresses a professional examination of principles of classroom management, legal rights and responsibilities, certification, accountability, and current issues in education. Students participate in a final exhibition that involves a formal presentation of personal growth and competence via the electronic portfolio process.

Completion of the B.M.E. degree requires a total of 36 credits, including ensembles and lessons.

Bachelor of Musical Arts

The Bachelor of Musical Arts degree (B.M.A.) is an interdisciplinary music degree which requires students to develop a secondary area of emphasis outside of music. Students personally design these interdisciplinary liberal arts components through a process of individual advising with faculty members. The program culminates in a capstone experience relating studies in music to the secondary area of emphasis. As with the B.M. degree, students complete a rigorous core curriculum in theory, musicianship, music history and literature.

Three **majors tracks** are available. For the **general music emphasis**, students individually design an interdisciplinary liberal arts component. The **second major** curriculum combines the general music emphasis with another major in a liberal arts discipline. (A minimum GPA of 2.8 is required to complete the second major.) For the **emphasis in business**, the liberal arts curriculum combines core and career-related elective courses. **Students will complete approximately half of their courses in music and half of their courses in liberal arts.**

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

Students pursuing the interdisciplinary **B.M.A. degree** fulfill the capstone requirement by satisfactorily completing MUS 450, Senior Seminar. Students discuss a common set of readings designed to help synthesize their diverse experiences in music and complete a major research project on an approved topic, which consists of a written thesis and oral presentation.

Completion of the B.M.A. degree requires a total of 36 credits, including ensembles and lessons.

Bachelor of Arts with a Major in Music (through the College of Liberal Arts)

Students in the College of Liberal Arts working toward the Bachelor of Arts degree (B.A.) may major in music. Any student wishing to pursue a B.A. in Music, who has not previously auditioned for the School of Music, **must audition for a panel of faculty members at the time the major is declared must successfully complete an audition to declare a major.** The major can only be officially declared with the completion of a satisfactory audition. Students fulfill all general University requirements, including the specified distribution area and competency requirements expected of students in the College of Liberal Arts, and must complete **19 21** credits in courses other than music. Approximately one-third of the curriculum is the music major, which is comprised of required sequences in music theory, music history and literature, as well as performance requirements and music electives. The B.A. degree with a major in music provides an excellent liberal arts experience.

Students pursuing the **B.A. with a major in Music** fulfill the capstone requirement by satisfactorily completing MUS 450, Senior Seminar. Students discuss a common set of readings designed to help synthesize their diverse experiences in music and complete a major research project on an approved topic, which consists of a written thesis and oral presentation.

See Section III, Music (CLA), for a summary of the requirements for a CLA major in music.

Degree Requirements for all School of Music Majors

Detailed degree requirement worksheets for all majors within the School of Music can be found at <http://www.depauw.edu/music/currentstudents/advisingworksheets/>

Total Credits and Grade Point Average:

*B.M. and B.M.A. degrees: minimum of **31 36** course credits, with a cumulative GPA of 2.0 or higher, **plus ensemble requirements***

*B.M. and B.M.A. degrees with second major: minimum of **31 36** course credits, with a cumulative GPA of 2.8 or higher, **plus ensemble requirements (some instrument areas may require additional course credits)***

*B.M.E. degrees: minimum of **33 36** course credits, with a cumulative GPA of 2.5 or higher, **plus ensemble requirements***

B.M./B.A. double degree: minimum of 34.5-40 44 course credits (depending on the major), with a 2.8 or higher cumulative music GPA and a 2.8 or higher cumulative CLA GPA plus ensemble requirements.

Theory and Musicianship:

- MUS 113 111 (Theory I)
- MUS 114 112 (Theory II)
- MUS 123 121 (Musicianship I)
- MUS 124 122 (Musicianship II)
- MUS 213 211 (Theory III)
- MUS 212 (Theory IV)
- MUS 223 221 (Musicianship III)
- MUS 222 (Musicianship IV)
- ~~Fourth semester theory~~
 - ~~B.M. degrees: MUS 214 (Theory IV) and MUS 224 (Musicianship IV)~~
 - ~~B.M.E. (instrumental/general) degree: MUS 384 (Jazz Theory) and MUS 386 (Jazz Improvisation)~~
 - ~~B.M.A. and B.M.E. (choral/general) degrees: MUS 214 and 224 OR MUS 384 and 386~~
- MUS 360 (Conducting I)

History and Literature:

- ~~MUS 130 (First-Year Seminar: Understanding Music)~~
- MUS 265 (History of Western Music I)
- MUS 266 (History of Western Music II)
- Upper-level history course (usually MUS 390 topics course)

21CM (21st-Century Musician) Courses:

- MUS 130 (First-Year Seminar: Understanding Music)
- MUS 240 (State of the Art)
- MUS 340 (Entrepreneurship) – required for B.M. and B.M.A. only
- MUS 440 (Practicum) – required for B.M. and B.M.A. only

Applied Music:

- Primary instrument: weekly hour-long lessons every semester in residence
- Completion of the Piano Proficiency Exam
- ~~Secondary instrument: four semesters~~
Note: Piano is the secondary instrument for all students (except piano majors) until completion of piano proficiency requirements.

Ensembles:

- Major Ensemble: every semester in residence
- Chamber Ensemble
 - ~~B.M. degrees: four semesters with at least two to be completed during the junior and senior years~~
 - ~~B.M.A. and B.M.E. degrees: two semesters~~
 - B.M. and B.M.A. degrees: six semesters for instrumental students; MUS 283 (Performing Opera) and MUS 284 (Performing Musical Theatre) for voice students

- o B.M.E. degrees: two semesters for instrumental students; MUS 283 (Performing Opera) and MUS 284 (Performing Musical Theatre) for voice students

Recital Attendance:

- Every semester in residence

Other General Requirements:

- Competency Requirements
 - o W certification: all students, by end of junior year
 - o S certification: all students
- Winter Term: 3 Winter Term projects
- Extended Studies: 2 semesters
- Residency: 15 courses (including six of the last eight courses) in residence or in a University-approved program

Minors

Detailed degree requirement worksheets for all music minors can be found at <http://www.depauw.edu/music/currentstudents/advisingworksheets/>

Students in the School of Music may complete a minor in **instrumental jazz studies**. The minor requires 4 1/4 credits of academic courses and performance in jazz studies, most of which may not overlap with the music major.

Students in the College of Liberal Arts who are majoring in disciplines other than music may complete a minor in either **applied music or instrumental jazz studies music or jazz studies**. The completion of a successful audition is required before a student can be certified as a minor in jazz studies or if a student chooses an applied lesson in the music minor.

MUSIC (CLA)

Requirements for a major

Music (CLA)

Total courses required	Ten credits in Music plus one course in fine arts and 21 credits in liberal arts (including 1 credit in fine arts)
Core courses	MUS 111, MUS 112, MUS 121, MUS 240, MUS 265 or MUS 266, MUS 450. MUS 113, MUS 114, MUS 123, MUS 124, MUS 213, MUS 223, MUS 230, MUS 334, MUS 450.
Other required	Additional upper-level music history elective course credit (usually MUS 390). Two

courses	course credits in applied music in the primary instrument. Four semesters of participation in a major ensemble. One course credit in another fine art (theatre or art). 3 credits in music electives. 3.75 credits in music electives-
Number 300 and 400 level courses	Four Two
Senior requirement and capstone experience	Students pursuing the B.A. with a major in Music fulfill the capstone requirement by satisfactorily completing MUS 450, Senior Seminar. Students discuss a common set of readings designed to help synthesize their diverse experiences in music and complete a major research project on an approved topic, which consists of a written thesis and oral presentation.
Additional information	Recital attendance each semester in residence as a declared major.
Recent changes in major	Any student wishing to pursue a B.A. in Music, who has not previously auditioned for the School of Music either for acceptance into the School of Music or for a Music Performance Award, must audition for a panel of faculty members at the time the major is to be declared. must successfully complete an audition to declare a major. The major can be officially declared with the completion of a satisfactory audition (9/14/09). The requirement for one course credit in a fine art (theatre or art) outside music was added on 10/6/2009, effective for all who declare the major after this date.
Writing in the Major	Students pursuing the B.A. with a major in Music fulfill the Writing in the Major Requirement in their core music courses (e.g., music theory and musicology sequences). Students write essays of varying lengths and in different situations, such as out-of-class assignments and in-class exams. Written work often includes, but is not limited to: composer biographies, descriptive writing about musical repertoire (i.e., descriptions about form, melody, harmony, rhythm, etc.), program notes, annotated bibliographies, introductory essays with a bibliography, and research papers.

Requirements for a minor

Applied Music

Music Minor

Total courses required	Seven 6 1/4
Core courses	MUS 113, MUS 114, MUS 123, MUS 124, MUS 230. Two course credits in applied music in the primary instrument. Four semesters of participation in a major ensemble. MUS 111, MUS 112, MUS 121, and MUS 265 or MUS 266
Other required courses	One elective course credit at the 300-400 level. Four semesters of recital attendance. <u>Three elective courses chosen from MUS 124, 213, 214, 223, 224, 240, 265, 266, 290, 390, 395, applied lessons (requires an audition), or large ensemble courses.</u>
Number 300 and 400 level courses	One 3/4

Instrumental Jazz Studies

Total courses required 6 3/4 or Seven

Core courses MUS 100 or MUS 113 and MUS 123; MUS 231; MUS 384; MUS 386. Two course credits in applied music in the primary instrument. Four semesters of participation in Jazz Ensemble. Two semesters of participation in Jazz Combos.

Other required courses One elective course credit in jazz studies at the 300-400 level. One-quarter course credit in applied music in jazz piano (if piano is not the primary instrument). Two semesters of recital attendance.

Number 300 and 400 level courses Three

Appendix D: Proposed School of Music degree requirements

A companion 27-page document to this agenda, "Full Curriculum – 36 credits.pdf" summarizes the complete set of degree requirements for all degrees within the School of Music.

Appendix E: Proposed changes to the Examinations in Courses portion of the Academic Handbook

[Additions are underlined. There are no deletions.]

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 Fall or Spring term 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 and no assignments may be given a due date that is after the end of finals week. In addition, during the Fall and Spring terms, instructions for paper and project assignments due in the last five days of class should be provided at least 14 calendar days prior to the due date.

Final examinations during primary terms. An examination period is provided at the end of each primary term 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.

Appendix F: Proposed changes to the Academic Standing Committee portion of the Academic Handbook

Underline in the new definition draws attention to changes.

Academic Standing Committee:

[Current Definition]

Function. This committee shall consider all matters affecting academic classification and standing of students, including level of scholarship probation, dismissal from and readmission to the University. It shall report periodically to the Committee on Management of Academic Operations.

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

[New Definition]

Function. This committee shall consider all matters affecting academic classification and academic standing of students. It oversees the application of Satisfactory Academic Progress criteria and actions (warning, probation and suspension) and reviews appeals and readmission applications from students suspended for failing to meet these criteria. It shall report periodically to the Committee on Management of Academic Operations

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

Appendix G: An Update from the Diversity and Equity Committee
Originally sent to the community via email dated October 14, 2014

Dear Students, Faculty and Staff of DePauw University,

The Diversity and Equity Committee (DEC) would like to report on the progress that has been made with respect to the April 2014 DEC recommendations that specific issues be considered and addressed by identified campus offices, committees and individuals. This letter describes that progress in detail and outlines our ongoing committee work. The DEC welcomes input from all members of the campus community and this letter is a demonstration of our commitment to continuing an open dialogue. Last spring we disseminated the following recommendations (listed below in italics) and are now pleased to share updates on the progress that has been made to date.

Office of the President

Continue consulting with and providing support to the Dean of the Faculty so that she may respond adequately to campus climate concerns.

Carrie Klaus, Dean of Faculty, and Renee Madison, Senior Advisor to the President for Diversity and Compliance, are scheduled to meet on a regular basis to discuss campus climate concerns. Additionally, if and when urgent matters arise, Madison and Klaus will meet and respond to the concerns in a timely manner.

Meet with campus stakeholders to address concerns directly related to the Office of the President when appropriate.

In her first three weeks, Renee Madison has had more than 20 individual meetings to begin gathering information about campus climate issues. Madison understands that climate concerns extend beyond the campus; as such, she has also met with individuals from the Greencastle community. Additionally, Madison has met with the Diversity Council and is coordinating with Student Life to meet with more student groups. Madison will continue to attend other campus committee meetings (Diversity and Equity Committee and Academic Council).

When concerns emerge, regardless of whether they are about faculty, staff, or students, Madison will meet with the appropriate stakeholders to address these concerns. As an example, a recent meeting/panel discussion was held, in part, to address the rumors circulating about the potential attendance of a hate group at a performance of Parade. To reach all of the student body, Madison also sent students an e-mail message addressing the rumors. In her message and during the meeting, Madison encouraged students and attendees to call or e-mail her to schedule a meeting to discuss any campus concerns.

In order to facilitate campus stakeholder relationships and ensure that students, faculty, and staff believe Madison is accessible, she will continue to communicate her open-door policy, as well as provide office hours for members of the campus community to bring any matters of concern to her attention.

Review and bring to the appropriate campus organizations the reports from the Task Force on Women and Families and the Campus Climate Task Force.

Renee Madison has been charged with reviewing these reports and will provide an update at the end of the Fall 2014 semester.

Additional updates from the Office of the President:

Renee Madison was hired and began her duties on September 10, 2014 as Senior Advisor to the President for Diversity and Compliance. Madison is in the Office of the President and reports to President Casey.

University Communications

Create a website which lists resources for reporting and support services for students, faculty and staff and determine the best location for easy access to this site.

The Office of University Communications, specifically Jonathan Coffin, has asked to engage with the Chair of the Diversity and Equity Committee and Renee Madison to clearly identify audiences and goals for strengthened web content to support priorities related to diversity and inclusion (potentially including resources, policies, and/or information highlighting programs). Upon clarification of goals and audiences, Coffin believes new web-based content can be implemented relatively quickly in the coming months.

Consult with Academic Affairs, Student Life and the Dean of the Faculty to improve communication and transparency.

To facilitate clear communication, the Office of University Communications proposes regularizing meetings with representatives in Academic Affairs and Student Life, specifically dedicated to discussing how conversations about diversity, inclusion and campus climate are communicated across campus. Such meetings would afford staff, faculty and administrators an opportunity to consider appropriate and timely moments for communicating about these conversations.

Academic Affairs

Provide diversity- and equity-related continuing education opportunities for the Dean of Faculty.

In September 2014, VPAA Stimpert attended, and in September 2015 Dean Klaus will attend, the annual meeting of the Consortium for Faculty Diversity.

In January 2015, Dean of Faculty Carrie Klaus will be attending the annual meetings of the American Council of Academic Deans (ACAD) and the Association of American Colleges and Universities (AAC&U), both of which are important venues for this programming. She will attend as many panels and sessions on diversity- and equity-related topics as possible.

Create ongoing education opportunities for faculty to explore ways to add diversity components to their courses.

This area is currently a priority of the Office of Academic Affairs and the Faculty Development Program.

A Faculty Development program on creating inclusive classroom environments was held on April 4, 2014. Lynn Ishikawa, staff member in Academic Life, led a one-day faculty workshop on Teaching International Students. Approximately 30 faculty members participated in this workshop on May 16, 2014.

Academic Life, Student Life, and the DEC sponsored the attendance of a group of faculty, staff, and students at the May 2014 National Conference on Race and Ethnicity in American Higher Education (NCORE).

Dr. Valerie Purdie-Vaughns of Columbia University was invited to deliver a keynote address at the Faculty

Institute on August 22, 2014. Dr. Purdie-Vaughns spoke about diversity issues, bias in the classroom, and effective interventions. While on campus, Dr. Purdie-Vaughns met with staff of the Hubbard Center, Academic Life, and Student Life, and with members of the Diversity and Equity Committee.

On September 2, 2014, Dr. Warren Rosenberg of Wabash College led a teaching roundtable for faculty titled "Walking on Eggs: Handling Difficult Discussions," which addressed strategies for talking about issues of stereotypes and identities in the classroom.

Academic Life established a reading group, linked to the keynote address of Dr. Valerie Purdie-Vaughns. Dean of Academic Life Dave Berque will lead the reading group in its discussion of Claude M. Steele's book, *Whistling Vivaldi: How Stereotypes Affect us and What We Can Do*. The reading group will meet four times during October and November 2014. More than twenty faculty and staff members are signed up to participate.

Academic Affairs is interested in sponsoring, through the Faculty Development program, events aimed at encouraging faculty to explore ways to add diversity components to their courses. Suggestions for such programming are most welcome.

Improve access for students to share concerns related to classroom climate.

A letter from the Office of Academic Affairs was sent to all students and faculty describing avenues for students to share concerns about their academic experiences, including classroom climate.

At the September 2014 faculty meeting, a new "Classroom Atmosphere" policy was approved. The policy outlines a clear process for students to follow in order to share and address concerns of this type.

Other Updates from Academic Affairs:

Academic Affairs supported David Alvarez's attendance at the 2014 Conference of Senior Ford Fellows. "Through its Fellowship Programs, the Ford Foundation seeks to increase the diversity of the nation's college and university faculties by increasing their ethnic and racial diversity, to maximize the educational benefits of diversity, and to increase the number of professors who can and will use diversity as a resource for enriching the education of all students." Professor Alvarez is working with Jeff Kenney, Faculty Development Coordinator, and Caroline Jetton, chair of the DEC, to develop a concrete plan for sharing information from this conference with the DePauw community and, especially, with members of the DEC.

The University purchased several relevant publications for the collection in the Center for Teaching and Learning (CTL), including books on religious diversity and how it can be included in discussions of campus and classroom climate. Faculty will be made aware of these new resources through the CTL newsletter and website.

Academic Affairs will work with department chairs to develop an inventory of multicultural courses at DePauw. Registrar Ken Kirkpatrick developed a coding scheme to identify the different types of multiculturalism that might be found in courses. This inventory will be used to determine the extent to which DePauw students are already taking courses that contain a significant multicultural component.

Dean of Faculty Carrie Klaus and Dean of Academic Life Dave Berque will make themselves available to meet with any concerned students.

Dean of Faculty

Collaborate with Human Resources on the creation of a required faculty and staff diversity training program.

In partnership with the Office of the President, the Dean of Faculty and Human Resources will work to create diversity training opportunities for faculty and staff. Dean Klaus will provide an update about these plans before the Spring 2015 semester. Additionally, Dean Klaus will consult with the Diversity and Equity Committee (DEC) and the Student Life and Academic Atmosphere Committee (SLAAC) to determine the desirability and feasibility of a diversity training requirement.

The Dean of Faculty and Faculty Development Coordinator will make issues of cultural sensitivity and classroom climate an ongoing focus of faculty development programming for the remainder of the 2014-15 academic year and beyond.

Consult with DEC on improving recruitment procedures to ensure a diverse pool of candidates in faculty and staff searches.

Dean of Faculty Carrie Klaus is currently in the process of updating faculty search procedures and will be meeting with members of the DEC on November 10 to discuss these procedures.

Academic Affairs reports that, while it has longstanding practices in place to encourage diverse candidate pools, it will begin to explore more proactive efforts to build and maintain the diversity of our faculty, including efforts to recruit faculty of color through the Consortium of Faculty Diversity.

Partner with Office of Human Resources to explore retention among faculty and staff of color.

Academic Affairs reports that it needs to first understand the extent to which we have a retention problem and then determine if there are specific factors affecting our ability to retain faculty and staff of color.

Bill Tobin was asked to work with Human Resources to provide data on the retention of faculty and staff of color and the self-reported reasons for their departure. In September 2013, HR began using the newly developed online Exit Interview survey. When employees leave DePauw, they are given the opportunity to access the survey. The goal is to collect and retain data to identify trends among faculty and staff of color in order to implement more effective retention strategies.

Committee on Academic Policy and Planning (CAPP)

Examine best practices for diversity/multicultural education requirements in liberal arts colleges and make a recommendation for such a requirement at DePauw.

CAPP is continuing to solicit ideas about diversity/multicultural education. A broad discussion of the educational goals of a diversity/multicultural education requirement is on CAPP's October 13, 2014 meeting agenda.

The committee chair, John Caraher, offered to meet with the Student Government executive board to discuss their resolution calling for such a requirement.

Human Resources

Create and implement a required faculty and staff diversity training.

Human Resources is partnering with Renee Madison and Dean Klaus to establish a plan for developing and delivering diversity training opportunities to faculty and staff. Human Resources will provide an update about these plans and the status of a diversity training requirement before the Spring 2015 semester. This plan will necessitate coordination and partnership with Academic Affairs and the Dean of Faculty.

Other updates from Human Resources:

In May 2014, Amy Haug, Director of Human Resources, attended NCORE with fellow members of DEC: Michael Chavez, Vince Greer, and Caroline Jetton. Bruce Burking, Senior Human Resource Generalist, continues his participation in the Diversity Roundtable of Central Indiana (DRTCI). Burking and Haug will be attending the fall conference. An invitation to attend the conference was extended to the two student members of the DEC.

Grants supporting diversity initiatives are available through DRTCI. Human Resources will coordinate grant applications for the program in the fall of 2015.

Student Life

Provide diversity training for all students with special attention to individual communities of support (i.e., Greek organizations, athletic teams, mentors, Resident Assistants).

Student Life incorporated themes of diversity, campus climate, and inclusion into First-year Student Orientation; for example, programs included a focus on bystander intervention as it relates to campus climate.

The Intercultural Student Services Office launched programming for community conversations during orientation.

Mentor and Resident Assistant training sessions included information on inclusion and supporting a diverse student body.

Plans are in place to engage with coaches and members of Greek houses about campus climate issues.

Expand programming and events related to identity, diversity and cultural competence.

Multicultural Life has developed a set of programs, including Real Talk (regular dialogue amongst students of all backgrounds about issues related to identity as well as in-depth intercultural conversations), the Intercultural Life Speaker Series (a monthly program hosting external guest speakers, artists, and performers who exemplify aspects of interculturalism), Global Trends (a poster publication on current and timely international and national news and trends that encourages students to value global awareness), and an Alumni Series (a monthly Skype-based program that facilitates the meeting of students from minority/marginalized backgrounds and high-achieving alumni of similar identities).

Additional programs are likely to be developed and implemented as student needs and desires become known.

Review and make recommendations related to safety on campus and in the local community, specifically as it concerns diverse populations.

Public Safety developed and implemented training available to all local law enforcement. The Greencastle Chief of Police indicated that this training is mandatory for all of his officers.

Review concerns regarding Counseling and Mental Health services and make recommendations about ensuring access for all students.

This issue will require further investigation (and possibly conversations with concerned students) since access to these services is already equally open to all of our students. Student Life can explore the possibility of expanding services, but these services in this area are already competitive with or superior to those offered by similar institutions. For services to be expanded in any meaningful way, there would be additional costs.

Student Life is currently experiencing some transitions in its counseling staff, which may delay its ability to introduce new programs. Nevertheless, there is a genuine commitment to responding to any student concerns about counseling and mental health services. Concerns can be shared with Assistant Dean Julia Sutherlin or Dean of Students Cara Setchell.

Additional updates from Student Life:

Student Life has been exploring best practices for Community Standards and making changes to current practice to increase accountability, transparency and support for students. Statistics describing the recent history of Community Standards cases are being reviewed; a summary document is forthcoming.

Student Life established alternatives to the adjudication process with new modules to be offered by Counseling Services this fall.

Student Life is reviewing concerns related to current housing assignments and making recommendations for changes as needed. An analysis of housing statistics suggests that there is no pattern that demonstrates any bias or disadvantage to members of a specific population of students, but Student Life will continue looking at the ways it houses our diverse population of students, with a specific focus on supporting and retaining students from historically underrepresented populations. Student Life is working to ensure that our housing staff is respectful and responsive to student concerns in this area. Concerns can be shared with any of the staff members in Campus Life and Community Development or with Assistant Dean Myrna Hernandez.

Any students who feel their concerns have not been adequately addressed by a Student Life staff member can contact Christopher Wells, Vice President for Student Life, at christopherwells@depauw.edu. He will make himself available to meet with any concerned students.

In addition to updating the campus community on progress that has been made by various campus offices, committees, and individuals, DEC is also being mindful of the 2014-15 action items listed in its 2013-14 Annual Report.

- Meet with representatives from the following areas to review progress on the recommendations outlined in the April 16, 2014 letter to campus: Office of the President, University Communications, Academic Affairs, Dean of Faculty, CAPP, Human Resources, and Student Life.
- Advise the President on the selection of a national speaker to discuss diversity and pedagogy during an early fall campus visit.
- Review diversity in cabinet-level appointments and make recommendations as needed.
- Review relevant resources available on diversity issues on college and university campuses including, but not limited to, AAC&U diversity materials (<http://www.aacu.org/resources/diversity/>).
- Explore the current disciplinary procedures for faculty at other institutions, including Denison and Oberlin, and make a policy recommendation to the Vice President for Academic Affairs and Dean of Faculty for changes to DePauw's current policy.

It is the role of the DEC to "advise the Administration and the faculty on policy;... identify issues regarding diversity and equity in campus life and refer them to the appropriate University office and/or committee(s) for action; and annually review and assess aspects of the University's efforts to attract and retain a diverse campus community" (Academic Handbook, <http://tiny.cc/n6t5dx>). This has been the guide for our ongoing work this fall as well as a framework for discussions with various campus stakeholders.

DEC has met several times this fall semester, as a committee and with invited guests. Our guest list has included Valerie Purdie-Vaughns, the keynote speaker at the August 22 Faculty Institute; Brian Casey, University President; and, Renee Madison, Special Advisor to the President for Diversity and Compliance. We have already scheduled two more meetings for this semester: one with Larry Stimpert, Vice President for Academic Affairs, and one with Carrie Klaus, Dean of Faculty. Additional meetings will be scheduled with David Alvarez, Conference of Senior Ford Fellows attendee; Bill Tobin, Director of Institutional Research; and John Caraher, chair of the Committee on Academic Policy and Planning (CAPP).

Members of the DEC are pleased and encouraged by the progress that has been made since the spring 2014 semester. All parties to which recommendations were sent have made a good faith effort to address or begin the process of addressing the issues identified. We look forward to working in concert with all members of the campus to make DePauw University a welcoming learning and working environment for all members of our community.

Respectfully,
Members of the Diversity and Equity Committee
Caroline Jetton, Chair
Bruce Burking
Lexy Burton
Michael Chavez
David Crouse
Mac Dixon-Fyle
Vince Greer
Amy Haug
Renee Madison
Brian Miller
Veronica Pejril
Naima Shifa
Craig Slaughter
Kate Smanik
Christopher Wells

DePauw University Faculty Meeting Minutes
November 19th, 2014

1. Call to Order – 11:25 a.m. Union Building Ballroom (Bridget Gourley)

Welcome everyone. We have much to discuss, so let's get started.

As quick reminders

- If you don't like to be startled when your cell phone rings aloud, please check that it is silenced.
- Jim Mills passed out ballots for voting faculty members, please take one so that we know if we have a quorum.
- Students are asked to sign in.

2. Verification of Quorum

Jim Mills has signaled we have reached a quorum. This means we can take official action as a body.

3. New Business (Bridget Gourley)

Given I took a rather unusual step in calling this meeting and invited a number of student organizations to send an observer to our meeting today, I'd like to take a moment to remind us all about our standing rules and make some additional ground rules and overarching process remarks.

Minutes are kept, however, no audio or video recordings of any part of this meeting are allowed.

This is a meeting of the faculty related to the topic of racism and microaggressions on our campus and ways these challenges can be addressed through the faculty governance process. It is a business meeting for which a couple of actionable items are on the agenda.

For those of you well versed in the over 20 organizations on campus who serve members who are disproportionately affected by these issues, you may have noticed I missed a small number in my initial announcement of who were invited to send a representative. Fortunately, our campus is a connected one and individuals drew my attention to one or more organizations missed so I could invite them as well. To those organizations I missed initially, I want to publicly acknowledge, it was in no way intentional and I do apologize.

There has been a great deal of conversation and rumor on campus about whether or not we might be voting on a new graduation requirement. Our by-laws don't allow for that to happen at this meeting. Changes to graduation requirements must be considered by our Committee on Academic Policy and Planning, or CAPP, before officially coming to the floor of the faculty. When CAPP brings any motion forward for a change to the graduation requirements one month advance notice must be given at a regular, rather than specially called, meeting of the faculty to be voted on no earlier than the following regular meeting. Still we can discuss curricular matters at any meeting and I hope we are able to move that far through our agenda today.

Because this is a business meeting we are bound by our policies and procedures. We have a few key standing rules and then defer to Robert's Rules of Order. Let me highlight a few of them.

All voting members of the faculty and other faculty teaching this semester are welcome to speak. Others in attendance are observers. As is described in our by-laws we often call on members of the administration and various deans when the faculty need information during their deliberations.

There are always students in attendance, our student body president, student representatives on coordinating committees and representatives of the student media. I opened this particular meeting to representatives

from a number of student organizations to provide transparency into the faculty governance process. I need to balance that transparency with accomplishing the meeting agenda, and thus reserving the conversation to faculty. Through DePauw Student Government, students have prepared a short summary of concerns they want the faculty to be aware of and copies of that letter signed by Cody Watson, President of the Student Body are found on your chairs with the agenda. The text of the letter is found in Appendix E of these minutes.

We only have an hour today given the class schedules. We will adjourn at 12:25 p.m. because so many in the community have class at 12:30 p.m.

Robert's Rules are designed to give everyone a voice. Although the rules authorize someone to speak for 10 minutes before yielding the floor to the next speaker, given our limited time I ask that everyone speaking limit themselves to closer to two (2) minutes. Also, if there is anyone authorized to speak who hasn't yet had the opportunity we need to hear from those colleagues before someone speaks a second time. Even if everyone has spoken who wants to Robert's Rules limits everyone to speaking no more than twice on the same motion. Also, Robert's Rules note that remarks must stick to the subject, the germane rule, and that it is important to debate issues and not personalities. Criticizing an opposing reasoning is different from criticizing the opponent. I ask that we all choose respectful language.

Please notice the short summary of key excerpts from our by-laws and Robert's Rules more generally as the last appendix to the agenda.

If you want to speak please come up to one of the microphones and please introduce yourself as you begin. To facilitate as many speakers as possible please queue up, we will try to alternate among the microphones.

Lastly, I want to acknowledge that I have heard from several faculty colleagues including one entire department who couldn't be in attendance because of unavoidable conflicts like having already invited a search candidate to campus and needing to have scheduled the candidate's talk in this hour or colleagues who have committed their professional expertise off-campus. Those individuals wanted their colleagues and student observers to recognize that an absence from this conversation should not be construed as someone not seeing the issues before us as critically important.

Moving to our business at hand.

On behalf of a number of individuals who requested a conversation, I bring forward for the faculty's consideration the motion, "That the faculty support taking a day from the academic calendar to have a University-wide conversation about inclusiveness."

A. Motion to be voted on "That the faculty support taking a day from the academic calendar to have a University-wide conversation about inclusiveness."

The motion was seconded. Having received a second, the motion is before us for discussion.

Comment from Bridget Gourley (Chair of the Faculty)

As the individual making the motion Robert's Rules allows me to speak first. As outlined on the agenda conversations on campus have made clear that issues of racism and microaggressions are impacting students' education and general well-being. In addressing the requests I received for the faculty to vote to take a day from the academic calendar I split the issue of the principle, are we willing to take time, from the details of when and how to organize University-wide conversations. Should this motion pass, we will then consider the next motion on the agenda that is more process-oriented. I draw your attention to the written rationale and supporting documents. If we vote to support this conversation I hope it is a beginning rather than isolated

event.

Rationale:

In a variety of recent venues from social media to open meetings, conversations have made clear there are on-going campus issues of racism and microaggression. These issues impact our students' education and general well-being. Appendices to this agenda demonstrate that students and faculty colleagues have called for a variety of actions to improve campus climate. Students have offered powerfully persuasive and thoughtful arguments that past actions we have taken as a community are insufficient to create a space where all students can feel safe and have the opportunity to excel in and out of the classroom. This motion demonstrates our commitment as faculty to a healthy campus community and the beginning of next steps to move our campus forward. This motion is purposefully general so as a faculty we can first decide to support our students.

Additional Context:

Dean of the Faculty, Carrie Klaus shared a Prindle Post discussing recent conversations, <http://www.prindlepost.org/2014/11/deardepauw-whats-it-all-about/>

Appendix A – DePauw Student Government (DSG) White Paper from April 2012 concerning multicultural requirements

Appendix B – DSG Resolutions and White Paper for April 2014 addressing several inclusivity initiatives

Appendix C – Message from the Diversity and Equity Committee (DEC) dated April 14, 2014

Appendix D – Excerpts from the By-laws and Standing Rules of the Faculty

Directions from Bridget Gourley (Chair of the Faculty)

Colleagues, if you would like to speak in favor or against the motion please move to one of the microphones. Since Robert's Rules says we should alternate between those speaking in favor or against the motion, I ask that if you'd like to speak in favor please move toward the microphone to my right and if you'd like to speak against the motion to the microphone on my left. If your comment is more neutral move toward the microphone in the middle and we will alternate between the microphones to efficiently achieve that balance.

Comments from the floor:

All comments were in favor of the motion:

It would be great to have a dedicated, full day on campus where no one would have an excuse not to participate. It would be great to involve as many community members as possible.

When critical issues need to be faced, we need to take time as a community to do that.

We should do this sooner rather than later (before Winter break); it would send a message that we are concerned and should be talking to each other.

We need to know how all of us live our lives, how we conduct ourselves. There are people who feel at the moment that they've not been given the hearing they need.

It's an opportunity for us to say who we are.

Question from a faculty member:

We should have a day where we face things that are uncomfortable. Will the staff be involved?

Response from Bridget Gourley:

We want to find a way for everyone to be involved and will work to that. I can't speak to the details of how

that will play out; we are struggling with the tension of seizing the moment and these challenges.

Continued comments from the floor:

Trust has broken down and we need to talk to one another. We don't have a great sense of who we are; there is not a unifying aspect about our character and what we stand for. There are a lot of organizations and constituencies, but we don't often come together. This event has the potential to get us to stand for each other.

We have to treat this with urgency, seriousness, and intentionality. I echo the question, "What do we stand for as a faculty?" We need more sophisticated faculty development and continued and persistent effort. We need to raise the bar for every faculty member until we get to a better place.

We talk a lot about being a residential liberal arts environment and all of the advantages of that, including linking what's happening inside the classroom and outside the classroom. This would be an excellent opportunity to bridge what's happening inside and outside the classroom.

A faculty member, agreeing with the motion, called the question.

Comments by Bridget Gourley (Chair of the Faculty)

A call for the question is a non-debatable motion. The vote to call the question passed.

Before the meeting I received a request that we vote by secret ballot. Please tear off one section from your ballot and make your choice. A vote of yes, is in support of taking a day from the academic calendar. A vote of no is opposed to taking a day.

Mark your ballots and pass them toward the aisles, if you are sitting at near an aisle please help collect the ballots and bring them up to the table. Jackie Roberts and Pam Propsom can I ask you to count ballots for us and ask any others you need to help.

Motion carries by a vote of 125 in favor, 13 against, 2 abstentions.

Thank you everyone.

Now that we have agreed to take a day in the academic calendar, I move that, "That the faculty task Christopher Wells, Vice President for Student Affairs, Renee Madison, Senior Advisor to the President for Diversity and Compliance and Title IX Coordinator, Carrie Klaus, Dean of the Faculty, and the Diversity and Equity Committee (DEC) with developing with a rapid, robust and rich planning process for a University-wide conversation early in the spring semester about inclusiveness. Furthermore, we direct the named leadership to include concerned students in the planning process and reach out to anyone else in our community is best positioned to facilitate this planning and include them."

- B. Motion to be voted on, "That the faculty task Christopher Wells, Vice President for Student Affairs, Renee Madison, Senior Advisor to the President for Diversity and Compliance and Title IX Coordinator, Carrie Klaus, Dean of the Faculty, and the Diversity and Equity Committee (DEC) with developing with a rapid, robust and rich planning process for a University-wide conversation early in the spring semester about inclusiveness. Furthermore, we direct the named leadership to include concerned students in the planning process and reach out to anyone else in our community is best positioned to facilitate this planning and include them."

The motion was seconded. Having received a second, the motion is before us for discussion.

Comments from Bridget Gourley (Chair of the Faculty)

Again, as the individual making the motion I speak to it first. This motion gives direction as to how to have a

day chosen and plan the day. It recognizes that a body as large as the full faculty is not an effective place to decide a specific day.

Since releasing the agenda I have been asked whether the faculty can task the administration to do something. Yes, we do it all the time. Every time we approve a new course, a new major, there is an automatic set of actions we effectively task the administration to complete to enact the course.

I want to assure everyone I have heard the concerns that there is an urgency that says we need to take this day very soon. I want to assure you all that I appreciate that. Having just worked to pull this meeting together quickly I can also assure you that to do this well and have a meaningful conversation, we need a little time to plan and I think early spring is a reasonable compromise.

Rationale:

Conversations on campus over the past two weeks speak to a level of urgency that suggests we need to move quickly. It is important that we balance the immediacy with care that will create coalition building. Many individuals on our campus, students, staff, faculty, and administrators have invested deeply brainstorming how best to develop conversations of inclusivity. We should allow our senior leadership the opportunity to develop rich and robust programming informing us of the plan so it can be incorporated into syllabi and course planning.

Comment from Bridget Gourley (Chair of the Faculty)

As before, if you would like to speak in favor or against the motion please move to one of the microphones, in favor to my right and against to my left.

Comments from the floor

Regarding the people to be involved in planning, we should be specific about involving students and faculty from underrepresented groups. Whatever we plan needs to be done professionally and well. Our students pour their hearts out and then we don't do anything.

If we designate a day let's include everybody, including staff. This is something that has to involve the entire community - secretaries, facilities, everyone.

Response from Carrie Klaus (Dean of the Faculty)

To respond about inclusion of students in planning - it's essential. I want to assure you that students would be involved in the planning conversation through student government and through the leadership of student groups particularly concerned.

Continued comments from the floor:

We shouldn't forget that faculty members of color have experienced numerous acts of microaggression – this isn't just about students. Let's not focus on an individual level. This is systemic; nothing will change unless we talk about it on an institutional and cultural level.

It's not clear that this day is going to be properly budgeted for; we need to bring in weekend staff and pay them.

It would be helpful if we bring HR on board to address getting staff involved. It will be a challenge for third shift and PT Music faculty to attend. Amy Haug is on the DEC, but we should be sure that HR is well represented.

This must not be an end point. The list from student government is disheartening. All the times we've been asked to move forward we haven't done so. In addition to tasking this group to do this, I want to be sure we're

being proactive for the students who are coming two years from now.

I understand the urgency, but encourage us to wait until spring. If we rush into this, the responsibility may fall on the students who are always being called upon to talk about this - it takes time away from their studies. Let's not miss the opportunity for a strong program. Let's plan meticulously, invite experts to generate conversation. There are a lot of people on campus who think this isn't their issue.

A faculty member noted the time and called for a vote.

In the spirit of doing this well and not being a one-off day, I'd like to inject into the conversation that we think about doing this on an annual basis. It would represent a standing commitment by doing this annually.

Comments from Bridget Gourley (Chair of the Faculty)

I allowed the last comment after the call for the question since our colleague was already at the microphone. A call for the question is not a debatable motion. The vote to call the question passed.

Before the meeting I received a request that we vote by secret ballot. Please tear off one section from your ballot and make your choice. A vote of yes, is in support of letting Christopher Wells, Renee Madison, Carrie Klaus and DEC decide the best way to include concerned students, pick a day in the early spring semester and plan the day. A vote of no is does not support tasking this group with the planning.

Mark your ballots and pass them toward the aisles, if you are sitting at near an aisle please help collect the ballots and bring them up to the table. We'll get the ballots counted as quickly as we can.

Motion carries by a vote of 132 in favor, 3 against, 5 abstentions.

Thank you everyone.

4. Written Announcement from the Committee on Academic Policy and Planning – CAPP (John Caraher)

Comment from Bridget Gourley (Chair of the Faculty)

I want to make sure the faculty is aware of the CAPP resolution announced via email last Thursday. It is printed on your agenda and notes CAPP's plans to lead us in reviewing our curriculum and being sure that will include, as major objectives, providing knowledge, skills and opportunities required to attain a rich understanding of historical and contemporary stories of difference, particularly in the interactions between dominant and marginalized groups within a culture.

CAPP Resolution from Monday Nov. 10 Meeting (emailed to faculty@depauw.edu on 11/14/14)

DePauw's course catalog states, "A DePauw education asserts that developing a global perspective and an appreciation and tolerance for a more diverse society are vital for living in an increasingly interdependent world." Furthermore, the faculty-approved statement, "The Purpose and Aims of DePauw," says, in part, that the DePauw curriculum is designed "to broaden (students') perspectives on humanity and culture" and "to give them an understanding of the contemporary world and the human prospect for the next decades." The Committee on Academic Policy and Planning (CAPP) fully endorses these goals. We acknowledge that progress has been made yet recognize that there is still much to do.

Therefore, in order better to fulfill these longstanding commitments regarding the aims of a DePauw education, CAPP resolves to work with the students, faculty and staff of DePauw University to propose, by the April 6, 2015 faculty meeting (ensuring a vote no later than the May 4, 2015 faculty meeting), changes to ensure that the DePauw experience prepares all graduates to engage problems of social inequality in a productive, ethical and informed manner. The DePauw education will include, as major objectives, providing

knowledge, skills and opportunities required to attain a rich understanding of historical and contemporary stories of difference, particularly in the interactions between dominant and marginalized groups within a culture.

Submitted for your information on behalf of CAPP,
John Caraher
Chair, Committee on Academic Policy and Planning

7. Open discussion about curricular questions related to multicultural understanding (Bridget Gourley)

Comment from Bridget Gourley (Chair of the Faculty)

With the time that remains I invite colleagues who would like to speak related to curricular questions surrounding multicultural understanding to come forward. I will adjourn the meeting in 10 minutes so we can all make our 12:30 pm classes.

Comments from the floor:

Speaking of annual events, the International Student Bazaar is Saturday evening. Faculty are often underrepresented; I urge you all to go. It's a great evening with lots of food and students.

I'm in favor of an M requirement and also to doing something relatively simple relatively quickly. An M requirement would affirm that ours is not purely a white male curriculum. Some students would take a course that might stretch or transform them. Let's do something simple, we can do something more sophisticated later. This could become an opportunity to revisit our curriculum revision of many years ago, to discuss what 'Multicultural' means and what this would mean in terms of our departments, and even the meaning of the Liberal Arts – these things are all important, but this is more important.

There is a need for structural change and doing things differently. Shared reading (books purchased for everyone) would help us talk to each other, expose us to research that we don't know about, and be another way to institutionalize this subject. We could do a shared reading yearly and make academic discussion a shared part of DePauw.

This is not just about students' skin color, but what's taught to them, the content of what we teach. There is a connection between curricular change and FDC, we have to think about them together.

We can't ignore the matter of enforcement. Offenders are not called to account. At other schools, people are hit at the pocket book. I'm calling on the administration to put teeth into what we are doing or this is a waste of time.

The suggestion of shared books is a nice idea; however, part of what's happening is educational inequality. Reading that book might not be doable for everyone, we need to be welcoming and inclusive to the entire community.

Comment from Bridget Gourley (Chair of the Faculty)

I am confident CAPP will be finding ways for us all to contribute to the conversation as they work to develop a plan for our consideration this spring. Thank you all for making time to come out for this important conversation. The meeting is adjourned.

6. Adjournment (scheduled for 12:25 pm)

Appendices

Appendix A: DePauw Student Government (DSG) White Paper from April 2012

Authored by: Sam Wong '12, Laila Howard '13
Nic Flores '12

Presented during a joint Senate
Representative Meeting on
April 22, 2012

DEPAUW STUDENT GOVERNMENT

WHITE PAPER NO. 8

A White Paper concerning multicultural requirements at DePauw University with possible suggestions.

Introduction:

“Being a student at DePauw University means being a part of a college community with a long and proud history in education, service and leadership. Students at DePauw are maturing adults who must learn, serve and lead in a diverse environment while preparing for future enterprises. As students we expect challenges from our professors and to meet those challenges with enthusiasm and dedication. As classmates we expect to learn from each other, respect our differences and celebrate our diversity. As citizens we expect to work for the betterment of our campus, our community, our nation and our world. Students commit themselves to these goals when they join our DePauw community.”

(Adopted by Student Congress, May 8, 1998)

Over a decade ago, Student Government (formally Student Congress) passed the above resolution concerning issues of diversity and inclusion. Today, we want to revisit this concept and provide possible suggestions for achieving a truly inclusive DePauw. The aim of this white paper is to address how other universities have approached multicultural requirements, how this relates to DePauw, and possible suggestions for implementation of a multicultural requirement. We would like to acknowledge, thank, and praise the work already accomplished by the Office of Student Life and Multicultural and International Life.

What is a Multicultural Requirement?

Many schools, including some of our sister schools, require a multicultural fulfillment by taking a semester long course in a specific topic. Schools like Denison University, Wellesley College, Franklin University, and many state schools mandate that students take a course that focuses on one of the following:

- African, Asian, Middle Eastern, Caribbean, Latin American, Native American, or Pacific Island peoples, cultures, or societies; and/or
- Minority American culture, such as those defined by race, religion, ethnicity, sexual orientation, or physical ability; and/or
- Understanding the processes of racism, social or ethnic discrimination, or cross-cultural interaction as they relate to one another.

Penn State, who has a multicultural requirement, surveyed their students on their thoughts and feelings. They found, “Contrary to what some critics allege, only a small minority (less than 1%) of students completing Pennsylvania State University’s (Penn State’s) required cultural diversity classes are strongly opposed to the requirement.” Similarly, surveyed DePauw students have expressed interest in the implementation of a multicultural requirement.

Background:

The first formal adoption of a diversity requirement in the general education core occurred at Denison University in 1979. However, around fifteen years ago when Denison was reviewing their General Education

requirements they decided to get rid of their multicultural requirement.

Dr. Toni King from Denison University's Multicultural office revealed that around 4-5 years ago the student body voiced their opinion and demanded something be done after a series of events pertaining to diversity insensitivity. The multicultural requirement was proposed again. The measure was passed and they are currently reviewing what classes will count for their new multicultural requirement.

Multicultural Requirement Relevance:

It is first important to highlight DePauw's history of diversity sensitivity within the past few years. The first major incident was two years ago (2010) when issues of racial insensitivity were directed at the Hispanic community on DePauw's campus. The Committee for Latino Concerns held several events, including a rally, about raising awareness about this particular issue. A campus forum was held but many students felt that not much has been done since then. The second major event occurred this academic school year (2011) when discriminatory instances were directed at LGBTQ on campus. Programming efforts by United DePauw, DePauw Student Government, and the Office of Student Life were held in response to this issue. However, momentum and support have died down tremendously second semester and many students have lost sight of the importance of diversity sensitivity at DePauw. Efforts by DePauw Student Government, in collaboration with the Office of Student Life and Multicultural and International Life, have hosted campus climate forums, but turnouts have been low.

According to the university website, "A DePauw education asserts that developing a global perspective and an appreciation and tolerance for a more diverse society are vital for living in an increasingly interdependent world." Furthermore, under the "Purpose and Aims" adopted by the faculty of DePauw University, it is said that some of our objectives are:

- to foster the love of learning and the increase of knowledge and to recognize and support intellectual and creative excellence;
- to understand and appreciate cultural and scientific achievements, past and present;
- to encourage serious reflection on the moral and ethical aspects of experience.

It is clear that the university supports the idea of diversity, inclusion, and respect for individuals from all backgrounds. However, due to the major incidents of diversity sensitivity that have occurred over the past few years it appears that the implementation of multicultural requirement would greatly benefit our community.

Multicultural Requirement at DePauw:

A diverse group of student organizations and almost all DePauw Greek houses were surveyed and polled to gather how students felt about the idea of implementing a multicultural requirement at DePauw University. There were a large range of opinions. Some students believed that experiential classes should be implemented, while others did not understand the need for a requirement. The vast majority of students favored the idea but felt that students already have too many requirements to fulfill before graduation. Adding another class, students stated, would be too much to handle. Instead many students felt we should utilize the programming (i.e. First Year Experience, speakers discussing issues of diversity, faculty lectures, winter term) already in place at DePauw. It should be noted that many students preferred programming that lasts all four years. Many ideas were then proposed to us as to how DePauw could still implement a multicultural requirement. The ideas are as followed:

- Implement two weeks or more within freshman year seminar where the professor focuses in and discusses an issue pertaining to diversity sensitivity. This approach allows the subject to be discussed in a classroom setting without adding on the GE requirements.
- Have first year mentor groups focus more on issues of diversity and inclusion, aside from the "Tunnel

of Oppression” or “Party House” that are already required.

- Have a series of punch card events related to issues of diversity that students have must attend each year. This will allow students to engage in conversations with people who are informed on the issues. Student organizations, as well as the School of Music, may register their events.
- Fulfilling one class within their four years at DePauw University in traditional departments and/or interdisciplinary departments. Allowing students who spend a semester abroad or a winter term abroad to have this requirement filled.

Conclusion:

“Students who truly value education must also have an appreciation of the interrelatedness of and the diversity within cultural traditions. The Multicultural requirement recognizes and reflects the full range of human groupings and cultural perspectives as well as the complex relationships among them.” (Florida State University)

Exploring the potentials of a multicultural requirement can only benefit the DePauw experience for students. A multicultural requirement would only enhance the probability of DePauw students graduating with a sincere understanding and respect for people from all walks of life.

A copy of this report will be given to Brian Casey, Pedar Foss, Hermen Diaz, Dorian Shager, Cindy Babington, Cara Setchell, Bridget Gourley, David Harvey, Richard Cameron, and Caroline Smith upon its passage. The DePauw Student Government requests an official response to the concerns listed above by May 5, 2012.

Motion by:

Seconded by: Rep.

Aye: 37

Nay: 7

Absent: 5

Charles Pierre, President

Attest:

Annie Bowers, Secretary

Appendix B: DePauw Student Government (DSG) Resolutions and White Paper April 2014

Authored by: Ryan Pranger '15, Dakota Watson '15
Sandy Tran '14, Olivia Flores '14, Walker Chance '14

Presented during a joint Senate and
Representative Meeting on 4/27/14

DEPAUW STUDENT GOVERNMENT

Resolution No. 3

A resolution supporting the implementation of a multicultural competency component to DePauw's Liberal Arts education.

WHEREAS, a multicultural competency will ensure a specific skill set, measured and defined by faculty-led committees with at least two current DePauw students, that will allow students the ability to interact with and learn from different perspectives in relation to their own positions of power and privilege.

WHEREAS, students will develop a grounded framework allowing for effective communication with individuals of different cultures and backgrounds and develop understandings of differences and inequalities pertaining to race, ethnicity, class, gender, sexuality, power, and/or privilege.

WHEREAS, student will acquire the ability to reflect upon their own views and experiences with the information gained through their curricula which will promote an empathetic and culturally sensitive atmosphere for all students.

WHEREAS, this competency will allow for a competitive advantage among other applicants on national fellowships, off-campus study programs, and future careers by demonstrating students' ability to interact with and learn form different perspectives in relation to their own positions of power and privilege.

WHEREAS, this competency will allow credit for extended studies that focus on race, class, gender, sexuality, power, and/or privilege.

THEREFORE, BE IT RESOLVED,
that the Student Body of DePauw University values the importance of developing a multicultural competency.

THEREFORE, BE IT RESOLVED,
That students are continually included in the process of creating the Multicultural competency by serving on the related faculty-led committees, that students receive timely updates form faculty/administration in order to be transparent about the progress of creating a Multicultural competency, and that students have avenues in which they may voice their concerns, feedback, and ideas relating to the intricacies and requirements expected from students in regards to a Multicultural competency.

Motion by:
Senator:

Seconded by:
Representative:

Aye: 10

Aye: 7

Nay: 7

Nay: 1

Absent: 5

Abstain: 0

Walker Chance, President, DePauw Student Body

Attest:

Colleen McCardle

Addendum:

In order to allow the majority of students to understand the reasoning of this resolution we must highlight the positive impacts of developing a multicultural competency.

The DePauw experience provides for more than a world-class education, it provides the tools and ability to question, to think critically, to grow intellectually, but most importantly, to understand the world. By leaving the shelter of familiar circumstances, students broaden their intellectual horizons and develop greater self-reliance. With an understanding of other cultures, students become dramatically more aware of the need to search for shared solutions to the problems confronting humankind” (DePauw Website on Study Abroad). If this competency was completed during an extended studies experience, for example, a student would have a greater sense of self-reflection following a classroom environment focused on race, class, gender, sexuality, power, and/or privilege.

It is also critical to note that these issues are directly related to our campus atmosphere. More than 1/3 of the student population has a multicultural and/or international background. Yet this issue is much greater than ethnicity alone. Diversity of class, gender, race, sexuality, and ethnicity at DePauw have become a reality locally at our university, but also globally. Recent research suggests that in the near future, the majority of the population in the United States will be multiethnic. Combine with the rapid results of globalization, our world and our university reflect a need for students equipped with the knowledge, skills and desire to embrace this development. As such, it is vital that our community affirms the importance of our diverse university, as well as life outside beyond our campus. Ultimately, a multicultural competency highlights the ability to navigate and embrace diversity as a necessary skill that DePauw graduates should possess upon graduation from our liberal arts institution.

Jazmine Harper-Davis '14, Nigel Bruce '15

DEPAUW STUDENT GOVERNMENT

Resolution No. 1

A resolution requesting required diversity sensitivity training for all faculty, staff, and administrators to better ensure the campus climate for all students is equal and acceptable.

WHEREAS, DePauw University is committed to a liberal arts education that develops an atmosphere of intellectual challenge and encourages not just the tolerance of diverse experiences, but rather the acceptance, understanding and celebration of this diversity;

WHEREAS, DePauw University values and respects personal uniqueness and differences, attracts and retains diverse faculty, staff, and students, promotes sensitivity and inclusion, and provides open discourse on diversity will all members of the community;

WHEREAS, DePauw University is responsible for taking all possible measures in order to provide a safe environment for all students, faculty, and staff members of our community;

WHEREAS, the faculty, administration, and staff represent the ideals of DePauw University as employees of the university and members of this community and must be regularly educated on how best to uphold DePauw University's values;

WHEREAS, students must, as beneficiaries of the university, have a voice in the construction of diversity sensitivity programming for faculty, administration, and staff.

WHEREAS, DePauw Student Government was founded to act as the chief advocate for the students of DePauw University, to implement any and all things possible to improve the quality of the DePauw University experience, and to affect positive change through encouraged involvement and communication with the student body, administration, and the faculty;

THEREFORE, BE IT RESOLVED,
that DePauw University will implement required programming, workshops, and events for faculty, administration, and staff on a yearly basis regarding diversity sensitivity;

RESOLVED,
that students from the DePauw Student Body and the DePauw Student Government serve on the committee consulted in the construction of said yearly and required diversity sensitivity programming for faculty, administration, and staff.

RESOLVED,
that the final proposal of said yearly and required diversity sensitivity programming for faculty, administration, and staff be announced to the DePauw community when decided.

Motion by:

Senator:

Seconded by:

Representative:

Aye: 15

Aye: 10

Nay: 0

Nay: 0

Absent: 1

Abstain: 0

Walker Chance, President, DePauw Student Body

Executive Vice President

Attest:

Colleen McCardle, Secretary

DEPAUW STUDENT GOVERNMENT

WHITE PAPER NO. _

A White Paper concerning First Year Diversity Programming at DePauw University and our Recognition of the Administration's response.

Introduction:

"DePauw is committed to supporting students in their intellectual and identity development. We seek to promote intercultural dialogue, respect, inclusion and community. Our goal is to foster learning opportunities through engagement, advocacy, and empowerment to assist in developing active citizens of the world."

(DePauw University Webpage, February 2014)

In accordance with other leading National Liberal Arts Colleges, DePauw has become home to a diverse group of individuals. Our students today hail from over forty different countries, hold a variety of spiritual beliefs and stand as advocates for the LGBTQ community. Now, while diversity undeniably enhances the overall academic atmosphere of a university, its contribution is minimal if students do not feel comfortable engaging with one another on a day-to-day basis. Without proper diversity programming, students cannot fully realize the benefits of intercultural dialogue and are unable to learn from one another. Today, we want to revisit the reoccurring challenges inherent in having an increasingly diverse campus. This white paper will address DePauw's previous approaches to diversity programming, highlight the necessity for improving programming and recognize recent efforts made by the DePauw faculty and administration to foster a safe space for all students, especially within their first year. We would like to acknowledge the amazing work and assistance provided by the offices of Multicultural Student Services, International Student Services and Campus Life and the Diversity and Equity Committee.

Background:

Discussions about inclusion, privilege and intersecting identities are anything but new to DePauw. In addition to a resolution passed by Student Congress in 1998, a Multicultural Requirement White Paper was passed in 2012 asking the university to implement a multicultural requirement for students in the form of a semester long course or through additional out-of-class programming. This paper, built upon recommendations by surveyed students, was written in response to then recent cultural insensitivity. While the university responded with additional opportunities for intercultural dialogue such as RealTalk, such programming reaches a minute portion of the student body. Similarly a video on diversity awareness at DePauw immediately followed by mentor group discussion during the First Year Experience, while well intentioned, fails to truly educate students on the power of privilege and necessity to deconstruct difference.

Diversity Programming Relevance:

In light of recent events, it has been made painstakingly clear that there is a diversity insensitivity on this campus and that many difficult, albeit crucial, steps must be taken to combat these challenges. If these challenges are not better addressed, we risk the further isolation of historically underrepresented groups on this campus, and we will leave a generation of students without the ability to converse openly and confidently with one another. As stated in the Multicultural Requirement White Paper, members of the Hispanic community voiced their concerns as early as 2010, attempting to raise awareness of racial insensitivity. Similarly, members of the LGBTQ community rallied to end discriminatory practices on campus in 2011.

As recent as late February, an article published in The DePauw and Huffington Post clearly articulated the need for more student awareness and better programming. In "Excuse Me, But Your Privilege Is in our Way,"

Ashton Johnson poignantly articulates the struggles that many students from historically underrepresented groups feel on campus claiming that “a particular group of people has the privilege to freely move, behave and/or navigate around this campus.” This is clearly inexcusable and the discomfort and hurt that many feel must be eliminated. Fortunately, her article has sparked conversation about how these challenges might be most effectively dealt with. Groups such as The Movement and Feminsta have even rallied together to articulate their concerns in a safe space for student discussion. And luckily, our faculty members and administrators have responded with some aggressive initiatives that deserve recognition.

First Year Diversity Programming Solutions:

In addressing the problem, one of the more popular solutions proposed by students has been to improve diversity conversations during the freshmen year. Having programming at the beginning of freshmen year is beneficial for several reasons, the most important being that it will help all students feel comfortable from day one. No student should feel inferior to his/her fellow classmates, and students are most impressionable during those first few weeks. While we acknowledge that the First Year Experience already includes a discussion on intersecting identities and a video featuring DePauw students and their experiences, these could be improved. We found that many first-years felt that they could not connect with the student speakers in the video, and that the discussions afterwards were not well facilitated and only grazed issues of privilege, awareness and insensitivity.

Therefore in response to these concerns, the university faculty and administrative already have new initiatives in place for next semester. Due to the swift nature of their response, it is important that we applaud them for their efforts. While these are certainly not all of the changes taking place within the upcoming school year, here are the changes that we believe will be most vital to improving students’ first impressions and initial experiences at DePauw:

- The implementation of student Intercultural Community conversation Facilitators for first-year residence halls
- Enhanced RA and Mentor training to better facilitate intercultural dialogues
- More formalized First-Year Orientation events with additional programming throughout the semester
- New programming for First Generation College Students
- The development of a peer-to-peer education program for students within the Greek system that stresses the importance of good intercultural dialogues.

Conclusion: If DePauw’s campus climate is to change for the better, it is important that we begin with our First-Year students. This institution of higher education has the potential to not only provide students with a richer experience, but has the responsibility to educate students on social and cultural awareness and sensitivity. These skills will serve them well at DePauw and in their years to come. We cannot thank the DePauw faculty and administration enough for listening to students concerns and providing timely responses. We fully support the new programming initiatives and know that we have the power to be a better, more tolerant DePauw.

Motion by:

Seconded by:

Aye: 25

Nay: 0

Abstain: 1

Walker Chance, President

Attest:

Colleen McArdle, Secretary

**Appendix C: Message from the Diversity and Equity Committee
(emailed to the campus community April 16, 2014)
Bold emphasis below added by the Chair of the Faculty**

Dear Students, Faculty and Staff of DePauw University,

As we promised, we write to report on the work of the Diversity and Equity Committee (DEC) since the open forum held on Tuesday, March 18th. In this letter we will highlight what we heard during the open forum, offer a brief report on the committee's subsequent work, share our recommendations for issues that should be considered and addressed by specific offices and individuals on campus, and outline our next steps as a committee.

The DEC would like to begin by thanking the students, staff and faculty who attended the forum on March 18th and engaged in the very important conversation about issues that are affecting the DePauw community. We appreciate the honesty with which individuals shared their experiences with us during this forum. Sharing difficult experiences is challenging even in more intimate settings with one's close friends and advisors, so we are particularly grateful that so many of you were willing to give voice to those stories publicly. In response to what we have heard, we commit to keeping these issues of diversity and equity in front of the students, faculty, staff and administration in the coming weeks, months and years.

At the forum many individual stories were shared, in the collected notes these stories coalesced into a series of themes that will guide our work. Below is a list of these broad themes:

- Accountability for faculty, staff, students, administrators and leaders in the local community
- Improved communication and transparency in those communications
- Revisit recommendations from the Task Force on Women and Families and the Campus Climate Task Force
- Additional Administrative Support for diversity and equity issues
- Consequences for all individuals who behave inappropriately
- Improvements in the Community Standards process
- Diversity Training for faculty, staff and students
- Safety in the community
- Inclusive classroom climate
- Housing locations and room assignments for students of color
- Sufficient staffing and availability in the Wellness Center for Counseling and Mental Health care
- Retention of students, faculty and staff of color
- Events that teach cultural competency
- Intervention and prevention programming for all students and support services for victims of Sexual Assault
- Course requirement for exploring diversity in curriculum (e.g., M, C, or I requirement)

In the past few weeks the DEC has met with a variety of campus stakeholders to discuss current campus climate and directions for the future. We met with President Casey and had several meetings with the Dean of Faculty, Terri Bonebright, in conversation about ways to increase communication and access to resources for students, faculty and staff.

It is the role of the DEC to "advise the Administration and the faculty on policy; . . . identify issues regarding diversity and equity in campus life and refer them to the appropriate University office and/or committee(s) for action; and annually review and assess aspects of the University's efforts to attract and retain a diverse campus community" (Academic Handbook, <http://tiny.cc/n6t5dx>). This has been the guide for our

conversations over the past few weeks and it is in this role that we provide the following initial recommendations for the campus. We look forward to working with the departments, offices, faculty committees, and the campus at-large as we explore these recommendations and build a better community.

Office of the President

- Continue consulting with and providing support to the Dean of the Faculty so that she may respond adequately to campus climate concerns
- Meet with campus stakeholders to address concerns directly related to the Office of the President when appropriate
- Review and bring to the appropriate campus organizations the reports from the Task Force on Women and Families and the Campus Climate Task Force

University Communications

- Create a website which lists resources for reporting and support services for students, faculty and staff and determine the best location for easy access to this site
- Consult with Academic Affairs, Student Life and the Dean of the Faculty to improve communication and transparency

Academic Affairs

- Provide diversity- and equity-related continuing education opportunities for the Dean of Faculty
- Create ongoing education opportunities for faculty to explore ways to add diversity components to their courses
- Improve access for students to share concerns related to classroom climate

Dean of Faculty

- Collaborate with Human Resources on the creation of a required faculty and staff diversity training program
- Consult with DEC on improving recruitment procedures to ensure a diverse pool of candidates in faculty and staff searches
- Partner with Office of Human Resources to explore retention among faculty and staff of color

CAPP

- **Examine best practices for diversity/multicultural education requirements in liberal arts colleges and make a recommendation for such a requirement at DePauw**

Human Resources

- Create and implement a required faculty and staff diversity training program (in collaboration with the Dean of Faculty)

Student Life

- Provide diversity training for all students with special attention to individual communities of support (i.e., Greek organizations, athletic teams, mentors, Resident Assistants)
- Expand programming and events related to identity, diversity and cultural competence

- Review and make recommendations related to safety on campus and in the local community, specifically as it concerns diverse populations
- Review concerns regarding Counseling and Mental Health services and make recommendations about ensuring access for all students
- Explore best practices for Community Standards and make changes to current practice to increase accountability, transparency and support for students
- Review concerns related to current housing assignments and make recommendations for changes as needed

The committee will continue to meet weekly for the remainder of the semester. During the time that remains, we will extend invitations to continue dialogue with Dean of Faculty, Terri Bonebright and President Casey; however, a majority of our time will be spent crafting our annual report which will include a concrete plan for continuing this work in the next academic year. The final report will be accessible on the DEC website which may be [found here](#).

As with all committees, the DEC is likely to experience some transition in membership between now and the beginning of the Fall 2014 semester. We feel that it is in the best interest of the campus and the future DEC to devote a significant amount of time to producing a comprehensive report that will provide next year's DEC with a template for their work. This template for the coming year will include plans for notifying the campus community about the membership of the DEC for the 2014-2015 academic year, a tentative schedule for regular conversation with the offices and departments mentioned above to review progress in their areas, and continued work with individual students and student organizations to address concerns and gather student input on campus climate.

Respectfully,
Members of the Diversity and Equity Committee

Caroline Jetton, Chair
Mac Dixon-Fyle
Maria Forcadell
Naima Shifa
Veronica Pejril
Bruce Burking
Craig Slaughter
Amy Haug
Vince Greer
Kate Smanik
Grace Quinn
Michael Chavez

Appendix D: Excerpts from By-laws and Standing Rules of the Faculty and Robert's Rules

II. Faculty Meetings

- B. All faculty members may attend faculty meetings and participate freely in discussions.
- C. Voting
 - 1. Full-time faculty members holding positions with academic or nominal rank, including those on sabbatical, pre-tenure, or academic leave, may vote. (See [Article I.B of the Personnel Policies](#) for a definition of full-time faculty positions.) The President, the Vice President for Academic Affairs and the Registrar also have voting privileges.
 - 2. Faculty members in part-time positions may attend faculty meetings and participate in debate, but not vote; however, Senior (Emeriti) Professors are eligible to vote during any semester in which they are teaching at least one course.
- ...
- E. Parliamentary Procedure
 - 2. All business shall be conducted according to proper parliamentary procedure as set forth in *Robert's Rules of Order*.

XII. Standing Rules

- B. In addition to faculty members as defined in Section 1, the following persons may attend faculty meetings: student members of coordinating committees, the President of the student body, and representatives (two from each) of THE DEPAUW, WGRE, and Student TV Board of Directors. Additional representatives may be permitted at the discretion of the Chair of the Faculty before the meeting starts.
- C. The following persons may attend and may also make presentations, respond to questions, and participate in discussions: vice presidents, deans, other senior administrators as designated by the President, and others to whom permission is granted by prior agreement with the presiding officer or by majority faculty vote at the beginning of the meeting.
- D. Motions will normally be voted upon at the meeting at which the motion is made. However, previous notice must be given on the written agenda of a regular meeting of the faculty at least one month preceding a vote for changes in graduation requirements, academic policies and personnel policies. Other motions may be postponed by the vote of the house.

Comments on Robert's Rules of Order

Motions may be amended by inserting words, deleting words and paragraphs. An amended motion can be further amended by a secondary amendment. There are no tertiary amendments, instead one should encourage the body to vote down the amended motion and an individual can subsequently offer a substitute motion. Amendments must be germane.

Appendix E: Text of Letter Distributed by DePauw Student Government (DSG)

Letter was printed on DSG letterhead

November 19th, 2014

Dear Faculty and Staff of DePauw University,

On behalf of the student body, I would first like to say thank you for taking the time out of your busy schedules to attend this faculty meeting. I am writing this letter to provide additional context to the discussion you are about to have. Over the last week, student leaders have been researching the records of DePauw Student Government, the minutes and notes of Faculty Governance Committees, and multicultural initiatives on other campuses. Upon our research we have decided to share a brief overview of a couple of specific examples of the institutional failure on multicultural initiatives at DePauw University. In no way does this research represent everything that we have found or that is yet to be found. It is my plan to have this information present available to the faculty within the coming weeks.

The first institutional failure which I would like to share is the lack of follow through with the recommendation of the of *2007-2008 Campus Climate Task Forces for Faculty, Staff, and Students of Color*. After reviewing the historical and archival information, the following recommendations were suggested:

- Vice President for Diversity and Community (Reports to the President)
- Multicultural Certificate option for students and Multicultural Competency for faculty members similar to S, Q, W
- Staffing increases for the Office of Multicultural Affairs
- Departmental review for the Office of Admission by outside consultants to examine recruitment and marketing strategies for a Diverse Student Body
- Update and renew responsibilities for the Diversity and Equity Committee
- The Office of Human Resources should develop, implement, and assess strategic and aggressive recruiting processes to correct deficiencies of diversity in University employees and address issues of attrition
- The Division of Student Services (recently renamed the Division of Student Life), should provide incentives, resources and spaces for programming which explores issues related to diversity

Since this report was written, some of the recommendations from the task force have been addressed. However, the recommendation regarding the DEC and the multicultural competency were ignored for years.

From Fall 2009 through Spring 2012 the lack of records pertaining to the Diversity and Equity Committee indicates that it did not fulfill its responsibility to the community. Furthermore, when the 2011-2012 Student Body President emailed President Brian W. Casey asking for an update on the process of reconvening the DEC, he did not receive a response.

Additionally, during the time in which the campus felt a lack of emphasis on diversity and inclusion, the number of reported hate crimes increased. A hate crime, as described by the annual Public Safety report, is a "criminal offense committed against a person or property which is motivated, in whole or in part, by the offender's bias. Bias is a preformed negative opinion or attitude toward a group of persons based on their race, gender, religion, disability, sexual orientation or ethnicity/national origin."

The next institutional failure I will highlight is the inability for a multicultural component, as part of the requirements for graduation, to be brought before the faculty. This failure appears to be the lack of follow through in the faculty governance committee structure.

Since 2008, several university sponsored task force reports and legislation from DePauw Student Government (a white paper passed on April 22nd, 2012 and a resolution passed on April 27th, 2014) has been presented to both administration and faculty leadership. From the minimal response received, records indicate that while discussions on these reports have initially started in CAPP and SLAAC, they were quickly halted in order to handle matters that were perceived to be more pressing.

On behalf of the Student Body, my request is for the faculty to set two firm dates where this conversation would be guaranteed to continue. Recent discussion, research, and courage of students have

created an opportunity in which our university can become a leading example of institutional equality. Seizing this moment in an organized and productive manner is vital to the success of this institution.

First, I ask that you strongly consider taking the necessary actions to cancel classes in order to have a campus wide symposium. Such an event is not unprecedented and has the potential to be a very successful next step forward, as seen in the efforts by institutions such as Denison University, Oberlin College, and Dartmouth College. This symposium should be well planned by a committee that is created from student leadership, faculty representatives, and administration. The committee should look at the best practices, consult experts on campus climate discussions, and seek feedback along the way from the rest of campus. Finally, I highly recommend that this symposium should occur no later March 1st, 2015.

In addition to the symposium, DePauw Student Government is asking for an official date when the addition of a multicultural component will be discussed and voted on for its addition to the curriculum as a graduation requirement. We ask that the floor of the faculty have this vote no later than Monday, May 4th, 2015. I understand that proper procedure for this proposal dictates that suggestions and conversations on graduation requirements should occur within CAPP, and thus I will reserve my thoughts on what the proposal shall include for this particular committee.

In conclusion, I would like to thank you once again for your time to both read this letter as well as to be a part of the discussions to improve our campus. I hope you will join my peers and myself as we attempt to seize the opportunity we have before us. This campus has esteemed faculty, compassionate administration, and the next generation of world leaders. My love for this institution is unconditional, and I believe it is time for all of us to recognize the institutional failures that have occurred, and begin to work together to correct where we have fallen short. I have great faith in the faculty and staff of this university to lead us in this charge, and look forward to seeing the outcome of today's discussion.

Sincerely,

Dakota "Cody" Watson
Student Body President

**DePauw University Faculty Meeting Minutes
December 1, 2014**

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

The Chair called the meeting to order and provided a few reminders,

- Please define all abbreviations to help everyone follow the conversation and encouraged everyone to hold her to the same standard.
- Please introduce yourself when speaking.
- The microphones on stands are to facilitate everyone hearing and more importantly everyone having a voice, if someone wishes to speak please come forward to one of the microphones.
- And, if you don't like to be startled when your cell phone rings aloud, please check that it is silenced.

2. Verification of Quorum

Jim Mills signaled that a quorum was reached around 4:05 pm.

3. Consent Agenda

There were no requests to move any items from the consent agenda. The consent agenda was approved as listed below.

A. Approve Minutes from the November 3, 2014 and November 19, 2014 Faculty Meetings

B. Approve the following new course (recommended by MAO):

UNIV 320 – Tutor Fellow (0.25 credit)

SPAN 333 – Spanish for Heritage Speakers (1 credit)

(course description can be found in Appendix A of this agenda)

4. Conferring of Degrees for December Graduates (Ken Kirkpatrick)

Although it was not on the agenda in advance, there is at least one qualified December graduate. Registrar, Ken Kirkpatrick came to the podium and made a motion that the faculty authorize the granting of degrees to all candidates who have completed their requirements by the end of fall semester.

The motion was seconded and passed unanimously.

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 (John Caraher)

For the Committee on Academic Policy and Planning, John Caraher made following motion.

- A. Motion (to be voted on) that the faculty approve changes to School of Music degree program requirements (detailed in Supporting Materials, see Appendices B and C). Advanced notice was given at the November 3, 2014 Faculty Meeting.

Summary:

The proposal would change the courses required for each School of Music degree and consequently increase

the number of credits required for graduation. The increase involves awarding credit for required activities (such as senior recital) that currently receive no credit and from new courses associated with the 21st Century Musician (21CM) initiative. All new courses required for the proposed program have been reviewed and approved by MAO and the faculty. Supporting materials include the proposed revisions to Academic Handbook language and summaries of the requirements for each School of Music degree under the proposal.

Rationale for changes to School of Music degree requirements:

The classical music world is changing drastically, and the DePauw intends to be the first school of music in America systemically and holistically dedicated to creating the musician of the future instead of the past. This curricular change ensures that every student is exposed to the new world of classical music. The changes are a commitment to give credit for performance (ensembles and recitals) so that students' transcripts better reflect their course of study at DePauw. This will create more serious and better-prepared musicians.

Executive Summary of School of Music Curricular Changes:

- All music curricula will require 36 credits for graduation (BM/BMA goes from 31 to 36, BME goes from 33 to 36). Much of this is giving credit for ensembles and recitals currently un-credited and the rest is to make way for "21st-Century Musicianship" courses. Some majors (voice with business emphasis, voice with a second major) would require additional credits. The 5-year program requires at least 44 credits for graduation
- Some SOM-exclusive courses that were previously 1 credit become 0.75 credits
- MUS 230: History of Western Art Music will be phased out of the curriculum and replaced by a two-semester survey
- All music students take applied lessons at 0.5 credit in the first four semesters, and at 1 credit for the remaining semesters when greater progress is expected
- Students in the 5-year program would take six semesters of 0.5 credit lesson and four semesters of 1 credit lessons (to be taken in the years that recitals are given)
- The BA in music still requires 10 credits in music; the changes in the course credit and lessons require music electives to be increased from 3 to 3.75 credits
- The *Minor in Applied Music* has been changed to *Minor in Music*. The required credit has been lowered from 7 credits to 6.25 credits.
- The Minor in Jazz Studies (CLA) has been lowered from 7-7.25 credits to 6.75-7 credits.

The Chair noted, the motion was made by one of our coordinating committees and so needed no second and was before the faculty for consideration. It is a motion about degree requirements in the School of Music. Advance notice was given at our regular meeting the beginning of November.

A question was from a faculty member

Given the additional credits needed for School of Music students will they have to pay a higher tuition? Or will the definition of full-time change allowing College of Liberal Arts students to take more for the same tuition.

The response

The plan is to adjust the definition of a full term load in the SOM by raising it to 5 credits per semester. It was also noted that in our current model we effectively already have such exemptions, for example, participation in ensembles doesn't take students into overload status.

A follow up question

So School of Music students would not pay extra for Extended Studies (ES) but College of Liberal Arts students would if they had 4.5 credits in the fall?

The response

The University didn't think that the change would materially change the situation things would function as they do now.

A question was asked

A faculty member asked whether there was any change to the competency requirements for School of Music Students (W, Q and S)?

The response

Basic competency for music students is unchanged.

There were no additional questions or individuals who spoke in favor or against the motion. The show of hands indicated the motion passed with an overwhelming majority.

Attention was drawn to CAPP's written announcements.

A question from a faculty member

Is CAPP thinking of adding an "M" competency parallel to W, Q and S, a new distribution requirement or something else entirely related to "M" as a concept?

For CAPP, John Caraher responded

CAPP members have narrowed their vision a little and are currently thinking of a small menu of options. At the moment the options are in the form of a distribution requirement. The current sentiment within committee is the "M" requirement conversation is best placed within the context of a broader discussion of general distribution requirement, although, CAPP can't fully predict how the process will play out. CAPP plans to hold some open forums in February and March. CAPP has heard a variety of vague ideas, including a suggested narrowing of the distribution requirements, maintaining the plan we have now; embedding an "M" requirement into first-year seminars (FYS) or making it a required part of Extended Studies (ES).

There were no additional questions for CAPP.

Written Announcements –

1. "M requirement"

CAPP has been considering educational goals and curricular models. We expect to release some of these models soon and conduct open forums for both students and faculty throughout February in order for CAPP to develop a final proposal during March.

There are significant questions regarding whether to frame a proposal as a competency (as called for in the DePauw Student Government resolution), a new distribution requirement, or something else entirely. We also need to consider how the model we propose fits in with an assessment of the existing distribution requirements, and any changes to those requirements the faculty might choose to adopt in the near future.

2. Admissions Update

Cindy Babington has provided CAPP an update on recruitment of the Class of 2019 as well as some thoughts on faculty involvement in the Admissions process. Some specific areas she identified where faculty involvement would be particularly welcome are

- discussion of admission trade-offs
- ideas concerning the ideal composition of a class
 - what fraction should be in Honor Scholars or Fellows programs?
 - from what areas of the US and the world should we recruit?
 - what factors are important in identifying which students will succeed at DePauw (test scores,

GPA, leadership activities, athletics, community service, high school quality, rigor of high school courses)?

- thoughts on the implications of test-optional admission, a trend among our GLCA/ACM peers

There are several positive early indicators regarding recruitment of the class of 2019 compared to 2018. As of her report, completed applications were up 15% compared to the previous year, and Early Decision applications went up to 50 from 27 the previous year. Test scores and GPAs among applicants are slightly lower for Class of 2019 applicants so far (among completed applications GPA=3.74 vs. 3.76, ACT dropped from 26.4 to 26.1, SAT math and verbal scores down about 3%).

If you would like more details on data from the Office of Admission provided to CAPP please contact John Caraher.

6. Management of Academic Operations – MAO (Jennifer Adams)

For the Management of Academic Operations Committee, Jen Adams, moved that the faculty consider the following motion.

- A. Motion (to be voted on) that the faculty approve a change to the Examination in Courses portion of the academic handbook as found in Appendix D of this agenda. Advanced notice was given at the November 3, 2014 Faculty Meeting.

Rationale:

A few faculty members have assigned extra course work during finals that was due past the end of the semester. As a result, the proposed change clarifies the policy with regard to assignment due dates near the end of the term.

The chair noted that the motion was from a coordinating committee, didn't need a second and was open for debate and discussion. Advance notice was given at the regular meeting the beginning of November.

There were no questions and no one wanted to speak in favor or against the motion. The motion was passed.

For the Management of Academic Operations (MAO), Jen Adams made the following motion related to the Academic Standing portion of the handbook.

- B. Motion (to be voted on) that the faculty approve changes to the Academic Standing Committee portion of the academic handbook as found in Appendix E of this agenda. Advanced notice was given at the November 3, 2014 Faculty Meeting.

Rationale:

The faculty approved a new Satisfactory Academic Progress policy earlier this fall and this new policy will be used for the first time at the end of the fall term. Because the new policy involves both financial aid status and academic status it is important to have a representative from financial aid serve on the committee that makes decisions. We are therefore proposing the substitution of one administrative representative on the committee with a representative from Financial Aid. The other changes clarify wording to be consistent with the new Satisfactory Academic Progress policy that the faculty recently approved. MAO consulted with the Academic Standing Committee and the committee endorses these changes.

The Chair reminded the faculty that the motion came from a coordinating committee, didn't need a second

and was open for debate and discussion. Advance notice was given at the regular meeting the beginning of November.

There were no questions or discussion. The motion carried.

Management of Academic Operations (MAO) had no other business items for the faculty or announcements. There were no questions for MAO.

Written Announcements –

MAO has no written announcements.

7. Committee on Faculty – COF (Susan Hahn)

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

There were no questions for the Committee on Faculty (COF).

Written Announcements –

COF continues its normal work for the year.

8. Student Life and Academic Atmosphere Committee – SLAAC (Smita Rahman)

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

There were no questions for the Student Life and Academic Atmosphere Committee (SLAAC).

Written Announcements –

SLAAC met with international students to discuss campus climate issues. In its upcoming meetings, SLAAC will be continuing its discussions of campus climate issues by focusing on the issue of faculty and staff diversity training.

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

In reporting for the Faculty Governance Steering Committee (FGSC) Bridget Gourley noted, "If you feel like we've done nothing but meet, your right. In the last 30 days we've had three faculty meetings, four open meetings and the FGSC has met four times. So if you are feeling meeting fatigue, we get it. Still we think all these conversations are moving us to a better place so hang in there and bear with us."

She asked that individuals stay after the close of official business to build on conversations from earlier in the term to frame work over winter term building a scaffold for a new governance structure and drew attention to the written notes on the agenda.

There were no questions for the Faculty Governance Steering Committee.

Written Announcements –

1. After the business portion of this faculty meeting FGSC look forward to open dialogue building on conversations from earlier in the term. The focus will be on governance structures/models to provide more broad-based faculty input to help narrow choices as FGSC moves toward bringing forward official proposals action in the spring. There is no need for executive session on these issues, everyone who normally attends faculty meeting is welcome to stay and participate in the conversation. The

conversation will be after we officially adjourn so while FGSC members will be taking personal notes to help them in their work moving forward, there will be no minutes of the conversation.

2. Since our last regularly scheduled faculty meeting FGSC has met three times, will have held two open meetings and helped plan the special called faculty meeting on November 19.
3. In concert with the committees we represent and in light of on-campus fall discussions FGSC has refined governance models developed over the summer based on feedback from the May 2014 survey completed by 104 colleagues. The ideas are being shared at the November 24 open meeting and will be the subject of further conversation later today.
4. At the open meeting (November 13) about faculty development broadly speaking we began by hearing a brief summary of the 2011 Faculty Development Self-Study. Additionally, we asked three colleagues to share ideas they had about faculty development broadly speaking. Thanks to Richard Lynch, Cynthia O'Dell and Jeff Kenney for their ideas to initiate the conversation. Overarching support was heard for the concept that funding is crucial to all faculty members' intellectual lives, both full and part-time. Broad support was heard for making sure the all faculty are supported recognizing the entire faculty delivers the academic program. It was emphasized that the University, curriculum and students benefit from our faculty member's ability to attend meeting in ways that are often hard to tangibly quantify and it doesn't always make sense for someone to present. We have an opportunity to re-envision our programs in ways that are more inclusive, for example, by having broader models for the types of student faculty collaboration we support. There was a recognition that funds have always been used to incentivize, when new programs come on line we direct resources to support development of curricula for those programs, globalization, etc. There was a strong call for flexible programs that are simple to administer and understand. Comments about the importance of time and the value of a 3-2 load were broad. Questions were raised about whether DePauw is focusing on institutional grants, such as the past Mellon funding that provided resources. FGSC and IGC are talking about the ideas we heard and how to incorporate them into the conversations and recommendations moving forward. The full faculty development study, a pdf of the slide summary, and the suggestions offered by Richard Lynch are available of the Faculty Governance Moodle site. Colleagues who don't see the site in your list of other Moodle courses need to enroll. Contact the Bridget Gourley, Chair of the Faculty, for the enrollment key and instructions access these and other useful governance documents.
5. On the specific issue of a 'strategic planning' or 'university resources' committee, several activities are under way. FGSC is discussing ideas with the faculty, COA and FGSC plan to meet jointly with the President and some members of his senior leadership team to understand needs from the administrative side, and members of FGSC will be getting input from their respective committees. This committee will likely have representation from leadership from across campus (faculty, administration, staff, students). Our current vision is that faculty members on the committee would be elective and who have terms that facilitated continuity.

Reports from other Committees

Committee rosters are available at:

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

10. Internal Grants Committee – IGC (Valentin Lanzrein)

- A. Announcement of Faculty Fellowships for AY2015-16.

For the Internal Grants Committee (IGC), Valentin Lanzrein announced the recipients of the Faculty Fellowship Award. The Faculty Fellowship Award grants the recipient one course of reassigned time and a salary supplement for three academic years from fall 2015 through spring 2018.

The recipients, in alphabetical order, with the title of their projects are:

Istvan Csicsery-Ronay [(Professor of English)

“Phallus, Phallus, Who’s Got the Phallus?’ European and American Confluence in American Screen Comedies, 1930-1950”

Jeffrey Kenney (Professor of Religious Studies)

“Negotiating Tolerance and Truth in Muslim Malaysia”

Henning Schneider (Professor of Biology)

“How Nicotine Changes the Brain”

Alicia Suarez (Associate Professor of Sociology and Anthropology)

“Pregnant Behind Bars: Stories of Pregnant and Postpartum Women at the Indiana Women’s Prison”

Steve Timm (Professor of Communications and Theatre)

“Narrative Storytelling, Technology, and Recreational Vehicles”

Gloria Townsend (Professor of Computer Science)

“E-Textiles: Stitching Together Teaching, Scholarship, and Service”

Congratulations to Istvan, Jeff, Henning, Alicia, Steve, and Gloria!

The complete abstract of each awarded project will be posted on the Faculty Development Website.

There were no other announcements from the Internal Grants Committee (IGC) and no questions for the committee. The summary of spring deadlines is listed below.

Written Announcements –

Upcoming IGC deadlines and events:

Student/Faculty Summer Research applications due – March 11, 2015

Ferid Murad Medal applications due – March 11, 2015

Faculty Summer Stipend applications due – April 1, 2015

Howes Grant applications due – April 8, 2015

Faculty Fellowship year 1 and year 2 reports due – May 6, 2015

Faculty Achievement Program – May 7, 2015

11. Committee on Administration – COA (Francesca Seaman)

A. COA will like to share some information about an on-site wellness clinic proposal.

For the Committee on Administration, Francesca Seaman, introduced Brad Kelsheimer, Vice President for Finance, to share some information about the concept of an on-site wellness clinic. She noted that Brad Kelsheimer, Kevin Kessinger (Assistant Vice President for Finance) Amy Haug (Director of Personnel) and the Committee on Administration (COA) are all in full support of the initiative and it is initially cost neutral to the University.

VPF Kelsheimer began his presentation noting that he had given the Committee on Administration a much longer briefing that between all the slides and discussion they had spent 90 minutes together discussing the idea. For this presentation he excerpted 7 slides to address core issues.

Brad noted he is biased favorably because he has participated in an on-site clinic through his wife's employer and found it very beneficial from the employee and family side. In general an on-site wellness clinic, is a facility and program, on or adjacent to campus, for employees and their families. They are typically staffed with a primary care physician and nurses. They usually have a small pharmacy with 50-80 of the most popular prescriptions. The clinic treats both acute and chronic illnesses and has imbedded programming aimed at supporting healthy employees, for example a dietitian and health coach.

It is important that individuals realize these are entirely VOLUNTARY programs. Individuals may choose to participate or not.

Some of the benefits are the convenience, easy access being on or close to campus. There is a big time saver for participants in travel time to services. Typically both the employee and employer save money. Additionally many individuals find they migrate toward healthier habits and living, for example making time for an annual physical. There is minimal risk because employees are free to opt out and the employer can write the contract to walk away with few up front costs.

To give a sense of the savings VP Kelsheimer walked the faculty through what a typical family, in one of our pay brackets, would spend in health insurance premiums, prescriptions and co-pays currently, over the next ten years both based on our type of services and with a on-site clinic. He noted that nationally health care costs are predicted to rise 5.8% per year in each of the next ten years. Because of make-up of our University population, modeling predicts our costs will increase 10% per year, his example modeled a low option of 6% and a high of 12%. Our University budget modeling is based on a 6% increase per year. An on-site clinic is project to lower those costs, to 4% increase per year or lower. Based on those ranges, the savings (to DePauw) projected over a ten-year period was between \$2M and \$10M.

What drives the savings is having a healthier population because the on-site clinic is focused on health, looking toward prevention, treating the underlying causes versus just the symptoms. It is a different model with a fixed cost per participant rather than fee for service that encourages providers to provide needed time with patients rather than identifying each service they can bill.

One cost saving strategy is generic pharmaceuticals. Currently we have a population that is using brand names, the common 50-80 drugs stocked by the pharmacy would be generic, which is one place we would move toward significant savings.

The conversations about this first began on Committee on Administration (COA) three and a half years ago. DePauw has talked with a number of potential partners, and sent out formal proposal over the summer. Hendrix Regional Health came back as the best partner for many reasons, they would like to make gains in our market, Putnam County Hospital would like them to be our market, they are already a trusted provider for many of our employees, they offered aggressive pricing, flexible offerings and an interest in supporting us in other ways such as sponsoring winter term trips and interns. We are currently exploring implementation with Hendrix now.

VP Kelsheimer said there are many frequently asked questions and highlighted several key questions. Would employees be required to use the clinic? No, he could not imagine a day when DePauw would make that choice. Individuals worry about their privacy being compromised relative to their employer. Since the doctor is a third party individual and not an employee of the University the University has no way to access employee medical records. Will health care change over the next ten years, absolutely. Will our plans now be punitive based on health conditions or physical characteristics, no. Can an individual earn incentives based on health condition or characteristics, like a good body mass index (BMI), no. Can individuals earn incentives if that participate in a wellness program is a question that requires a debate that needs to take place. Will individuals

be required to use Hendrix as their specialty provider, no. What are the downsides, if the provider is not a fit, if the facility is under-utilized the savings won't be realized, up-front investments although the contract will be written to minimize, local physician network is harmed, if Hendrix over refers to their specialty network, or we don't realize the financial benefits.

The next steps in the process involving a number of details, gathering a lot of feedback, pulling some committees together, etc. If we move forward the goal is to target an opening of January 1, 2016 would love to have in place by August 2015. DePauw is thinking of this as an opportunity not something we are trying to sell.

This concluded COA's report. There were no questions for COA.

Written Announcements –

COA has no written announcements.

12. Extended Studies Implementation Team Report (Dave Berque)

There were no questions for the Extended Studies Implementation Team.

Written Announcements

The Extended Studies Implementation Team has no written announcements.

Additional Business

13. Remarks from the President (Brian Casey)

President Casey had no report to save time for our governance conversation and noting he would likely share some of his ideas about governance at that time. No one had any other questions for the President.

14. Remarks from the VPAA (Larry Stimpert)

VPAA Stimpert came to the podium to update the faculty on a number of items. He noted that a number of questions had been raised throughout the fall and a number of reports were coming out. He mentioned that the first candidate for external grants position was going to be on campus later in the week. He mentioned a grant DePauw had received from the Davis foundation, one from the Carpenter Foundation that Craig Hadley had been awarded related to a Japanese print exhibition and an award from the Proctor and Gamble foundation Michele Villinski secured for the Management Fellows program.

He noted that he had finished a long awaited report on faculty demographics that he would have attached to these minutes (see Appendix F). As has been the case in the past, several years are included so last year's data is now available as well. VPAA Stimpert highlighted a few statistics. Our reliance on term support is down slightly over the last two years. If we look at faculty rank, the distribution is top heavy. We have a larger number of full professors than the even distribution of approximately one third assistant professors, one third associate professors and one third full professors. In our case, in our tenured and tenure track ranks, we have 29 assistant professors, 66 associate professors and 102 full professors, which reflects the wave of faculty hiring that happened in the early 2000s.

With regard to faculty members of color we have an all time highest number of tenured colleagues of color and percentage, down slightly in regard to total number of colleagues of color but not far.

Questions have been raised about the ratio faculty to staff. We are down slightly in our total FTE (full time equivalents) that reached 730 but is 715 today. Faculty have always been around 35% of that count, ranging from 34.9-36.8% over the last 10 years and 35.8% this year.

Regarding faculty hires two tenure track searches have concluded, in music history and biology, and five more underway that we hope to complete by the end of the fall semester.

VPAA Stimpert also thanked everyone for participating in the Title IX training, which is a federal requirement. Anyone who hasn't yet participated will be contacted so we can complete the training and be sure we are in compliance.

He concluded his report thanking everyone who participated in our first ever fall open house for the honors and fellows programs. There were representatives from almost every department. Prospective students report that interaction with faculty members is a highlight.

There were no questions for the VPAA.

15. Old Business

There was no old business.

16. New Business

No new business was raised.

17. Announcements

A. Brief update regarding initial planning for a spring inclusiveness day (Carrie Klaus and Christopher Wells)

Dean Klaus began by reminding us that at the special faculty meeting on Wednesday, November 19, the faculty voted to "[take] a day from the academic calendar to have a University-wide conversation about inclusiveness," and it tasked Christopher Wells (Vice President for Student Life), Renee Madison (Senior Advisor to the President for Diversity and Compliance), herself as Dean of Faculty, and the Diversity and Equity Committee (DEC) with planning this day and with including "concerned students" and others in this process.

She provided a brief update on progress.

They held an initial meeting last Monday. Participants in this meeting included Christopher, Renee, herself, Caroline Jetton as chair of DEC, a few other staff members and administrators from Student Life, and Amy Haug, Director of Human Resources. We had a preliminary discussion of some potential logistics, but their first priority was, and is, getting students and others involved in the planning for the "Day of Conversation."

We had a meeting with students this morning to discuss several kinds of involvement in the planning, from participation in open meetings to a possible co-curricular Winter Term course to serving on the core planning group. We hope to have representation on the core planning group in place by the end of this week.

We would also like to have a couple of faculty members involved in the core planning group (in addition to Caroline Jetton and myself), and we invite statements of interest. So, if you would like to serve on the core planning group for the "Day of Conversation," please send Dean Klaus a statement of interest by the end of the

day on Wednesday (a few sentences to a paragraph). Some concrete information about your experience or interest would be helpful.

She couldn't give much more information now, because they really do not want to move too far forward on planning without getting students and more faculty involved. So, the date for this event is not yet set. However, she could say that, at this point, our thinking is that we would like to schedule the "Day of Conversation" for as soon as possible in the spring semester (hopefully in the first week or two), although not on the first day of classes.

With that timeframe in mind, it is likely that much of the planning for this day will happen during Winter Term (although we will try to get as much as possible nailed down in the next couple of weeks). So, we would especially welcome statements of interest from faculty who will be around during Winter Term and available to meet during the daytime. She will collect the statements of interest and share them with the other named individuals (Christopher, Renee, Caroline). They hope to have a group constituted by the end of this week.

She concluded by saying she was happy to take questions.

Comment by a faculty member

A faculty member noted that the first day of the semester might be the least disruptive to courses.

There were no other questions or comments from faculty members.

B. Remaining Committee Vacancies for AY2014-15 (Bridget Gourley)

Thank you to colleagues who have stepped forward since our last meeting. Additional nominees accepted through Friday December 5. Ballot available last week of classes.

- **Grievance Committee** – beginning in February 2015 has eight(8) vacancies such that it is possible if a grievance request is filed the panels cannot be fully constituted. There are three(3) Division 1 vacancies, two(2) Division 2 vacancies and three(3) Division 4 vacancies. MUST BE tenured. Thank you to Meryl Altman, David Alvarez, Bob Hershberger, Istvan Csicery-Ronay, and Jonathan Nichols-Pethick. **Currently, we still need volunteers from Division 1 and 4. Ophelia Goma via email (Div 4), Jen Adams via email (Div 1)**
- **Board of Control of Student Publications** – still missing a member
- **Library Advisory Committee** – still missing a Div 4 member, Mery Altman volunteered via email
- **Division officers** – Divisions 1 and 4 have no officers, Division 2 only has one of three officers and Division 3 only has two of three officers. Thank you to David Alvarez and Jeff Gropp who have agreed to serve for their respective divisions. **Currently, we still need three(3) Division 1 volunteers, one(1) Division 2 volunteer, one(1) Division 3 volunteer and two(2) Division 4 volunteers.**

The Chair thanked those who have volunteered to run for election, next week. She indicated she would really love to have a complete ballot with at least one candidate for every position and so needed a few more volunteers. Most pressing, were volunteers for Division 1 and 4 on the Grievance Committee. She noted, that while she hopes we don't need the process, if we do we owe it to each other to have the committee staffed, the process has tight time lines so it is important to have the committee named before January 31.

Also, it would be nice to have the Board of Control of Student Publications and our Divisions fully staffed.

Lastly, she drew the attention to two other governance responsibilities. Last month she noted that Jim Mills would be on sabbatical in the spring. She is still looking for a volunteer to distribute ballots. It is a fun job to say hello to all your colleagues as they arrive for the meeting.

She also needs someone to take minutes and hopes someone will step forward. She encouraged anyone interested in learning more about what is involved and what she does to try and facilitate taking minutes, please be in touch or ask Vanessa Fox about her experience.

The Chair asked the faculty to help her in thanking both Jim and Vanessa for their service over the past three and half years.

C. Want ad for two other governance responsibilities (Bridget Gourley)

Ballot assistant – volunteer needed distribute ballots at the beginning of faculty meetings, great opportunity to say hello to many colleagues every month, limited time commitment – faculty meeting plus 10-15 minutes before the meeting and 5 minutes after

Minutes assistant – volunteer needed to take minutes at faculty meetings, great way to be connected to all governance business, colleagues who speak from prepared notes typically share them facilitating capturing minutes, more involved time commitment – faculty meeting plus variable number of hours between meetings editing minutes – Meryl will be

Contact Bridget Gourley, Chair of the Faculty, for more information

Comment from a Faculty member

A faculty member asked why the administration couldn't provide secretarial support for the minutes. In response it was noted that in recent history a faculty member has served as the assistant.

D. Call for Posse Mentors

Vice President for Student Life Christopher Wells reminded everyone of the email from his office calling for Posse mentors and encourage faculty members to consider the opportunity to work with these talented, highly engaged students in our community.

There were no other announcements.

Written Announcements –

No general announcements were submitted for the agenda.

18. Adjournment

At approximately 5 p.m., the Chair of the Faculty announced the meeting was adjourned and encouraged everyone to stay and join in an open conversation about our vision for our governance structure moving forward.

Appendix A: Course Descriptions for MAO Consent Agenda Items

Related to Consent Agenda Item B – Approval of new courses

UNIV 320 – Tutor Fellow (0.25 credit) - May be repeated for up to 0.5 credit. To be enrolled in this course, students must have successfully completed UNIV 300, 301 or 310 (the S, W and Q training courses) or 315 (approved in November). Students are expected to tutor for 3-5 hours per week. In order to take this class students must be sponsored and evaluated by a faculty member in the content area in which they will tutor. They will also set up a learning contract with the faculty sponsor that might include such appropriate tasks as writing a paper/keeping a journal of their tutoring work or research projects that they will submit to the faculty member sponsoring them. Students who repeat the course for credit must create a new learning contract each semester.

SPAN 333 – Spanish for Heritage Speakers (1 credit) - Spanish for Heritage Learners (SHL) is designed specifically to meet the needs of native or heritage speakers of Spanish with oral proficiency but little or no formal training in the language. This course is therefore designed to build on the language base students already possess. Their language is viewed as an extremely valid means of oral communication. Hence, the primary purpose of this course is to develop reading and writing skills, although all of four language skills (listening, speaking, reading, and writing) are emphasized via cultural and community-based activities. May not earn credit for both SPAN 332 and SPAN 333.

Appendix B: Proposed Changes to the Catalog to accommodate changes in the School of Music degree requirements

Strikethrough (highlighted or not) represents deletions, yellow-highlighted words/numbers (without strikethrough) represents new language.

The DePauw University School of Music is an accredited institutional member of the **National Association of Schools of Music**.

The School of Music prepares music majors for a variety of careers, in music and other fields, and provides opportunities for all students to study music as an essential part of a liberal arts education. The School of Music offers several degree options so students can tailor their educations to match their levels of interest and future plans. All students receive careful and close advising from faculty members in order to choose the program that best suits their needs.

Students are admitted to the School of Music by audition.

Degrees

The following degree options are available to students interested in majoring in music:

- **Bachelor of Music (B.M.)**
 - Performance
 - Performance with a Second Major
 - Performance with an Emphasis in Business
 - Five-year Bachelor of Music/Bachelor of Arts Double Degree Program (B.M./B.A)
- **Bachelor of Music Education (B.M.E.)**
 - Choral/General Music Emphasis
 - Instrumental/General Music Emphasis
- **Bachelor of Musical Arts (B.M.A.)**
 - General Music Emphasis
 - Emphasis in Business
 - Second Major
- **Bachelor of Arts (B.A.), with a major in Music (through the College of Liberal Arts)**

The following options are available to students interested in minoring in music:

- **School of Music students**
 - Minor in Instrumental Jazz Studies
- **College of Liberal Arts students**
 - Minor in ~~Applied~~ Music
 - Minor in ~~Instrumental~~ Jazz Studies

Description of Music Degrees

Detailed degree requirement worksheets for all majors within the School of Music can be found at <http://www.depauw.edu/music/currentstudents/advisingworksheets/>

Bachelor of Music in Performance

The Bachelor of Music degree (B.M.) is ideal for the student who wishes to pursue music as a career. The B.M. is the most

common professional degree in music and the most music-intensive of all options, with approximately two-thirds of all coursework in music and one-third in other liberal arts courses. Individual and ensemble performance standards are high for all majors. Students choosing the B.M. generally practice several hours daily on a primary instrument, in addition to carrying a normal class load. With careful planning, students in the B.M. degree program may also complete a **second major** in a liberal arts discipline or an **emphasis in business**.

Students are admitted to the B.M. degree program by meeting all academic prerequisites and the successful completion of a qualifying performance examination at the end of the sophomore year. For additional information on the Sophomore Proficiency Examination, visit the [School of Music Handbook](#). Performance majors complete a half recital in the junior year and a full recital in the senior year. Students pursuing the **B.M. degree** satisfy the senior capstone requirement by successfully completing the senior recital jury and the subsequent presentation of a senior recital that is **55-60** minutes in length.

Completion of the B.M. degree requires a total of 36 credits, including ensembles, lessons, and recitals.

Five-year Bachelor of Music/Bachelor of Arts Double Degree Program: Students who wish to complete the professional study in music required for the Bachelor of Music degree as well as the full liberal arts curriculum required for the Bachelor of Arts degree in a discipline outside of music have that option. The program requires five years of study. Unlike the B.M. and B.M.A. degrees with a second liberal arts major, the double degree program requires that students fulfill all College of Liberal Arts degree requirements, including the distribution area requirements and the competency requirements, as well as complete work in a College of Liberal Arts major. A minimum cumulative liberal arts GPA of 2.8 and a minimum cumulative music GPA of 2.8 are required. Completing the requirements for both degrees will require **34.5-40 at least 44 course credits, including ensembles, lessons, and recitals.** Students in the double degree program are expected to take lessons and participate in ensembles each of their five years in the program.

Bachelor of Music Education

The Bachelor of Music Education degree (B.M.E.) is designed for students who wish to become certified music teachers. The program meets requirements for P-12 teaching certification in Indiana and reciprocal states. The curriculum for the B.M.E. degree involves approximately one-half of the coursework in music (performance and musicianship studies) and approximately one-half in liberal arts courses and professional education courses. Two majors are available: an **instrumental/general music emphasis** and a **choral/general music emphasis**.

All students who wish to complete the B.M.E. degree must be admitted to the Music Teacher Education Program, preferably by the end of the sophomore year. Please confer with the music education faculty about requirements for admission and certification. (A GPA of 2.5 is required to be admitted to this program.)

Students pursuing the **B.M.E. degree**, must successfully complete 14-weeks of full-time teaching experience in an approved music department of a school district. Students are under the supervision of a cooperating teacher and, at least, one University supervisor. In conjunction with student teaching, students enroll in the music education senior seminar, which stresses a professional examination of principles of classroom management, legal rights and responsibilities, certification, accountability, and current issues in education. Students participate in a final exhibition that involves a formal presentation of personal growth and competence via the electronic portfolio process.

Completion of the B.M.E. degree requires a total of 36 credits, including ensembles and lessons.

Bachelor of Musical Arts

The Bachelor of Musical Arts degree (B.M.A.) is an interdisciplinary music degree which requires students to develop a secondary area of emphasis outside of music. Students personally design these interdisciplinary liberal arts components through a process of individual advising with faculty members. The program culminates in a capstone experience relating studies in music to the secondary area of emphasis. As with the B.M. degree, students complete a rigorous core

curriculum in theory, musicianship, music history and literature.

Three **majors tracks** are available. For the **general music emphasis**, students individually design an interdisciplinary liberal arts component. The **second major** curriculum combines the general music emphasis with another major in a liberal arts discipline. (A minimum GPA of 2.8 is required to complete the second major.) For the **emphasis in business**, the liberal arts curriculum combines core and career-related elective courses. Students will complete approximately half of their courses in music and half of their courses in liberal arts.

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

Students pursuing the interdisciplinary **B.M.A. degree** fulfill the capstone requirement by satisfactorily completing MUS 450, Senior Seminar. Students discuss a common set of readings designed to help synthesize their diverse experiences in music and complete a major research project on an approved topic, which consists of a written thesis and oral presentation.

Completion of the B.M.A. degree requires a total of 36 credits, including ensembles and lessons.

Bachelor of Arts with a Major in Music (through the College of Liberal Arts)

Students in the College of Liberal Arts working toward the Bachelor of Arts degree (B.A.) may major in music. Any student wishing to pursue a B.A. in Music, who has not previously auditioned for the School of Music, must audition for a panel of faculty members at the time the major is declared must successfully complete an audition to declare a major. The major can only be officially declared with the completion of a satisfactory audition. Students fulfill all general University requirements, including the specified distribution area and competency requirements expected of students in the College of Liberal Arts, and must complete **19 21** credits in courses other than music. Approximately one-third of the curriculum is the music major, which is comprised of required sequences in music theory, music history and literature, as well as performance requirements and music electives. The B.A. degree with a major in music provides an excellent liberal arts experience.

Students pursuing the **B.A. with a major in Music** fulfill the capstone requirement by satisfactorily completing MUS 450, Senior Seminar. Students discuss a common set of readings designed to help synthesize their diverse experiences in music and complete a major research project on an approved topic, which consists of a written thesis and oral presentation.

See Section III, Music (CLA), for a summary of the requirements for a CLA major in music.

Degree Requirements for all School of Music Majors

Detailed degree requirement worksheets for all majors within the School of Music can be found at <http://www.depauw.edu/music/currentstudents/advisingworksheets/>

Total Credits and Grade Point Average:

B.M. and B.M.A. degrees: minimum of **31 36** course credits, with a cumulative GPA of 2.0 or higher, plus ensemble requirements

B.M. and B.M.A. degrees with second major: minimum of **31 36** course credits, with a cumulative GPA of 2.8 or higher, plus

ensemble requirements (some instrument areas may require additional course credits)

B.M.E. degrees: minimum of 33-36 course credits, with a cumulative GPA of 2.5 or higher, plus ensemble requirements

B.M./B.A. double degree: minimum of 34.5-40-44 course credits (depending on the major), with a 2.8 or higher cumulative music GPA and a 2.8 or higher cumulative CLA GPA plus ensemble requirements.

Theory and Musicianship:

- MUS 113-111 (Theory I)
- MUS 114-112 (Theory II)
- MUS 123-121 (Musicianship I)
- MUS 124-122 (Musicianship II)
- MUS 213-211 (Theory III)
- MUS 212 (Theory IV)
- MUS 223-221 (Musicianship III)
- MUS 222 (Musicianship IV)
- ~~Fourth semester theory~~
 - B.M. degrees: MUS 214 (Theory IV) and MUS 224 (Musicianship IV)
 - B.M.E. (instrumental/general) degree: MUS 384 (Jazz Theory) and MUS 386 (Jazz Improvisation)
 - B.M.A. and B.M.E. (choral/general) degrees: MUS 214 and 224 OR MUS 384 and 386
- MUS 360 (Conducting I)

History and Literature:

- ~~MUS 130 (First-Year Seminar: Understanding Music)~~
- MUS 265 (History of Western Music I)
- MUS 266 (History of Western Music II)
- Upper-level history course (usually MUS 390 topics course)

21CM (21st-Century Musician) Courses:

- MUS 130 (First-Year Seminar: Understanding Music)
- MUS 240 (State of the Art)
- MUS 340 (Entrepreneurship) – required for B.M. and B.M.A. only
- MUS 440 (Practicum) – required for B.M. and B.M.A. only

Applied Music:

- Primary instrument: weekly hour-long lessons every semester in residence
- Completion of the Piano Proficiency Exam
- Secondary instrument: four semesters
Note: Piano is the secondary instrument for all students (except piano majors) until completion of piano proficiency requirements.

Ensembles:

- Major Ensemble: every semester in residence
- Chamber Ensemble

- B.M. degrees: four semesters with at least two to be completed during the junior and senior years
- B.M.A. and B.M.E. degrees: two semesters
- B.M. and B.M.A. degrees: six semesters for instrumental students; MUS 283 (Performing Opera) and MUS 284 (Performing Musical Theatre) for voice students
- B.M.E. degrees: two semesters for instrumental students; MUS 283 (Performing Opera) and MUS 284 (Performing Musical Theatre) for voice students

Recital Attendance:

- Every semester in residence

Other General Requirements:

- Competency Requirements
 - W certification: all students, by end of junior year
 - S certification: all students
- Winter Term: 3 Winter Term projects
- Extended Studies: 2 semesters
- Residency: 15 courses (including six of the last eight courses) in residence or in a University-approved program

Minors

Detailed degree requirement worksheets for all music minors can be found at <http://www.depauw.edu/music/currentstudents/advisingworksheets/>

Students in the School of Music may complete a minor in **instrumental jazz studies**. The minor requires 4 1/4 credits of academic courses and performance in jazz studies, most of which may not overlap with the music major.

Students in the College of Liberal Arts who are majoring in disciplines other than music may complete a minor in either **applied music or instrumental jazz studies music or jazz studies**. The completion of a successful audition is required before a student can be certified as a minor in jazz studies or if a student chooses an applied lesson in the music minor.

MUSIC (CLA)

Requirements for a major

Music (CLA)

Total courses required	Ten credits in Music plus one course in fine arts and 21 credits in liberal arts (including 1 credit in fine arts)
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Core courses	MUS 111, MUS 112, MUS 121, MUS 240, MUS 265 or MUS 266, MUS 450. MUS 113, MUS 114, MUS 123, MUS 124, MUS 213, MUS 223, MUS 230, MUS 334, MUS 450.
Other required courses	Additional upper-level music history elective course credit (usually MUS 390). Two course credits in applied music in the primary instrument. Four semesters of participation in a major ensemble. One course credit in another fine art (theatre or art). 3 credits in music electives. 3.75 credits in music electives.
Number 300 and 400 level courses	Four Two
Senior requirement and capstone experience	Students pursuing the B.A. with a major in Music fulfill the capstone requirement by satisfactorily completing MUS 450, Senior Seminar. Students discuss a common set of readings designed to help synthesize their diverse experiences in music and complete a major research project on an approved topic, which consists of a written thesis and oral presentation.
Additional information	Recital attendance each semester in residence as a declared major.
Recent changes in major	Any student wishing to pursue a B.A. in Music, who has not previously auditioned for the School of Music either for acceptance into the School of Music or for a Music Performance Award, must audition for a panel of faculty members at the time the major is to be declared. must successfully complete an audition to declare a major. The major can be officially declared with the completion of a satisfactory audition (9/14/09). The requirement for one course credit in a fine art (theatre or art) outside music was added on 10/6/2009, effective for all who declare the major after this date.
Writing in the Major	Students pursuing the B.A. with a major in Music fulfill the Writing in the Major Requirement in their core music courses (e.g., music theory and musicology sequences). Students write essays of varying lengths and in different situations, such as out-of-class assignments and in-class exams. Written work often includes, but is not limited to: composer biographies, descriptive writing about musical repertoire (i.e., descriptions about form, melody, harmony, rhythm, etc.), program notes, annotated bibliographies, introductory essays with a bibliography, and research papers.

Requirements for a minor

Applied Music

Music Minor

Total courses required	Seven 6 1/4
Core courses	MUS 113, MUS 114, MUS 123, MUS 124, MUS 230. Two course credits in applied music in the primary instrument. Four semesters of participation in a major ensemble. MUS 111, MUS 112, MUS 121, and MUS 265 or MUS 266
Other required courses	One elective course credit at the 300-400 level. Four semesters of recital attendance. <u>Three elective courses chosen from MUS 124, 213, 214, 223, 224, 240, 265, 266, 290, 390, 395, applied lessons (requires an audition), or large ensemble courses.</u>
Number 300 and 400 level courses	One 3/4

Instrumental Jazz Studies

Total courses required	6 3/4 or Seven
Core courses	MUS 100 or MUS 113 and MUS 123; MUS 231; MUS 384; MUS 386. Two course credits in applied music in the primary instrument. Four semesters of participation in Jazz Ensemble. Two semesters of participation in Jazz Combos.
Other required courses	One elective course credit in jazz studies at the 300-400 level. One-quarter course credit in applied music in jazz piano (if piano is not the primary instrument). Two semesters of recital attendance.
Number 300 and 400 level courses	Three

Appendix C: Proposed School of Music degree requirements

A companion 27-page document to this agenda, "Full Curriculum – 36 credits.pdf" summarizes the complete set of degree requirements for all degrees within the School of Music.

Appendix D: Proposed changes to the Examinations in Courses portion of the Academic Handbook

[Additions are underlined. There are no deletions.]

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 Fall or Spring term 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 and no assignments may be given a due date that is after the end of finals week. In addition, during the Fall and Spring terms, instructions for paper and project assignments due in the last five days of class should be provided at least 14 calendar days prior to the due date.

Final examinations during primary terms. An examination period is provided at the end of each primary term 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.

Appendix E: Proposed changes to the Academic Standing Committee portion of the Academic Handbook

Underline in the new definition draws attention to changes.

Academic Standing Committee:

[Current Definition]

Function. This committee shall consider all matters affecting academic classification and standing of students, including level of scholarship probation, dismissal from and readmission to the University. It shall report periodically to the Committee on Management of Academic Operations.

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

[New Definition]

Function. This committee shall consider all matters affecting academic classification and academic standing of students. It oversees the application of Satisfactory Academic Progress criteria and actions (warning, probation and suspension) and reviews appeals and readmission applications from students suspended for failing to meet these criteria. It shall report periodically to the Committee on Management of Academic Operations

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

Appendix F: Demographics about the Full-time Faculty submitted by VPAA Stimpert to accompany his remarks

Full-Time Faculty and Distribution of Academic Ranks

The following table provides the total headcounts of tenured, tenure-track, and term faculty members over the past ten years and a baseline comparison to the 2000-01 academic year; full-time administrators and librarians with academic rank and part-time faculty members are not included. The total headcount includes all tenured and tenure-track faculty members regardless of leave or administrative 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	Total Tenured and Tenure-Track Faculty Members and % of Total Full-Time		Tenured Faculty Members	Tenure-Track Faculty Members	Term Faculty Members and % of Total Full-time	
2000-01	202	155	76.7%	117	38	47	23.3%
2005-06	224	198	88.4%	147	51	26	11.6%
2006-07	222	196	88.3%	145	51	26	11.7%
2007-08	227	194	85.5%	142	52	33	14.5%
2008-09	229	200	87.3%	151	49	29	12.7%
2009-10	220	203	92.3%	153	50	17	7.7%
2010-11	221	199	90.0%	160	39	22	10.0%
2011-12	222	200	90.1%	166	34	22	9.9%
2012-13	227	194	85.5%	170	24	33	14.5%
2013-14	229	198	86.5%	169	29	31	13.5%
2014-15	225	197	87.6%	169	28	28	12.4%

The number of tenured and tenure-track faculty members grew significantly after the 2000-01 academic year, when over 40 tenure-stream faculty lines were added. At least one objective of this increase was to decrease our reliance on term faculty, which has been only partially achieved. Of 225 total full-time faculty members, 197, or about 88 percent, are tenure-stream, and 28, or about 12 percent, are in full-time term positions.

The total number of full-time faculty members peaked at 229 in 2008-09 and 2013-14, and the number of tenure-stream faculty members peaked at 203 in 2009-10. Of 197 current total tenure-stream faculty members, only 28, or slightly more than 14 percent are tenure-track, while 102 of our tenure-stream faculty members, or nearly 52 percent, are full professors.

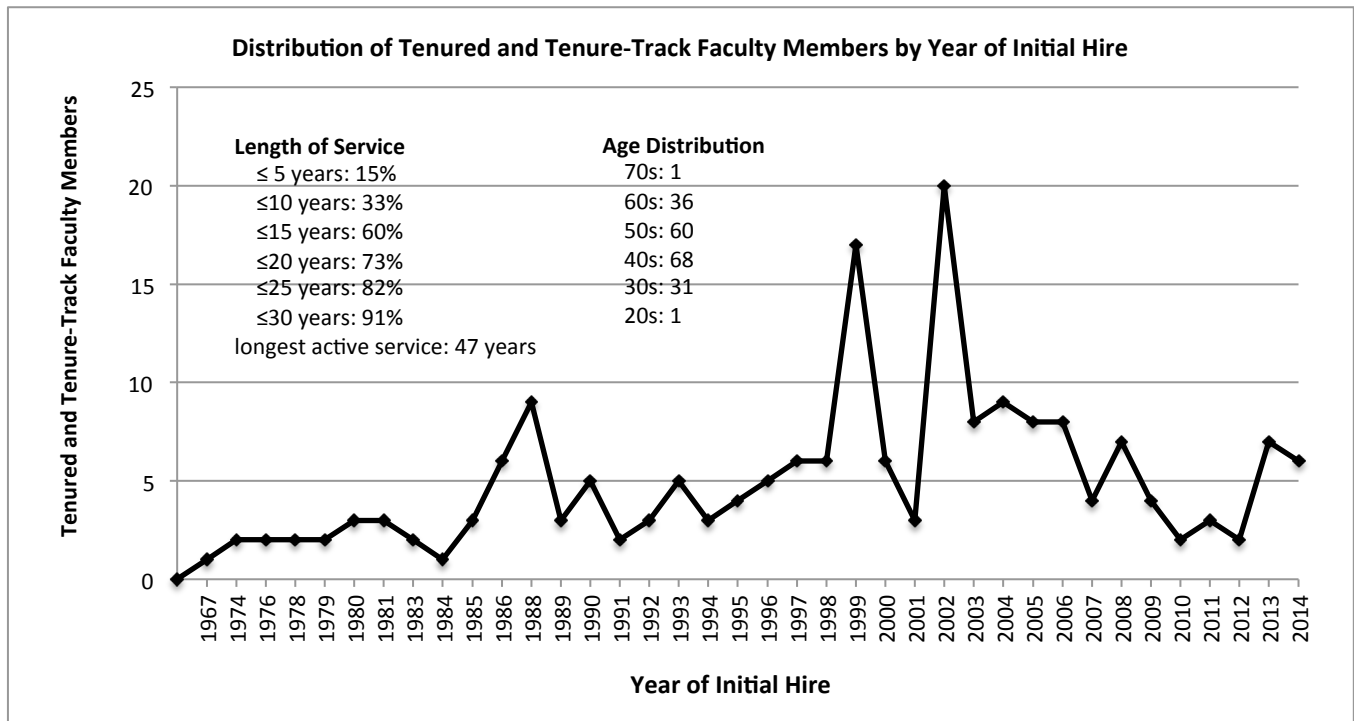
The following tables summarize the distribution of full-time faculty members (as defined in the table above) among the academic ranks for the 2013-14 and 2014-15 academic years.

	Instructor	Assistant Professor	Associate Professor	Professor	Total
2013-14					
Tenured	—	4	66	99	169
Tenure-Track	—	28	1	—	29
Term	2	24	2	3	31
Total	2	56	69	102	229

	Instructor	Assistant Professor	Associate Professor	Professor	Total
2014-15					
Tenured	—	3	65	101	169
Tenure-Track	—	26	1	1	28
Term	2	21	3	2	28
Total	2	50	69	104	225

Demographic Data of Tenured and Tenure-Track Faculty Members

Shown here is information about when current tenured and tenure-track faculty were hired, their years of service, and age distribution. Some tenured and tenure-track faculty members were initially hired into part-time or term positions; these data represent their year of initial hire.



DePauw University Employee Full-Time Equivalent (FTE), 2004-05 to 2013-14

Some questions have been raised this fall about the total headcount of the University’s faculty and staff members. The following table represents the total Full-Time Equivalent (FTE) of full- and part-time faculty and staff members at DePauw University during the period from 2004-05 through 2013-14, including the percentage that faculty FTE and staff FTE represent of the total employee FTE. The faculty FTE as a percentage of total employee FTE has remained remarkably constant over the last ten years, ranging from a low of 34.9 percent to a high of 36.8 percent. This year’s percentage (35.8) is almost exactly at the midpoint of this range.

Year	Full- and Part-time Faculty FTE and % of Total Employee FTE	Full- and Part-time Staff FTE and % of Total Employee FTE	Total Employee FTE
2004-05	242 35.5%	441 64.5%	683
2005-06	251 36.1%	444 63.9%	695
2006-07	247 35.5%	451 64.5%	698
2007-08	257 35.2%	473 64.8%	729

2008-09	255	34.9%	475	65.1%	730
2009-10	241	34.9%	450	65.1%	690
2010-11	255	36.8%	438	63.2%	692
2011-12	247	35.7%	445	64.3%	692
2012-13	253	35.7%	456	64.3%	708
2013-14	256	35.8%	460	64.2%	715

Demographic Data of Full-Time Faculty Members: Faculty Members of Color

The following represent absolute headcounts and percentages of full-time faculty members of color in the past ten years compared to a baseline for the 2000-01 academic year. The total number of full-time faculty members of color is 41, or 18.2 percent of total full-time faculty members; this number peaked at 46, or 20.1 percent of our total full-time faculty in 2008-09. The number of tenured faculty members of color this year is at its highest at 33, or 19.5 percent of tenured faculty members.

Year	Total Tenured Faculty	Tenured Faculty of Color and % of Total Tenured Faculty	Total Tenure-Track Faculty	Tenure-Track Faculty of Color and % of Total Tenure-Track Faculty	Total Term Faculty	Term Faculty of Color and % of Total Term Faculty	Total Full-time Faculty	Total Faculty of Color and % of Total Faculty
2000-01	117	10 8.5%	38	8 21.1%	48	10 20.8%	202	28 13.9%
2005-06	147	19 12.9%	51	7 13.7%	26	5 19.2%	224	31 13.8%
2006-07	145	17 11.7%	51	8 15.7%	26	9 34.6%	222	34 15.3%
2007-08	142	16 11.3%	52	12 23.1%	33	11 33.3%	227	39 17.2%
2008-09	151	18 11.9%	49	16 32.7%	29	12 41.4%	229	46 20.1%
2009-10	153	18 11.8%	50	20 40.0%	17	6 35.3%	220	44 20.0%
2010-11	160	21 13.1%	39	17 43.6%	22	5 22.7%	221	43 19.5%
2011-12	166	23 13.9%	34	16 47.1%	22	4 18.2%	222	43 19.4%
2012-13	170	27 15.9%	24	11 45.8%	33	4 12.1%	227	42 18.5%
2013-14	169	30 17.8%	29	9 31.0%	31	1 3.2%	229	40 17.5%
2014-15	169	33 19.5%	28	6 21.4%	28	2 7.1%	225	41 18.2%

Academic Rank of Tenured and Tenure-Track Faculty of Color in 2014-15: 7 Assistant Professor (24.1% of all at this rank)
18 Associate Professor (27.3% of all at this rank)
14 Professor (13.7% of all at this rank)

Demographic Data on Full-Time Teaching Faculty Positions: Women Faculty Members

The following represent absolute headcounts and percentages of full-time women faculty at DePauw over the past ten years compared to a baseline for the 2000-01 academic year. The total number of full-time women faculty members is currently 98, or 43.6 percent of the total full-time faculty, just below the peak of 44.1 percent of our total full-time faculty in both 2009-10 and 2012-13. The number of tenured women faculty members this year is at its highest at 72, or 42.6 percent of tenured faculty members.

Year	Total Tenured Faculty	Tenured Women and % of Total Tenured Faculty	Total Tenure-Track Faculty	Tenure-Track Women and % of Total Tenure-Track Faculty	Total Term Faculty	Term Women and % of Total Term Faculty	Total Full-time Faculty	Total Women and % of Total Faculty
2000-01	117	37 31.6%	38	23 60.5%	48	19 39.6%	202	79 39.1%
2005-06	147	59 40.1%	51	23 45.1%	26	13 50.0%	224	95 42.4%
2006-07	145	59 40.7%	51	21 41.2%	26	12 46.2%	222	92 41.4%
2007-08	142	58 40.8%	52	27 51.9%	33	12 36.4%	227	97 42.7%
2008-09	151	64 42.4%	49	25 51.0%	29	9 31.0%	229	98 42.8%

2009-10	153	64	41.8%	50	28	56.0%	17	5	29.4%	220	97	44.1%
2010-11	160	67	41.9%	39	21	53.8%	22	6	27.3%	221	94	42.5%
2011-12	166	68	41.0%	34	19	55.9%	22	5	22.7%	222	92	41.4%
2012-13	170	71	41.8%	24	16	66.7%	33	13	39.4%	227	100	44.1%
2013-14	169	71	42.0%	29	15	51.7%	31	11	35.5%	229	97	42.4%
2014-15	169	72	42.6%	28	13	46.4%	28	13	46.4%	225	98	43.6%

Academic Rank of Tenured and Tenure-Track Women in 2014-15:

14 Assistant Professor (48.3% of all at this rank)

32 Associate Professor (48.5% of all at this rank)

39 Full Professor (38.2% of all at this rank)

**DePauw University Faculty Meeting Minutes
February 2, 2015**

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

The meeting was called to order at 4:05 p.m. The Chair welcomed everyone and made the following reminders:

- The microphones on stands are to facilitate everyone hearing and more importantly everyone having a voice, if you wish to speak please come forward to one of the microphones.
- Please define all abbreviations to help everyone follow the conversation. I can slip into the lingo as well as anyone so by all means ask for a point of clarification.
- Please introduce yourself when speaking.
- And, if you don't like to be startled when your cell phone rings aloud, please check that it is silenced.

2. Announcement of Fall Semester Quorum by VPAA (Larry Stimpert)

The Vice President for Academic Affairs, Larry Stimpert announced the quorum noting there are 239 voting faculty members, with 23 on academic year leave and 11 on spring semester leave, there are 205 faculty members contributing to the quorum count. Since a quorum is 40% rounded to the nearest whole number this semester's quorum is 82.

3. Verification of Quorum

The Chair noted that before she called the meeting to order Pam Propsom signaled that we had reached a quorum. She thanked Pam for answering her ballot assistant want ad and noted that we wish Jim Mills a productive sabbatical. Finally she reminded everyone, if they are a voting member of the faculty be sure and get a ballot when they come in, since it is how we establish we've reach a quorum.

4. Faculty Remembrance for Christena "Chris" Doyle Trulser Biggs '59

Chris Biggs, Instructor of English and a 1959 graduate, taught writing at DePauw for 30 years. Chris passed away on January 17, 2015. Professor Andrea Sununu wrote and will read the remembrance found in Appendix A.

A couple of weeks ago we lost a long-standing member of our community. Andrea Sununu, Professor of English, read the remembrance she wrote about our colleague Chris Biggs who taught writing for 30 years.

The Chair noted it was particularly fitting that Andrea shared thoughts about Chris because, like so many of our colleagues, they both have been exceptional in working with students individually to help them develop as writers.

5. Consent Agenda

The Chair noted approval of the December 2014 minutes would be delayed until March since they were not released.

There were no requests to move anything from the consent agenda to a regular item of business.

The following consent agenda items were approved.

B. Approve the following new course (recommended by MAO):

HIST 100 - Historical Encounters (1 credit)
HIST 150 – History Commons (1 credit)
UNIV 325 - TOPICS: Fellowship Application Writing Workshop (0.5 credit)
(course descriptions can be found in Appendix B)

C. Announcement of change in course title (approved by MAO)

ART 350 – from *Monsters and Marvels: Visualizing the Other in Medieval Art* to *Race and Difference in Medieval Art* (1 credit)
(course description can be found in Appendix B)

D. Announcement of an experiential course (approved by MAO)

UNIV EXP - Student Activism: History, Techniques, and Practice - (1 credit)
(course description can be found in Appendix B)

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 (John Caraher)

For the Committee on Academic Policy and Planning, John Caraher came to the podium and made the following motion.

A. That the faculty approve a name change for the Black Studies program, major and minor to the Africana Studies program, major, and minor, respectively.

Note: This motion authorizes changes to all necessary University written and electronic documents.

The Chair noted, that the motion came from a coordinating committee and so needed no second.

There were no questions or discussion and the motion passed unanimously.

Professor Caraher then made the following comments in relation to CAPP's second order of business below.

B. CAPP will be sharing several options for changes to distribution requirements, and plans to solicit initial feedback on these ideas throughout the month. We plan to work through individual departments and programs and through open forums for both students and faculty. CAPP also welcomes direct feedback from any faculty member.

Currently, there are three models that CAPP plans to bring forward for discussion,

Option 1 - A 2-2-2 plus, in other words, fundamentally same set of distribution requirements we have now adding diversity and difference

Option 2 - Essentially revisiting the 6 experience proposal from 2009, which might be described as more focused and prescribed, potentially moving it to 7 experiences to include diversity and difference. This model would let us consider ways in which our students may not be exposed to specific aspects of the curriculum like literature or laboratory science in ways they were required to engage in the past.

Option 3 – A core curriculum concept that would require western, non western, and multicultural perspectives.

He noted CAPP is looking at ideas with a very broad brush at this moment and the committee needs to know which are worth pursuing in more detail from a faculty interest perspective and how readily implementable any of the options might be.

CAPP will be holding open forums for faculty and students. Additionally the committee is trying to get departments and programs to have discussions and provide input from those perspectives. More information will be shared at the Chair's meeting.

At this stage CAPP is just gathering information.

CAPP's written announcements were noted and there were no additional questions for CAPP.

Written Announcements –

1. Winter Term and Extended Studies

This month CAPP will review the recently concluded Winter Term with the intent of determining whether any early changes to the Extended Studies program might be warranted (such as possible reconsideration of the reduction in the student requirement from three to two Extended Studies experiences).

2. Resource Allocation Subcommittee (RAS) update

CAPP expects that call for proposals for new tenure track positions will be issued by the VPAA this month. CAPP also plans to fill RAS vacancies this month, with the understanding that members may be replaced to avoid conflicts of interest (based on which departments choose to submit proposals).

While CAPP did discuss the possibility of substantial changes to the process for requesting and evaluating proposals for new tenure lines, the combination of other pressing business and the possibility of substantial changes to governance structure led the committee to keep the same basic process for 2014-2015. CAPP will implement minor changes to improve the impartiality of the process, particularly through the mitigation of conflicts of interest.

7. Management of Academic Operations – MAO (Jennifer Adams)

For the Management of Academic Operations Committee, Jen Adams made the following motion:

- A. Motion (to be voted on) that faculty approve the following changes to the Asian Studies major. Change from 9-11 to 10 required courses; change in the Core Courses required including the inclusion of Inter-Cultural Competency Requirement and update of a list of optional allied courses; change in "Additional Information" section.

Complete description of current East Asian Studies major requirements and the proposed new Asian Studies major requirements can be found in Appendix C of this agenda.

In addition, for MAO, Professor Adams noted that the proposal clarifies the language that describes the major, in particular, before there were 9-11 courses required and now the language is specific with 10 courses required. Also, core courses were added.

The Chair noted the motion came from a coordinating committee and so needed no second.

There were no questions and no one spoke either in favor or against the motion. The motion passed unanimously.

In closing her report from MAO, Professor Adams noted MAO's written announcement emphasizing the deadline for submission of ALL Extended Studies (ES) experiences for AY2015-16, i.e., for all of the next academic year, winter term AND May term were due on February 16.

There were no questions for MAO.

Written Announcements –

MAO announces a call for all Extended Studies (ES) courses for the academic year 2016. All proposals for Winter Term 2016 and May Term 2016 on-campus and off-campus curricular and co-curricular courses are due at the same time this year in order to improve the course registration experience for student. **All Extended Studies Proposals for Winter Term and May Term 2016 are due on February 16th at 5 PM.**

8. Committee on Faculty – COF (Susan Hahn)

There were no questions for COF.

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

Written Announcements –

COF continues its normal work for the year.

9. Student Life and Academic Atmosphere Committee – SLAAC (Smita Rahman)

A question during SLAAC's report was raised about whether, as an institution we were gathering data about the student perspective of our day of inclusivity on January 30. For SLAAC, Kathryn Millis said it was on their agenda for their next meeting, the first meeting of the spring term. She also reminded the faculty that SLAAC wasn't involved in the planning in an official committee capacity.

Vice President for Student Life Christopher Wells noted that assessment was in processes. He noted that 3x5 cards to provide comments were provided at the end of the day and that feedback was still being compiled. Additionally, there would be an on-line Google forms survey out shortly. The planning committee had email exchanges with some faculty already and was having their first follow up meeting on the coming Friday.

There were no other questions for SLAAC.

Written Announcements –

SLAAC has no written announcements.

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

For FGSC the Chair encourage everyone to stay after the close of official business to get an update on where the work on governance has gone over WT and provide your initial reactions to some of the current ideas. Handouts that are shared during that discussion will be emailed after the meeting and posted to the Faculty Governance Moodle site.

Additional discussion times scheduled for February 17 and March 18 detailed in the written announcements were referenced.

Also, it was announced that several members of FGSC were attending the February Board of Trustee meeting as observers at the invitation of the President and Board of Trustees. Those individuals will attend the full Board sessions and most of the standing committees. There is a plan report back after they return.

There were no questions for the FGSC.

Written Announcements –

1. Since our last regularly scheduled faculty meeting FGSC has met three times, one meeting which was joint with COA, the VPAA and President to discuss feedback we all heard over fall semester and that helped shape the draft of a the new governance model.
2. After the business portion of this faculty meeting, FGSC looks forward to open dialogue on the current draft of a revised governance structure. The draft is built on the faculty governance survey from last spring and the many conversations during fall semester. FGSC hopes to get feedback that will allow the proposal to continue to be refined and modified during February. Depending on the amount of revision needed, the goal is to release a revised version later in February with another opportunity for feedback to facilitate revision before the March meeting. Assuming FGSC senses the conversation is moving toward consensus we anticipate listing the next revision on the agenda in March providing advanced notice to be voted on in April. An additional open forum will be held in March in advance of the April vote. There is no need for executive session on these issues, everyone who normally attends faculty meeting is welcome to stay and participate in the conversation. The conversation will be after we officially adjourn so while FGSC members will be taking personal notes to help them in their work moving forward, there will be no official minutes of the conversation.
3. Look for the draft proposal in a separate email.
4. Please save **Tuesday February 17 at 4 pm in Julian Auditorium (147) and Wednesday March 18 at 4 pm in Julian 147**, for open meetings about revised versions of the governance proposal.
5. FGSC also welcomes other input. Please feel free to forward comments to any committee member.

Reports from other Committees

Committee rosters are available at:

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

11. Internal Grants Committee – IGC (Tim Good)

There were no questions for IGC. The Chair noted the IGC deadlines on the agenda, with the first one of the spring term March 11.

- A. IGC's report is an offer to answer questions.

Written Announcements –

Upcoming IGC deadlines and events:

Student/Faculty Summer Research applications due – March 11, 2015

Ferid Murad Medal applications due – March 11, 2015

Faculty Summer Stipend applications due – April 1, 2015

Howes Grant applications due – April 8, 2015

Faculty Fellowship year 1 and year 2 reports due – May 6, 2015

Faculty Achievement Program – May 7, 2015

12. Committee on Administration – COA (Francesca Seaman)

The Chair noted that not all of our committees have chance to meet since we scattered far and wide over WT. The Committee on Administration (COA) first meeting of the spring term was the day after the faculty meeting so their report was an offer to answer questions. There were no questions for COA.

Written Announcements –

COA has no written announcements.

13. Extended Studies Implementation Team Report (Dave Berque)

The Extended Studies Implementation Team's report was an offer to answer question. Like MAO, they asked the Chair to remind everyone of the February 16 deadline for ES proposals for AY15-16. There were no questions for the team.

Written Announcements

The Extended Studies Implementation Team has no written announcements.

14. Academic Technology Advisory Committee (ATAC) (Bert Barreto)

Bert Barreto, Professor of Economics, is chair the Academic Technology Advisory Committee (or ATAC) this year and made an announcement.

He noted that ATAC would like to know about future technology needs so we can plan. Instead of the usual survey to everyone, we thought we'd try a few simple, open-ended questions to be discussed by department and program chairs. He said he would be giving the chairs the survey at their Thursday meeting so they can discuss it and give ATAC feedback in a few weeks.

There were no questions for ATAC.

A. Announcement of a survey coming to departments.

Written Announcements

The Academic Technology Advisory Committee has no written announcements.

Additional Business

15. Remarks from the President (Brian Casey)

President Casey came to the podium for his remarks.

Regarding Diversity and Inclusion issues he noted that he and his staff are working with our Diversity and Equity committee (DEC) on concrete next steps to make sure that that our day of inclusion isn't seen as the end of the conversation but rather part of an on-going conversation. He has asked all members of his senior cabinet to develop and document their department's plan related to diversity and inclusion. So, Academic Affairs, Student Affairs, Admissions, etc. are developing plans and submitting them to his office. He and Renee Madison, our Senior Advisor for Diversity and Compliance, will develop a framing document to go with these plans after which they will be made available for comment for approximately 60 days. Once the comment period has concluded the University will officially release our institutional plan to maintain focus on these issues. The plan will be a living document that will be updated as goals are achieved and new goals set.

President Casey also mentioned that our Chair of DEC Caroline Jetton has been working with Academic Affairs to roll out a process for department specific training again with a vision that this work is on-going not just done once and forgotten.

Question from a Faculty Member:

Regarding training, a question was asked about were plans to bring experts to campus as part of training rather than completing it exclusively in house?

Response from Dean Carrie Klaus:

Carrie Klaus reported that DEC recommended faculty diversity training for all faculty and staff and that it would be best to bring someone to campus to do that. Academic Affairs felt they had started with a robust broad array of opportunities this past fall with Valerie Purdie-Vaughns as our Faculty Institute keynote, a Prindle reading group on Claude Steele's book about stereotype threat, and a teaching round table. She noted they realize that the initial array of activities was not enough.

Dean Klaus and Renee Madison have been in conversation with department chairs and are sensitive to concerns stated at Chair's meeting that different departments are at different places regarding this issue so are not all ready to write a diversity statement for their academic unit. They are working to bring in a facilitator for all faculty members to help them go back into their departments for deeper conversations. Logistics are still being made and as soon as commitments are secured they will make an announcement. Dean Klaus assured the faculty that they did understand we needed an outside facilitator and that they were aiming for the last week of February, certainly as soon as they could get logistics addressed.

Follow on comment from the faculty member:

The individual wanted to be sure DePauw was thinking about this deeply, students, faculty and administrators, admissions changes, sorority and fraternity issues. That many people were talking about the issues.

Comment from a different faculty member:

Reflecting on the conversation last Wednesday it was important that we recognize the challenges related to the diversity surrounding social class and encouraged all of us to be mindful of the need to include that in the dialogue and in our personal conversations about these issues.

Question from a Faculty Member:

On another topic, the President was asked - Can you tell us about the agenda for the upcoming Board of Trustees meeting?

Response from President Casey:

The board will take formal action setting tuition, financial and merit aid pools for the coming year. They officially accept major gifts to the University. Beyond that the meeting is a strategy session. The Board will receive updates on capital projects. VPPA Stimpert will provide broad information about academic program that he will share with the faculty in March as a report. The administration is trying to frame conversations about academic program, governance, and faculty development to share the interrelated nature of our conversations with the Board. About half the members FGSC were able to arrange their schedule to attend and will be present.

16. Remarks from the VPAA (Larry Stimpert)

VPAA Stimpert approached the podium for his remarks.

VPAA Stimpert noted last Wednesday wasn't our first day on the topic of diversity nor will it be the end. As an institution we are taking the report from the Diversity and Equity Committee (DEC) seriously. Dean Klaus described faculty development undertaken and being planned moving forward. Additionally, DePauw is looking at structural changes as well changes to hiring procedures that were dated need and need work anyway. There are conversations around the question of does this need to be a focus in our course evaluation system as well. Generally, we are working on what can DePauw do to ingrain best practices and maintain focus on these topics institutionally.

He thanked everyone who participated on Wednesday. He noted many conversations with students who found it fruitful as well.

Larry noted that there is a lot of good work that gets done but some how it doesn't get reported back. We have colleagues serving in governance roles working hard. The current governance conversations are one example. There is probably no perfect governance structure but he hopes the conversations and suggestions allow us to move forward and have a better system.

We just finished first WT under new Extended Studies (ES) model. VPAA Stimpert thanked faculty for participating. He knows intensive teaching and understands it takes a lot out of faculty members. Having taught WT at DePauw last year he also has a profound appreciation for the built in block break at Colorado College that we didn't have, noting we wrapped up WT on a Friday and started spring semester on Monday. He stated Academic Affairs is actively soliciting feedback. He is open to those of you that have questions. Larry noted sometimes faculty approve changes and assume they are set in stone. He reminded us that we have a process that allows us to continually change and tweak the program.

Related to the idea of learning what needs to change he is starting a program weekly to meet with every faculty member as part of a group. In his first year in did that with department chairs, now he wants to reach out more broadly. All faculty members will be getting invitation for a Friday afternoon. The groups are randomized and he hopes it will help build a sense of faculty community and allow us to get to know some of our other colleagues. Many have noted to him that they don't know their colleagues at different ranks.

VPAA Stimpert provided an update on hiring saying that some searches had successfully concluded others were still in process. He thanked everyone involved in these searches for their efforts, particularly colleagues serving as outside members of search committees. With regard to tenure track searches he noted that so far, we don't have any failed searches this year. Turning to term searches he reminded faculty of the resource we have available in the Consortium for Faculty Diversity, a database of candidates close to finishing their degree are hired from with a reduced teaching load so they have time to write and a promise of mentoring to help build a stronger pool of under-represented faculty.

While faculty hiring has been going well, one search that has not been as successful yet is the search for the grants writer. The pool was thin, only seven applicants with two deemed acceptable. The committee was not confident and so now DePauw is working to develop a stronger pool. He wanted to assure the faculty that the search was still alive just regrouping.

Question from a faculty member:

The want ad in the announcements for an assistant to the Chair of the Faculty was mentioned and a question asked about why couldn't Academic Affairs provide that support?

Response from the VPAA

VPAA Stimpert said he would be delighted to have a faculty member step forward and that it would be seen as a heroic service contribution. He noted that traditionally the task had been done by a faculty member. He said that while Jane Griswold had graciously helped us out during the special faculty meeting in November given the many things on his office staff's plate it wasn't the best use of their time.

Question from a faculty member:

On another topic, a faculty member noted that our day of inclusivity and our plans for diversity training were designed to reach all members of our community but there were some individuals that were members but not necessarily employed or enrolled, because they worked for a subcontractor. The faculty member wondered if they were receiving training.

Response Provided by Kevin Kessinger, Associate Vice President for Finance

Our Bon Appetit workers have been provided with diversity training.

17. Old Business

There was no old business.

18. New Business

No new business was raised.

19. Announcements

Dean Carrie Claus came forward to talk about the Call for Nominations for the United Methodist Exemplary Teaching Award.

A. Call for Nominations – United Methodist Exemplary Teaching Award (Dean Carrie Klaus)

It is time to nominate colleagues to be considered for the United Methodist Exemplary Teaching Award. This 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 will be 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."

In your nominations, it would be helpful if you could specifically recount evidence of the criteria for this award. The nomination e-mail need not be long or elaborate.

Please send your nominations to cklaus@depauw.edu by Friday, February 20.

There were no questions about the call for nominations.

In what has become a monthly plea the Chair of the Faculty noted the continued committee vacancies in particular with regard to the Grievance Committee. She noted that she inadvertently missed putting Rich Cameron down from Division 4 who volunteered but even with that we were still short one colleague from division 1 and two from division 4. She noted she hoped she didn't have a request to call the committee but she would like to be prepared just in case.

B. Update on Remaining Committee Vacancies for AY2014-15 (Bridget Gourley)

- **Grievance Committee** – beginning in NOW (February 2015) for one calendar year **we still need one (1) volunteer from Division 1 and three colleagues from (3) Division 4**. MUST BE tenured. This committee needs to be broadly populated so that if a grievance is filed we are sure we can promptly populate panels without any conflicts of interest. The Chair of the Faculty would be grateful if a few more colleagues would volunteer. Thank you again to Meryl Altman, David Alvarez, Rich Cameron, Istvan Csicery-Ronay, Jeff Gropp, Bob Hershberger, Jonathan Nichols-Pethick, and David Worthington for having already stepped forward.
- **Board of Control of Student Publications** – still missing a member
- **Division officers** – we still need **three (3) Division 1 volunteers, one (1) Division 3 volunteer and two (2) Division 4 volunteers**. Thank you to David Alvarez and Jeff Gropp who have already agreed to serve for their respective divisions.

In asking for an assistant to step forward and assist with the minutes, the Chair noted that it would be a great help to her and most individuals who speak at the podium create prepared remarks that they share. The critical part is helping to capture the discussion so we capture the thoughts of the faculty as a body.

C. Want ad for one other governance responsibility (Bridget Gourley)

Minutes assistant – Volunteer needed to take minutes at faculty meetings. Great way to be connected to all governance business. Colleagues who speak from prepared notes typically share them facilitating capturing minutes. Time commitment: faculty meeting plus variable number of hours between meetings writing and editing minutes. Contact Bridget Gourley, Chair of the Faculty, for more information

There was an announcement not printed on the agenda.

D. Academic Awards Convocation speaker suggestions (Kelley Hall)

Kelley Hall, Associate Dean of Academic Life, announced the Senior Showcase and Academic Awards Convocation would be Monday April 27. You and your colleagues are invited to identify a recent DePauw graduate who would be a good candidate to speak at this year's event.

The ideal speaker will be a graduate from the last three to seven years who was a good student and is now doing exciting work that will inspire current students to excel as they move beyond DePauw. Faculty might consider students who received departmental awards and whether they are likely to be good public speakers. You are welcome to re-nominate graduates nominated in the past and/or to suggest new names.

Please send your suggestions including name, graduation year and a short paragraph about your reasons for making the nomination before the end of the day Friday, February 6.

More information about Senior Showcase and Academic Awards Convocation was being sent to department chairs in the first week of February.

There were no other announcements.

Written Announcements –

No general announcements were submitted for the agenda.

20. Adjournment

The meeting was adjourned approximately 5 p.m.

The Chair noted that she was going to display a PowerPoint file with a model for a governance structure and some handouts, give some framing remarks and then open the floor for conversation. She reminded everyone that because the discussion was taking place after the close of business there would be no official minutes. Members of FGSC were likely to jot down personal notes for themselves about the discussion to help frame the next draft. She also noted that the conversation was an open meeting and anyone interested was welcome to stay.

Appendices

Appendix A: Tribute to Professor Christena Biggs (1937-2015) Written by Professor Andrea Sununu

During the thirty years that Christena Biggs taught in the English Department at DePauw she exuded joy in her work and both love and gratitude for her students and colleagues. A dedicated teacher of English 130, College Writing II, she helped her students to set high standards for themselves as both readers and writers and celebrated the progress they made as they gained confidence in their abilities.

Named after her mother, Chris was a college student at DePauw when her father, Milton Smith Trusler, became director of its School of Music. Chris earned two DePauw degrees: a B.A. in 1959 and, after teaching high-school English, an M.A.T. in 1972. Near the end of her teaching career she began working at the front desk of the Walden Inn, where she continued to keep track of her students; later still, while volunteering her time at the Putnam County Library and working for six years at the front desk of Asbury Towers, she continued to sing the praises of DePauw student volunteers as she did with Makela Elvy '15, who reported in turn, "I'm at a loss for words. I'm going to miss Chris a lot."

Chris had a prodigious memory; a colleague marveled recently that Chris never forgot a student's name—even years after graduation. As Greg Schwipps can testify, Chris followed her students' careers enthusiastically; it's no accident, therefore, that when her former students responded to the news that she had slipped peacefully away in her family's presence on January 17th, the three alumnae to whom I wrote replied immediately to express their sorrow. Magda Kempa Damocles '96 lauded Chris's "positive, down-to-earth presence," echoing her friend Rosalia Morquecho '96 who noted, "She was such a dear, dear presence throughout our college lives." Patricia Stroebel Hartshorn '03, wrote, "She was a dear lady, and I will miss her." In congratulating Patty on the completion of her M.A. thesis in English literature, Chris had written, "It has been a long time since an energetic, pink-cheeked young woman sat beside me at that oblong table, but I have never forgotten your vitality. You have come so very far since I spent time with you. You have earned the right to be pleased with yourself. . . . Baby two is on the way? My goodness. You are busy" (6/12/11). Further email messages capture the rapport Chris established easily with both students and colleagues. For instance, on 11/8/11, she reported excitedly on an encounter at 2 West: "BEYOND BELIEF, the guest advisor to *The DePauw* is a beloved former student of mine—Andrew Tangle. He was in the dining room with Joe and Lili."

Although Chris kept quiet about her own triumphs, she was not averse to sharing news of her children's and grandchildren's achievements. When her granddaughter Hannah won an award in May 2012, Chris boasted, "I just wanted to share and 'crow' a little." This past December Chris was equally proud of her granddaughter Mattie, who had earned a GPA of 4.0 as a chemistry major at Northwestern; so too, her grandson, Seth, earned praise for his many talents, including his carpentry: he had helped his father build a wheelchair ramp that allowed Chris to spend a convivial Thanksgiving with her son and his family.

I can't resist quoting a few other e-mail snippets that strike me as quintessentially Chris-esque in their wit and whimsy: in announcing that Hannah would move to Texas for her Ph.D. at Rice, Chris exclaimed, "Bring on the sun screen!" In reporting on Penelope Lively's novel *How It All Began*, Chris punned on Lively's surname: "I . . . loved every moment of reading the book. I'm not a scholar, of course, and the book does not fall into the category of 'academic' reading. She was her 'lively' self and she gave me many smiles." Whether quoting Winnie the Pooh, "Oh, bother" (10/28/11), or alluding to John Donne's Meditation 17—"Here in my Indiana house, I can imagine the sound of the bells and what they signal" (10/24/11)—Chris maintained her serenity.

A devoted teacher, dedicated colleague, and loyal friend, Chris always helped others but refused help for herself. She mailed thank-you notes indefatigably, rescued dogs and teddy bears, and admired Indiana sunsets and moonlit nights. A friend to everyone, Chris radiated humility and good cheer. She was grateful that her family allowed her one last summer in Greencastle—I'm haunted by her refrain, in the past few months, "Greencastle has been good to me." When her move to Terre Haute became imperative, the steady stream of visitors proved how many friends she had. She has left a hole in the Walker lunch group just as she had in the English Department on her retirement. In view of her cheerful generosity, it is fitting that her son, Joe, reported, "Her passing was amazingly peaceful and beautiful, just as she was." Her daughter, Shannon, chuckled, "How about that memorial in East College! How cool is that! If she were alive she would be uncomfortable by the attention, but since nothing is expected of her, I bet she is loving it." This memorial service to Chris took place in Meharry on Sunday, Feb.1st, at 2 p.m.

Appendix B: Course Descriptions for MAO Consent Agenda Items

Related to Consent Agenda Item B – Approval of new courses

HIST 100 - Historical Encounters (1 credit) - An introduction to historical analysis and argumentation. While individual sections will focus on different topics and time periods, in all sections students will investigate a range of sources, methods and historical approaches to the past. Hist 100 may be repeated for credit with different topics.

HIST 150 – History Commons (1 credit) - A multi-section course probing a major historical theme with global or comparative dimensions. Topic will rotate every two to three years.

UNIV 325 - TOPICS: Fellowship Application Writing Workshop (0.5 credit) - This workshop is open to students from all classes who would like to learn how to write personal statements, cover letters, proposals for travel and study abroad, and other essays typically required for nationally competitive scholarships and awards. Each week, students will write a short essays in answer to an application prompt (e.g., 'Describe an experience or activity that strengthened your commitment to a particular major or career path.') Students will workshop essay drafts in class, revise these drafts, practice interview skills, and work one-on-one with consultants in the W and S Centers. The final product for the class will be a portfolio of well-revised application essays, including a strong personal statement and an equally strong study, travel, or research proposal.

Related to Consent Agenda Item C – Change in Course Title

ART 350 – from *Monsters and Marvels: Visualizing the Other in Medieval Art* to *Race and Difference in Medieval Art* (1 credit) - This course seeks to uncover and analyze strategies of difference in the pre-modern years of 1000-1550. Our modern categories of difference and conflict involve race, class and gender: what categories did medieval culture use to mark difference, and what can we learn from them? Starting in northern Europe with the warrior Beowulf's battle against Grendel the monster, moving to Spain and its geopolitics of Convivencia, continuing to the Middle East with the Crusades, and ending in the fantastic maps and travel writings and images of the kingdoms of India, Africa, and China we will study categories of ethnicity, dynastic loyalty, religion, and language, among others, as they constructed difference in medieval textual and visual culture. At stake in this class is a critical understanding of the historical construction of difference, and the lessons it can give us for understanding strategies of difference in our own culture.

Related to Consent Agenda Item C – Announcement of an Experiential Course

UNIV EXP - Student Activism: History, Techniques, and Practice - (1 credit) - This workshop is open to students from all classes who would like to learn how to write personal statements, cover letters, proposals for travel and study abroad, and other essays typically required for nationally competitive scholarships and awards. Each week, students will write a short essays in answer to an application prompt (E.g., “Describe an experience or activity that strengthened your commitment to a particular major or career path.”) Students will workshop essay drafts in class, revise these drafts, practice interview skills, and work one-on-one with consultants in the W and S Centers. The final product for the class will be a portfolio of well-revised application essays, including a strong personal statement and an equally strong study, travel, or research proposal.

Appendix C: Proposed Changes to the Asian Studies Major

*** Current Major ***

Asian Studies

The University offers a broad range of courses dealing with Indian, Chinese and Japanese cultures. The Asian Studies Committee, headed by the director of Asian Studies, oversees both a major in East Asian Studies and a minor in Asian Studies. Students with a special interest in Asia are urged to take advantage of opportunities to study, either for a term or a full academic year, in India, China or Japan. Graduates of the Asian studies program typically go on to employment in business and education or enter professional and graduate schools. In addition to a major in East Asian Studies and a minor in Asian Studies, a minor in Japanese language is offered. Consult the Modern Languages section of the catalog. The Asian Studies Committee periodically reviews the list of courses that may be applied to both the East Asian Studies major and the Asian Studies minor.

REQUIREMENTS FOR A MAJOR

East Asian Studies

**Total Courses
Required**

Nine to Eleven

Core courses

Two to four semesters of Chinese or Japanese language beyond the 100 level, including: JAPN 251, JAPN 252, CHIN 261, CHIN 262, JAPN 351, JAPN 352, CHIN 361, JAPN 451
Two of the following introductory courses: HIST 107, HIST 108, REL 130E (a course that always includes sections on China and Japan)
ASIA 480

**Other required
courses**

Four courses from the following (two of the four courses must be at the 300-400 level): CHIN 361, ASIA 140, ASIA 250, ASIA 281, ASIA 282, ASIA 290 (when an East Asian topic), ASIA 390, ASIA 470, ANTH 277, HIST 252, HIST 290 (when an East Asian topic), HIST 350, HIST 351, HIST 353, HIST 490 (Seminar: East Asia), HIST 491, JAPN 351, JAPN 352, JAPN 451, PHIL 218, POLS 253, REL 258, REL 352, REL 491. (A number of other courses apply toward the Asian Studies program. See the Schedule of Classes each semester for a complete listing.)

**Number 300 and
400 level courses**

Three

**Senior requirement
and capstone
experience**

A student usually takes ASIA 480 in the fall semester of the senior year; in it, the student will complete a substantial essay, including an oral examination.

**Additional
information**

A maximum of two non-language courses per term may be counted toward the major from off-campus programs.

**Writing in the
Major**

The writing in the major requirement for East Asian Studies includes three components: 1. the evaluation of a student-writing portfolio; 2. the assessment of a major's self-reflective statement to be carried out in the summer before a student undertakes work in the senior seminar; and 3. the evaluation of a student's senior thesis and defense. Declared majors are required to submit a portfolio of written work in Asian Studies courses before being admitted to the Senior Seminar. Before taking the seminar, students select three papers from three different courses that count toward the Asian Studies major and that demonstrate the student's intellectual trajectory in the field. The portfolios are reviewed by at least two members of the Asian Studies steering committee. The portfolio papers form the basis of a discussion between the student and

advisors regarding writing strengths and weaknesses to be addressed as the student undertakes his/her senior-writing project. During the portfolio review students are given an opportunity to identify their authorial voice and to reflect upon how their written work coheres within the major and sets the stage for work in the Senior Seminar. This process is designed to assist students in the identification of an intellectual project for the senior thesis.

Subsequent to conversations during the portfolio review and before undertaking their senior seminar projects students are required to submit personal reflections, ranging from 750 to 1200 words, that bridge their portfolios to the topics of their senior theses. In their reflections, students discuss their academic interests and address issues raised in conversations about papers selected for their portfolios. Like the portfolios, the reflections are read by at least two faculty members in Asian Studies. The faculty members provide written comments on the reflections before the students embark upon their senior thesis projects.

The Asian Studies Senior Seminar is designed to develop and assess the overall writing skills of our majors. It is the capstone course of the Asian Studies program. The seminar utilizes brainstorming, in-class and out-of-class writing, outlining, drafting, peer-review, instructor consultation, and final presentations to accomplish the developmental and assessment goals of the course. The initial proposals and final drafts of senior theses are read by two readers: the faculty member who guides the seminar and another faculty member whose special field is related to the thesis topic. Final papers range between 30-40 pages.

***** Proposed Major *****

ASIAN STUDIES

The University offers a broad range of courses dealing with Indian, Chinese and Japanese cultures. The Asian Studies Committee, headed by the director of Asian Studies, oversees both a major in Asian Studies and a minor in Asian Studies. Students with a special interest in Asia are urged to take advantage of opportunities to study, either for a term or a full academic year, in India, China or Japan. (The Asian Studies Program has substantial scholarships available for all Asian Studies majors wishing to study in Asia.) Graduates of the Asian studies program typically go on to employment in business and education or enter professional and graduate schools. In addition to a major or minor in Asian Studies a minor in Japanese language is offered. Consult the Modern Languages section of the catalog. The Asian Studies Committee periodically reviews the list of courses that may be applied to both the Asian Studies major and minor.

REQUIREMENTS FOR A MAJOR

Total Courses	10
Core Courses	3 of the following introductory courses: ARTH 133, ARTH 134, ARTH 135, ARTH 234, ASIA 140, ASIA 197, HIST 107, HIST 108, POLS 253, REL 130E, REL 253 ASIA 480 - All Asian Studies Majors must complete the Asian Studies Senior Seminar (ASIA 480) with a grade of "C" or above. Inter-Cultural Competency Requirement. (ICCR). The ICCR can be fulfilled in one of three distinct ways: 1.) Completion of two semesters of a Chinese or Japanese language at DePauw at any level; 2.) Successful completion of an intensive summer language class in Japanese, a Chinese language or an Indian language at an approved program; 3.) Successful completion of a semester-long immersive study abroad experience in

India, China or Japan. (Please note that substantial guaranteed funding is available for Asian Studies majors seeking to participate in an accredited study abroad program.)

DePauw courses that count toward the ICCR include: CHIN 161, CHIN 162, CHIN 261, CHIN 262, CHIN 361, CHIN 362, JAPN 151, JAPN 152, JAPN 251, JAPN 252, JAPN 351, JAPN 352

The ICCR requirement may be waived for students from Asia or those with extensive knowledge of an Asian language.

However, all majors must take the equivalent of 10 courses inclusive of DePauw courses and off-campus study programs.

Scholarships are available for all majors wishing to participate in an immersive semester-long cultural experience abroad or

in an approved off-campus summer program regardless of linguistic abilities or prior experience in Asia.

Other Required Courses

A *minimum* of 4 courses from among the following (2 of the 4 courses must be at the 300-400 level): ANTH 290 (when an Asian topic), ARTH 231, ARTH 232, ARTH 233, ARTH 234, ARTH 331, ARTH 332, ARTH 333, ARTH 334, ASIA 250, ASIA 281, ASIA 282, ASIA 290, ASIA 390, ASIA 470, CHIN 261, CHIN 262, CHIN 361, CHIN 362, HIST 252, HIST 290 (when an Asian topic), HIST 351, HIST 353, HIST 490 (when an Asian topic), HIST 491, JAPN 251, JAPN 252, JAPN 351, JAPN 352, JAPN 451, PHIL 210, POLS 253, REL 253, REL 257, REL 258, REL 290 (when an Asian topic), REL 357, REL 359, REL 491 (when Asian topic). - A number of other courses apply toward the Asian Studies program. See the Schedule of Classes each semester for a complete listing.

Courses at the 300-400 level Senior Requirement and Capstone

3 (ASIA 480 + 2 additional classes)

A student usually takes ASIA 480 in the fall semester of the senior year; in it, the student will complete a substantial essay, including an oral presentation.

Additional Information

A maximum of 3 courses per term (and 5 in total) may be counted toward the major from semester-long study abroad programs.

An approved intensive summer language program covering the equivalent of a year's worth of Asian language study at DePauw will fulfill the inter-cultural competency requirement and the student may receive up to 2 language credits toward the Asian Studies major.

Although a maximum of 5 language courses can count toward the Asian Studies major we strongly encourage students to take full advantage of DePauw's offerings in Asian languages in order to deepen their understanding of Asian cultures and peoples.

Writing in the Major

The writing in the major requirement for Asian Studies

includes three components: 1. the evaluation of a student-writing portfolio; 2. the assessment of a major's self-reflective statement to be carried out in the fall before a student undertakes work in the senior seminar; and 3. the evaluation of a student's senior thesis and defense. Declared majors are required to submit a portfolio of written work in Asian Studies courses before beginning work on the Senior Seminar thesis. Students select 3 papers from 3 different courses that count toward the Asian Studies major and that demonstrate the student's intellectual trajectory in the field. The portfolios are reviewed by at least 2 members of the Asian Studies steering committee. The portfolio papers form the basis of a discussion between the student and advisors regarding writing strengths and weaknesses to be addressed as the student undertakes his/her senior-writing project. During the portfolio review students are given an opportunity to identify their authorial voice and to reflect upon how their written work coheres within the major and sets the stage for work in the Senior Seminar. This process is designed to assist students in the identification of an intellectual project for the senior thesis.

Subsequent to conversations during the portfolio review and before undertaking their senior seminar projects students are required to submit personal reflections, ranging from 750 to 1200 words, that bridge their portfolios to the topics of their senior theses. In their reflections, students discuss their academic interests and address issues raised in conversations about papers selected for their portfolios. Like the portfolios, the reflections are read by at least two faculty members in Asian Studies. The faculty members provide comments on the reflections before the students embark upon their senior thesis projects.

The Asian Studies Senior Seminar is designed to develop and assess the overall writing skills of our majors. It is the capstone course of the Asian Studies program. The seminar utilizes brainstorming, in-class and out-of-class writing, outlining, drafting, peer-review, instructor consultation, and final presentations to accomplish the developmental and assessment goals of the course. The initial proposals and final drafts of senior theses are read by 2 readers: the faculty member who guides the seminar and another faculty member whose special field is related to the thesis topic. Final papers range between 30-40 pages.

**DePauw University Faculty Meeting Minutes
March 2, 2015**

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

The meeting was called to order at 4:05 p.m. The Chair welcomed everyone, and stated that the official agenda would be handled first and after adjournment of the business meeting the discussion would open up for a conversation about curriculum. She also made the following reminders:

- The microphones on stands are to facilitate everyone hearing and more importantly everyone having a voice, if you wish to speak please come forward to one of the microphones.
- Please define all abbreviations to help everyone follow the conversation. I can slip into the lingo as well as anyone so by all means ask for a point of clarification.
- Please introduce yourself when speaking. I'm thrilled to announce that Hope Sutherlin who is the secretary for Economics and History answered our call and will be helping with minutes. Some of you may also know Hope several years ago when she served as a secretary to both Political Science and Sociology and Anthropology. She'll get to know us all over time but until then please be patient and welcoming.
- And, if you don't like to be startled when your cell phone rings aloud, please check that it is silenced.

2. Verification of Quorum

Pam Propsom signaled that a quorum was reached around 4:05 pm.

3. Consent Agenda

One clarification I sent out over email, the true course description for Latin 140, Review of Elementary Latin will be in Appendix A of these minutes. As you may have noticed it is parallel to some of other languages, French and Spanish where there is an appropriate review for students with some experience with the language rather than starting with students who have no experience.

There were no requests to move anything from the consent agenda to a regular item of business. The following consent agenda items were approved.

A. Approve Minutes from the December 1, 2014 and February 2, 2015 Faculty Meetings

B. Approve the following new course (recommended by MAO):

- ANTH 370 – Public Health in Africa (1 credit)
- BIO 241 - Intermediate Cellular Biology (1 credit)
- EDUC 420 - Explore P-12 Institutes as Equitable Teaching/Learning Environments (1 credit)
- ENG 161 - Reading Literature: Visual and Digital Narratives (1 credit)
- ENG 171 - Reading Literature: Intercultural Perspectives (1 credit)
- ENG 181 - Reading Literature: Ethics and Society (1 credit)
- ENG 191 - Reading Literature: Science and Technology (1 credit)
- LAT 140 – Review of Elementary Latin (1 credit)
- UNIV EXP - Discovery Process and Paradigm Shifts in Science (1 credit)

C. Announcement of change in course credit (approved by MAO)

- GEOS 450 – Senior Seminar (change from 0.5 credits to 1 credit)

D. Announcement of change in course number and description (approved by MAO)

- ENG 349 [Formerly ENG 152]– Form and Genre (1 credit)

E. Announcement of change in course number (approved by MAO)

Course descriptions for items B-E can all be found in Appendix A.

13. Remarks from the President (Brian Casey)

If there are no objections I'm going to move the President's report up so if we go long, he can leave as he's welcoming Megan Hammerle's parents to campus as they arrive for the celebration of her life at 5:30 p.m.

Remarks from The President (Brian Casey)

President Casey shared with the faculty an update and report on the winter meeting of the Board of Trustees, which took place in February. This year's retreat meetings focused on the University's academic enterprise, a discussion focused on the curriculum, the Fellows Programs, and the Twenty-First Century Musician Initiative in the School of Music.

President Casey gave details of the generous \$6 million gift the Board accepted from the Theodore R. Peterson and Elizabeth Emison Peterson Living Trust. The Theodore and Elizabeth Peterson Endowed Scholarship Fund will be established and will become part of the recently created *DePauw Trust*, supporting need-based financial aid for DePauw students. The total gifts and commitments to date made to the University in *The Campaign for DePauw* have reached nearly \$210 million.

It was reported that the Board, by unanimous vote, officially approved of the renovations of the Memorial Student Union Building to house the Hubbard Center for Student Engagement. The President shared that primary funding was from the initial gift from Kathryn F. and Allan Hubbard. Once complete, the project will provide private interview rooms, and student testing space. Construction is expected to start in May and will include both the first and second floors of the Union Building to be included in the renovation.

President Casey announced that the Board set the tuition and fees at \$44,674, which reflects a 4.5% increase. He stated that this is comparable with many of the other Great Lakes Colleges. He also emphasized that this was the stated tuition, and that the University remains very committed to providing financial aid and merit scholarships.

Dick Vance, Associate Vice President for Facilities reported to the Board the recently completed expansion and renovation of the Lilly Recreation Center has officially achieved LEED Gold status. This is a designation from the U.S. Green Building Council indicating that the building has met leading standards of sustainable construction and building use. This is the third building to receive the LEED certification on the DePauw campus; others are the Prindle Institute and the Bartlett Reflection Center. The President commended Dick Vance on the project and the difficulties with marrying an older building to new construction.

Question from a faculty member:

What role did the faculty play at the Board of Trustees meeting? What relationship do you see the faculty and the Board having? Will the faculty ever have a voting member on the Board?

Response from President Casey:

I was happy to have asked that the members of the Faculty Governance Steering Committee come to the Board meeting, as they have in the past. My sense was that they were welcomed and respected members of the conversations that took place in the main meeting and in the subcommittee meetings.

Regarding the Board, it might be important to note that I am not a voting member of the Board. No administrator sits on the Board. The Board is a body of 42 voting members, and there are quite a number who have non-voting Life Trustee Status (obtained after 12 years of service.) So, at any meeting there are more than 70 people in the room. It is important to note how the Board actually works: The Board of Trustees doesn't take a lot of votes, it typically acts in a conversational manner.

Speaking of the faculty, my sense is that the Board has a very positive attitude towards the faculty. I believe they understand that having the faculty at the meetings enriches the conversation. I know that there is conversation about having faculty members join the Board. This is, of course, a matter for the Board to consider. They will not vote on it in May, they will need time to process it just like we are. I think having the faculty governance process strengthened will help, as it will develop much clearer ways to have faculty voices come to the Board through a deliberative process. My sense is that the new governance committee of the proposed new faculty structure would provide the best way to bring faculty voices to the Board.

Most members of FGSC who attended the meeting gave perspectives on their experience.

Comment from Susan Hahn, FGSC member and Chair of COF:

She was somewhat disappointed in the faculty's ability to present their case to the Board for faculty representation and for a vote on the Board. She was under the impression that we might have an opportunity to speak to the Board and make the case. However, we were not on the agenda, nor was there an agenda item related to faculty representation on the Board. Only voting members of the Board can ask questions or participate in the discussion. She feels it would be helpful to the board to gain perspectives from those on campus involved in day-to-day operations or more recently a part of the student experience. For example, the student voting representatives asked good questions about diversity issues and campus climate that enriched the briefing Board members received.

Student representatives were very open to the idea of faculty representation and understood that faculty have good day-to-day knowledge of events on campus. Several members of the Board thought they were open to faculty attending, but some seemed shocked to think that faculty might be able to have a vote.

Comment from Harry Brown, Chair's liaison to FGSC and Chair of Chairs: Comments from another faculty member:

He reported that he left the meeting with a different impression from Susan, that his presence was valued and he was included. In subcommittee meetings he attended there was a discussion about what was going on regarding new curriculum proposals and the 3-2 load and that Board members were looking to the faculty in that conversation to help them understand the issues to help weigh the costs.

In his opinion the issue of representation and voting are separate.

Comment from John Caraher, FGSC member and Chair of CAPP:

John observed that most of the Board was talking and gathering information. He attended the Academic Affairs subcommittee and he said faculty members there did most of the talking including providing information about Extended Studies. Faculty representation on the Board didn't come up in his discussions. If there was any feeling of being a junior partner or off at the kids table he felt it was because of his own inexperience with what to expect rather than anything a Board member said.

Comment from Bridget Gourley, FGSC member and Chair of the Faculty:

She said she had comments particularly about faculty representation she'd address later in the meeting.

Francesca Seaman, FGSC member and Chair of COA also attended.

Follow-up question from a faculty member:

What is the follow-up of COF/IGC with the 3-2 in the fall meeting? President Casey told COF and IGC in the fall that he would take 3:2 to the Board meeting in February, did that happen? What was the discussion and nature from the Board regarding this? Brad Kelsheimer was going to look at the numbers concerning a 5% salary increase. Did anything come of that?

Response from President Casey:

The topic was raised and the Board would want to see how this would affect the curriculum and the operating budget. My charge is to have this matter brought to the emerging new Academic Priorities and Planning Committee. As for the budget, this will be formed now as we consider both admissions numbers and development numbers. At this time it doesn't look like the market can support a 5% salary pool. What is frustrating is that we have to make tradeoffs—all universities do—but we do not currently have a process through which this can be brought to the faculty, the new governance model is working to change that.

Brief report from Renee Madison, Senior Advisor to the President for Diversity and Compliance:

The President asked Renee Madison to give an update about the University Inclusion Plan. A subcommittee of the Diversity and Equity Committee (DEC) is working on developing the campus inclusion plan. The current preliminary timeline is to have a general draft of next year's plan available in April with a brief open comment period that includes discussion and open forums. Then during AY2015-16 a more robust long term plan will be developed, again including opportunities for feedback, comment, and discussion. There will be discussion opportunities for staff and students in addition to those for faculty.

There were no questions for Renee Madison or additional questions for President Casey.

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 (John Caraher)

For the Committee on Academic Policy and Planning, John Caraher.

- A. CAPP offers advance notice of a motion to change the catalog language regarding the requirement of at least one Winter or May Term experience. The proposed revision requires that at least one Winter or May Term experience be a DePauw-led, group experience, whether a course, travel or service learning experience. Internships, independent studies and non-DePauw led travel experiences would still count for ES credit, but would not simultaneously satisfy this particular requirement. The proposed catalog language changes are in Appendix B.

Rationale

The rationale for requiring students have a required Winter or May Term experience as one of their two Extended Studies experiences was to preserve a traditional goal of the Winter Term program. This goal was to build community among DePauw students and faculty by asking each student to engage in at least one such period of "concentrated study in a close-knit group." CAPP believes the original language did not adequately capture this intent, and proposes the following change to better align the requirement with its intended purpose.

The Committee on Academic Policy and Planning (CAPP) is giving advance notice of their intent to have us vote in April. This does reflect a change, or at least a clarification with regard to graduation requirements, which is why we aren't voting this month. Our discussion and debate will happen in April but if anyone has a clarifying question please ask now.

Otherwise please consider it over the month and be in touch with any member of CAPP if you have any questions so CAPP members can be prepared to discuss address your thoughts over this next month or at the April meeting.

Please note CAPP's written announcement.

There were no clarifying questions about the Extended Studies motion or any other questions for CAPP.

Written Announcement –

At the conclusion of regularly business CAPP plans to hold an open discussion about curricular goals. Broad proposals to guide discussion are provided in Appendices G-I of this agenda. CAPP's goal at this stage is mainly to get a sense of the views of the faculty at large regarding the distribution requirements in general and "M" in particular. CAPP intends to focus its efforts on crafting a detailed proposal informed by this feedback.

5. Management of Academic Operations – MAO (Jennifer Adams)

Unfortunately, Jen Adams is ill so Dave Berque is standing in for her on the Management of Academic Operations Committee.

- A. MAO gives advance notice of its intent to ask the faculty to vote in April 2015 to approve a change to the Incomplete Grade Policy portion of the academic handbook as found in Appendix C of this agenda.

Rationale

MAO is proposing a change to DePauw's Incomplete Grade Policy to make the policy consistent with the Examinations in Courses policy.

The Management of Academic Operations (MAO) committee is giving advance notice of their intent to have us vote in April. Since this is a change in policy which goes in the handbook advance notice is required. Our discussion and debate will happen in April but if anyone has a clarifying question please ask now.

Otherwise please be in touch with any member of MAO if you have any questions so MAO members can be prepared to discuss address your thoughts over this next month or at the April meeting.

There were no clarifying questions about the proposed changes to the Incomplete Grade Policy or other questions for MAO.

Written Announcements –

MAO has no written announcements.

6. Committee on Faculty – COF (Susan Hahn)

The Committee on Faculty's report is an offer to answer questions. Are there any questions for COF?

Question from faculty member:

Has COF been working on new tenure and promotion standards?

Response from Susan Hahn:

COF has been working on a draft of new Tenure and Promotion standards, which link tenure and promotion, and which require some publication as a minimum standard. We are also working on a post tenure review document. We plan to share these drafts in an open meeting for faculty discussion, perhaps yet this spring. We want to emphasize that this increase in standards would need to be linked to strong faculty development support, at least as strong as the support we currently have--or a 3/2 load. Some members of this year's COF have agreed to continue working on the proposal with next year's COF to bring this to a vote next fall.

There were no additional questions for COF.

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

Written Announcements –

COF continues its normal work for the year.

7. Student Life and Academic Atmosphere Committee – SLAAC (Smita Rahman)

There were no questions for SLAAC.

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

Written Announcements –

SLAAC has been discussing potential revisions to the Academic Integrity Policy. It has also offered input on diversity training for faculty.

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

On behalf of the Faculty Governance Steering Committee I'm giving you advance notice of our intent to ask the faculty to vote on the collective set of Academic Handbook changes found in Appendix D of the agenda. Collectively these changes support a new governance model. I strongly encourage you to read Appendix E which talks about our broad rationale, list of guiding principles and frequently asked questions. Appendix F provides different ways to visualize the proposed structure.

A short bit of framing.

- This proposal is a result of several years of conversation starting with the January 2011 Faculty Intellectual Life Working Group.
- Some individuals may not see it as all that different from what we had before and in some ways it is not, at one level nor can it be. All private liberal arts institutions have faculty curriculum committees and promotion and tenure committees. Most have some form of a budget committee.
- Still for us, one of the most significant changes is a formal process to contribute to the strategic planning of the University, with clear annual reporting back to the faculty and response from the President, both of which are officially shared with the board of trustees.
- Another significant change is a clear mechanism to have a faculty presence at every Board of Trustees meeting.
- Next, is the substantial reduction in the number of elected committee positions and a simplification of our election processes for those core positions where all voting members should have a direct say in their representation. There are currently 120 positions, all of which are elected, and this model

represents a reduction to 31 elected and at most 41 appointed, although only 20 of those would always be appointed.

- How have we done this, by slightly reducing committee size, combining committees where there were clear synergies of task, and getting rid of a divisional bureaucracy that wasn't serving us effectively.
- The last measurable change I'll note is we have redefined the concept of divisions.
- I'd also like to point out that from where we started this model has been shaped and changed based on the input we received from open meetings, in particular, despite FGSC's vision to have overlapping representation to facilitate conversations, we reduced that significantly in light of concerns of concentrating too much power in too few representatives. There are individuals elected directly to the faculty policy and governance committee and directly to the university strategic priorities committee. Another modification based on feedback was not reducing the size of COF.
- Is the model perfect, probably not, I'm not sure a perfect model exists. Does it address some of the key concerns we've heard about our current structure, yes.

I can take a couple of short clarifying questions now, but our formal discussion and debate will occur in April. Members of the Faculty Governance Steering Committee realize this is a big decision and so we have scheduled an open conversation for **Wednesday, March 18, in Harrison 301**. (please make a note of the corrected room) We hope individuals will come share their thoughts with us and each other, particularly if there are clarifications that we learn are necessary so we could share them well in advance of our April meeting.

- A. FGSC gives advance notice of its intent to ask the faculty to vote in April 2015 to approve changes to the Academic Handbook in support of a new governance model. The full set of Academic Handbook Changes can be Found in Appendix D. A broad rationale, list of guiding principles and frequently asked questions can be found in Appendix E. Appendix F shows different ways to visualize the proposed structure. Materials in Appendix F can also be found as a separate document formatted in landscape for clearer viewing.

Rationale

This governance restructuring has percolated for a long time. At this moment, there are two main driving forces for a proposed change to our faculty governance structure. First, there is some general dissatisfaction with our current system including routine difficulty getting individuals to serve. This means service is increasingly performed by a smaller and smaller fraction of the faculty. This declining support of the system means our decisions do not benefit from a wide range of perspectives and there is considerable workload imbalance. Second, as became clear from fall 2014 semester discussions, faculty members would like to have a stronger voice in framing recommendations to the Board of Trustees, especially regarding strategic directions for the institution. One of the exciting challenges of working at a vibrant university such as ours is, even as our endowment continues to grow, the community will always have ideas we would like to pursue that demand more resources than exist.

Report on FGSC Attendance at the Board of Trustees Meeting:

I have another announcement for the faculty on behalf of the Faculty Governance Steering Committee. Several of us attended the Board of Trustees meeting in February. We haven't had time to prepare any formal comments since we returned given our energies toward getting the governance proposal details finished. Our experiences were generally positive, we were well received by members of the Board of Trustees, our general sense is they are receptive to having a regular faculty presence and we plan to work with the President to move that forward more formally starting with the May Board meeting. To have done so before May was a little bit premature, we needed to do things informally for a couple of meetings first and then move to formalize. That proposal makes more sense when we can describe it as part of this bigger governance change. We will be working with President Casey between now and May to draft a written proposal to share. While I

can't speak for the Board, I would anticipate Board members might need a meeting or two to think about it. If what we propose requires a change to their by-laws and operating procedures, it will likely require a couple of meetings just like when we make changes to our procedures we must give advance notice at one meeting before we formally vote at another.

As President Casey mentioned, in our current structure, he doesn't have a vote on the Board so the question of whether we should is an open question we need to think through. Certainly the students do since they elect their student trustees, but should we be more on the footing of the students or the administration. We are working through those conversations now.

There were no additional questions for FGSC related to the Board of Trustees meeting or Governance.

Bridget then reported, unrelated to these governance issues, at the beginning of the meeting faculty found a survey on their chairs from Student Congress. Student Government has long been the funnel for hearing student concerns and then working with the administration/faculty/staff to determine the best possible solution to addressing the issues. Under this notion we are using this survey in order to see how Student Government can continue to work with other initiatives on campus. Many students have been asking for feedback from how we felt about the day and likewise many faculty members have asked how the students have felt about the day. Therefore, instead of having many different interpretations of the day we, DSG, are hoping to gather a common strand of feedback in order to understand multiple perspectives from the day.

The information will be used in order to offer feedback to administration/faculty/staff/students as we all try to coordinate efforts throughout the rest of the semester and into next academic year.

Question from a Faculty Member:

During the day of inclusion we were told that comments and questions written on index cards during the breakout sessions would be typed up and made available to the community, what has happened with those.

Dean Carrie Klaus responded:

The comments have been typed up and the committee is currently working on a summary report.

Written Announcements –

1. An open meeting to discuss the proposed governance changes is scheduled for **Wednesday, March 18, 4 pm in the Harrison 301.**
2. FGSC welcomes feedback on the proposal in person, via email, phone or over coffee. Faculty members are encouraged to talk to any member of FGSC.
3. FGSC requests that if colleagues plan to offer amendments to the proposal they share those in writing by Thursday, March 19 if at all possible so they can be shared with the full faculty before spring break.
4. FGSC members, Bridget Gourley, Harry Brown, John Caraher, Susan Hahn, ad Francesca Seaman attended the February Board of Trustees meeting. Since our return we have been working on finalizing the governance restructure and will organize comments to share with the faculty.

Reports from other Committees

Committee rosters are available at:

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

9. Internal Grants Committee – IGC (Tim Good)

To begin his report Tim Good asked Jeanne Pope to speak in regards to some new environmental

opportunities.

Remarks from Jeanne Pope:

DePauw is part of a consortium that has received over a quarter million dollars over a two year period from the GLCA to fund curricular and research projects using Environmental Dashboards. There are two important announcements related to this. First, there will be a one-day workshop to learn about the capabilities of the dashboards and to think about potential projects. This workshop will be on March 14 at The Prindle Institute. There will a limited number stipends for faculty wanting to attend the workshop.

Second, there are summer stipends for faculty who are interested in developing curricular materials or ways to incorporate the dashboards into their research. Email has already been sent about the March 14 workshop and will be forthcoming regarding the summer stipends. Jeanne Pope and Harry Brown welcome questions at any time.

A question was asked about whether the grant proposal itself is a circulating document both to more fully understand the project and as a model of successful proposals funded under the GLCA Expanding Collaborations Initiative. There was a frustration expressed that as one was developing proposals there was a lack of transparency about expectations leading to a lot of guess work. The response was that the lead authors were from Oberlin College so Jeanne Pope would be in touch with them to confirm that she could share out of professional courtesy but she was confident that the community would want to share the specific goals and they would work on how best to do that.

With that Tim Good continued his remarks drawing attention to upcoming deadlines.

Student/Faculty Summer Research – due March 11, 2015

Funds have been saved for Student Faculty Summer Research, but the number of awards is dependent on how many were funded with SRF, grants and other funds first.

Faculty Summer Stipends – due April 1, 2015

Eight summer stipends are through Academic Affairs. Of these eight, at least one will be for a pedagogical project, and at least one will be for a scholarly or artistic project. Priority for four of these summer stipends will be for the development or renewal of courses with a multicultural focus (not for research projects).

Environmental funds will also be available for up to eight additional awards for the development or renewal of courses with an environmental focus. A clarification was made that these environmental awards stem from a previous grant from the Mellon foundation, the one that launched the environmental fellows program, and that this is the last summer that these funds can be used.

Ferid Murad clarification - The nominations are due to Kelley Hall by March 11. The application/review materials are not due from departments and nominees until March 20.

Faculty Development Coordinator Jeff Kenney made a quick announcement, that there have been random requests for facilitation of mini-sessions to support “works in progress” or “assistance with grant applications.” He has agreed to serve as a clearinghouse to help individuals for synergistic groups for support. There are a minimum amount of funds available to support, coffee or wine as encouragement. An email with more details will follow.

Question from a faculty member:

Can you explain more about the focus of summer stipends on multicultural projects?

Response from Dean Klaus:

Last semester conversations around having a multicultural competency for students emerged, so IGC decided it was important to dedicate some of the summer funds for pedagogical projects that supported the spirit of those conversations. She noted that Tim Good, current Chair of IGC, wasn't on the committee when those discussions took place.

A clarification was asked:

Could IGC define what they mean by multicultural?

Response from Dean Klaus:

IGC didn't define the term, it is up to the faculty, and currently faculty members applying to explain what they mean in their application.

- A. Introduction of GLCA Expanding Collaborations Initiative Grant
- B. Clarification of Student/Faculty Summer Research
- C. Details of Summer Stipends

There were no further questions for IGC.

Written Announcements –

Upcoming IGC deadlines and events:

Student/Faculty Summer Research applications due – March 11, 2015

Ferid Murad Medal applications due – March 11, 2015

Faculty Summer Stipend applications due – April 1, 2015

Howes Grant applications due – April 8, 2015

Faculty Fellowship year 1 and year 2 reports due – May 6, 2015

Faculty Achievement Program – May 7, 2015

10. Committee on Administration – COA (Francesca Seaman)

There were no questions for COA.

- A. Report is an offer to answer questions.

Written Announcements –

COA has no written announcements.

11. Extended Studies Implementation Team Report (Dave Berque)

Please note the Extended Studies Implementation Team announcements on the agenda, and in particular encourage your advisees to consider this year's May term offerings.

There were no questions for COA.

- A. Report consists of an offer to answer questions.

Written Announcements

- A. DePauw is offering five credit-bearing, on-campus May Term courses this year. Students may use e-services to register for the following on-campus courses through April 17th:

- ANTH 184, Archaeology Field School, Lydia Marshall
- ECON 184, Personal Finance, Fadi Fawaz
- MUS 184, YoYo Ma's Silk Road Project: CrossCultural Creative Learning and Collaboration in Music and Life, Eric Edberg
- POLS 184, Politics and Film, Smita Rahman
- UNIV 184, We Become What We See: How Museums Create Culture, Tim Good

Since this is the first time DePauw is offering on-campus May Term courses, we ask for your help in sharing this option with students. We know you will be advising students about their academic interests, fall course selections and progress toward graduation in the coming weeks. At the same time, please consider sharing information about May Term 2015 courses, which allow students to both explore interesting topics and earn course credit.

- B. The Extended Studies Implementation Team is surveying instructors of Winter Term 2015 courses to learn about their recent experiences. The results of this survey will be part of the ongoing evaluation of the ES program.

12. Advising Committee (Rebecca Schindler)

The Advising Committee's report is an offer to answer questions. They asked that I draw your attention to tomorrow's roundtable discussion.

There were no questions for the Advising Committee.

- A. Report consists of an offer to answer questions.

Written Announcements -

Teaching Roundtable jointly sponsored by the Advising Committee and Faculty Development
 Tuesday March 3, 11:30 am-1:00 pm in UB 231

Moving Beyond the Checklist: Mindful Advising for Student Success

This session will explore the emerging trend of Appreciative Advising, a pedagogical approach to supporting student success. We will discuss ways to move beyond the checklist of degree and distribution requirements to engaging students in a reflective practice that encourages them to take responsibility for and make sense of their academic experience. We will discuss the advising framework, explore possible "advising syllabus" templates, and examine mindful strategies to support students in the advising process.

Additional Business

13. Remarks from the President (Brian Casey)

We heard from President Casey earlier in the agenda.

14. Remarks from the VPAA (Larry Stimpert)

Vice President Stimpert came to the podium for some announcements.

Remarks from the VPAA (Larry Stimpert)

He announced that our new Health Professions Advisor, Colleen McCracken, has begun her duties in the

Hubbard Center and encouraged faculty to welcome her and refer students. He reminded us that we are defining health professions broadly to include not only pre-med students but any student interested in any kind of health profession. He also thanked Ken Kirkpatrick for his many years of service to students interested in health careers.

He reminded the faculty that the University does have a harassment policy and when allegations are made, investigations are required and appropriate responses undertaken. Normally those are not handled publicly. Since there were some allegations that were made publicly in the fall, VPAA Stimpert felt it was important to acknowledge the conclusion of the investigation into those issues and note that it was determined that there was no intent to make a racist remark. The investigation highlighted how challenging it is to lead a class with a diverse population and underscored the importance of participating in on-going faculty development around diversity issues.

He noted that the past weekend's Honor Scholar weekend was successful and thanked the many faculty volunteers who took part. He noted how valuable that weekend is to recruiting the next class, and recognized that often that work feels unnoticed.

He provided updates on the status of tenure track searches for this year, noting that six have been completed. He acknowledged time these searches take and the thoughtful work of search committees, particular, serving as outside department members. He also noted appointments through the consortium for faculty diversity.

In responding to a question asked earlier in the meeting he noted that GLCA Expanding Collaborations grants allows one or more colleagues from a GLCA campus to propose an idea that then is shared with other campuses to see if individuals want to join. He said Academic Affairs would figure out away to make the process and projects more transparent.

He added to a comment President Casey made about gift to the University, mentioning, David Kranbuehl, a DePauw graduate and retired chemistry faculty member at William and Mary College, who in getting ready to make a gift worked with both Steve Setchell and Professor Jeff Kenney, our faculty development coordinator, to find out how his gift could best address faculty development needs. Following Professor Kranbuehl's wishes, his gift of \$250,000 will support summer research of faculty.

In reporting about the Board of Trustees meeting and in particular the Academic Affairs Committee, he noted that the five-course load was discussed. Jim B. Stewart, who is on the committee and a faculty member himself at Columbia University is a big proponent. VPAA Stimpert made several general points about moving to a five-course load: We all recognize that faculty members and faculty teaching are the most important resource we have at DePauw. Any discussion of a five-course load is really a discussion about how we best employ one-sixth of this important resource, and this involves taking many variables into account. The only way to make the move to a five-course load at this time is in a cost-neutral way. It would also be desirable to reduce our reliance on term faculty at the same time. Reassigned time would have to be "on the table" as one of the important variables to be considered. He noted that we have an effective 5 course load now but it isn't equally distributed across faculty and departments. Class size is an issue because we don't want classes with over 50 students, but we could raise the minimum class size. Reducing the number of classes with very low enrollments is another option. He noted that the initial demand analysis for the current spring term had 125 classes with fewer than 8 students. He recognized that there are some small majors and some important classes at a liberal arts institution that will never attract large numbers of students, but we will have to look at where there is slack in the system. He also asked whether we might obtain some significant benefit for our academic program from a move to a five-course load. For example, could we double-down on our commitment to student-faculty collaborative research? He noted he's working with the Dean's group, thinking through ways to bring forward a proposal. He noted there are differences among departments so the proposal

will likely have broad, guiding principles, but departments will need to work-out many details.

Question from a faculty member:

She noted, “We’ve been told about training for faculty, what is the plan for training for high level administrators and staff?”

The response:

The senior staff members will participate in training opportunities, and can participate in programs we offer faculty and programs that will be offered to our staff.

There were no other questions for VPAA Stimpert.

15. Remarks from the Dean of Faculty (Carrie Klaus)

A. Exemplary Teaching Award Announcement

First Recipient:

The first recipient of this year’s Exemplary Teaching award has taught a broad range of courses in her years at DePauw, has played a critical role in the development of new programs that are now central to our curriculum, and is admired by colleagues across campus for her practical and insightful guidance about teaching. As one faculty member writes, “In over thirty years of service at DePauw, [she] has helped to shape crucial university programs and has inspired countless students and many of her colleagues.”

A trained literary scholar, another colleague writes, she “has broadened for our students the concept of literature, including, for example, science writing and photography in that category.”

Another colleague notes likewise that “Biology, ecology, medicine, and geology often pop up in conversations in which she shares the joys of discovering the writings of individuals who are able to convey complex scientific information in prose comprehensible to general readers. These courses attract students from a variety of majors, but [she] has taken special joy in the ‘serious science’ majors who regular fill several spaces in these classes.”

A faculty member in the sciences comments that “conversations with [her] over the past several years have transformed how I teach writing, particularly writing in the sciences. [. . .] She has shared her assignment descriptions with me, providing generous suggestions about the design of my own assignments, and has coached me in the art of conducting efficient and effective paper conferences.” This colleague adds, “conversations with [her] about the approaches she uses when teaching students to read and write engaging essays about complex scientific topics have caused me to redesign assignments in my First-Year Seminar, my W course, and my upper-level biology course. I now quote her shamelessly almost every time I meet with a student: ‘Make people the subjects of your sentences!’ She has a terrific knack for helping her students find and hone their own voices so that they can express their own ideas more clearly than they ever thought possible.”

This first recipient of this year’s award is a founding member of the Women’s Studies program at DePauw (now Women’s, Gender, and Sexuality Studies), and, as one colleague recalls, “one of the crucial few who kept [the Women’s Studies program] going through rough times and good times.” Similarly, another colleague writes, “she literally launched our FYS program with her challenge to bypass a cautious pilot program and to require that all new students take a FYS. This ‘shocking’ proposal was accepted, and with [her] determined and vigilant guidance, the program began”

Another colleague writes, “It is thanks to her thoughtful and humane leadership as Dean of Academic Life that DePauw has a clear policy and helpful guidelines on the consequences of plagiarism, [and] it is also thanks to [her] that DePauw has seen a dramatic increase in the number of students who have applied for—and won—nationally competitive scholarships.”

This same colleague adds, “Her voice—rational, persuasive, and spirited—always deserves attention. Her elegance as a writer makes even her memos miniature works of art: lucid, concise, and lively, they are a pleasure to read.” This colleague comments further, “At teaching round tables, I always try to sit at the same table as [she] so that I can benefit from her wisdom.

[. . .] Anyone who has sought her advice, worked with her on a committee, or heard her speak in public has had evidence of her wisdom, eloquence, tact, and kindness. She does her work efficiently, modestly, and unobtrusively, always giving credit to others and deflecting the praise she herself deserves.”

You have recognized by now, I’m sure, the first recipient of this year’s United Methodist Exemplary Teaching Award. Please join me in congratulating Marnie McInnes.

There was a round of applause for Prof. McInnes.

Second Recipient:

The second recipient of this year’s Exemplary Teaching Award is known for her transformative teaching and the strong and sincere interest she takes in students’ lives both inside and outside the classroom.

A colleague in her department observes that students describe “her courses as ‘life-altering,’ ‘mind-blowing,’ and ‘empowering,’ and [that they] characterize her as ‘the best instructor’ they ever had.” This colleague notes that “This high praise is not merely [from] a few students; rather, [it comes] from large chunks of her students every year.” This colleague calls “her outside commitment to students [. . .] simply heartwarmingly fantastic,” commenting that “During my conversations with majors and non-majors I routinely hear about [her] ‘greatness.’” This colleague adds, “I have personally witnessed how she has gone out of her way to help students who experience traumatic events in their lives.”

A colleague outside of her department writes that “she brings a passionate conviction to her teaching about health and social justice, [that] students’ lives and perspectives are changed, [and that] they remember stuff she said and what they read for her class.” This colleague notes that “she’s devoted to the welfare of her students, [and that she] has a gift for putting complex and challenging concepts into compelling, accessible, memorable language.”

This high praise is supported by comments from students as well. One student writes, “[She] is my favorite teacher at DePauw, [n]ot only because she teaches provocative and profound classes, but because she is genuinely interested in her students as people.” This student recalls, “my first semester sophomore year I signed up for her 300-level Women’s Health and Social Control class. On the first day I walked in nervous about how the next few months would go. Having never taken a class with her, and with it being a 300-level, I thought I had gotten in way over my head. As soon as [she] walked in and introduced herself, I immediately relaxed. She carried herself with strength and poise, like a professor, but looked more like a friend, with her creative clothing and pink streaked hair. As she went through the syllabus I couldn’t help but get excited, both about the amazing content we’d go over and the interesting woman I would soon get to know. Her dedication and passion towards sociology paired with her honest and authentic personality.”

Another student writes, “The content of her courses can be difficult for some students to participate in, and she does not push students to do or say things they are uncomfortable with; she seeks to expose students to new thoughts, ideas, and concepts. [She] makes it clear that if you are uncomfortable she is available for

conversation. She is a tough professor, but fair, not favoring a student over another. [. . .] [She] encourages hard work and personal growth.”

Another student writes, “[She] spoke to my sorority sisters and [me] about different aspects of our lives that were related to or influenced by our sex. I remember thinking, ‘This is amazing! This woman is a Professor at my university and she gets it!’”

Still another writes, “[She] coached me through college. Drawing on her school of study, she was able to guide and encourage me when my health began to get in the way. [. . .] When the time came that I had decided to drop out of college, she encouraged me to stay because ‘I owed that much to myself.’ When I was burnt out and [. . .] [too] hard on myself, [she] told me that she warned me about this freshman year and that that I need[ed] to take some ‘me time.’ Now [that I am a] senior she is still coaching me in life, helping me unpack why and how to get my Ph.D. [. . .] She has fostered an academic inside of me that I could never have imagined for myself and as a result has cultivated a part of the man I am today.” This student concludes, “Professors like [her] are here to give the best of themselves to their students with the hope that the students will come to know the best of their own selves.”

Please join me in congratulating the second recipient of this year’s United Methodist Exemplary Teaching Award, Alicia Suarez.

There was a warm round of applause for Prof. Suarez.

B. Update about Faculty Diversity Training

Faculty Workshop on Individual and Institutional Awareness and Transformation

As you know, in the spring of 2014, the Diversity and Equity Committee (DEC) called for us to implement required diversity training for all faculty at DePauw. Renee Madison and I, in consultation with department chairs and program directors, with the Student Life and Academic Atmosphere Committee (SLAAC), and with DEC, have been working this year on how best to respond to this call.

I am now most pleased to report that Dr. Jaime Romo, of the National Center for Faculty Development and Diversity, an organization with which some of you are familiar, will be coming to DePauw on March 12 and 13 (next week!) to lead a set of faculty workshops on individual and institutional awareness and transformation. We are preferring to frame the workshop in these terms so that we can approach it as a real opportunity for all of us, instead of simply as “diversity training.” It’s a little more descriptive as well, as the workshop will really be focused on awareness and transformation.

Dr. Romo’s discipline is education, and his scholarship has focused, among other topics, on multicultural identities in teaching and learning. His publications include *Reclaiming Democracy: Multicultural Educators’ Journeys toward Transformative Teaching* (Pearson, 2004), “Border Pedagogy From the Inside Out: An Autoethnographic Study” (*Journal of Latinos & Education* 4:3 [2005]), and “Border Pedagogy: A Study of Preservice Teacher Transformation” (*Educational Forum* 70:2 [2006]). We have spoken with him by phone several times, and I am really delighted that he is going to be able to assist us in our efforts here at DePauw.

Dr. Romo has developed a plan for a workshop whose goals include (1) helping us to think about where we are at DePauw along a continuum of monocultural and exclusive to multicultural and inclusive and (2) helping us to use culturally responsive guidelines for teaching in our classrooms.

The plan he has presented will include time dedicated to thinking about individual awareness of these issues, discussions of what it means to have a culturally relevant curriculum, and consideration of the stages of institutional transformation.

The workshops will be held on Thursday, March 12 from 10:30-12:30 and from 4-6, and then again on Friday, March 13 from 11:30-1:30 and from 4-6. You may attend any one of the four workshops. I will be sending out an RSVP tomorrow so that you can let us know which workshop you will be attending. Once we know how many will be attending each session, we will follow up with the location.

We believe this effort is important for us as an institution, and we are committing resources to bring this trained facilitator to campus. What we ask of you is that you commit your time, for one two-hour workshop. It will be a time for us to come together to talk seriously about our work, about how we can do our work better, about what we can do so that our students have the best possible learning experiences in their time at DePauw. This workshop is a significant faculty development opportunity.

To provide a bit more context, in terms of how this workshop fits into our efforts to be more intentional about addressing issues of diversity and equity at DePauw: The workshop, is, of course, not only in response to the call from DEC, but also following up from the DePauw Dialogue event at the start of the semester. After this workshop, focused on building awareness and thinking about transformation, departments and programs will then be asked to think seriously about where they stand with regard to issues of diversity, equity, multiculturalism, inclusion, whether it be in terms of the students in their courses, the curriculum offered, or relations between and among faculty and students. We will ask departments and programs to identify some concrete goals and to suggest ways in which we can provide support institutionally. These goals will then help guide our efforts in the coming year (and years).

There were no questions for Dean Klaus.

16. Old Business

There was no old business.

17. New Business

No new business was raised.

18. Announcements

No general announcements were submitted for the agenda.

There no oral announcements submitted for the agenda. Please note the written announcement about Phi Beta Kappa and pay attention to the March 13 deadline, Friday next week. There was an error in the submission for to the printed version of the agenda.

Also, elections will wait until we know which committee structure we are electing colleagues for. There were no additional announcements.

Written Announcements –

A. Phi Beta Kappa Recommendations (Kevin Kinney)

The Phi Beta Kappa selection committee is asking for your help in identifying qualified candidates among the junior and senior classes for membership in Phi Beta Kappa.

We are soliciting recommendations to be submitted on-line, thru Faculty e-Services.

You are invited to comment on any student you may know; such comments can be as brief or detailed as you like. For obvious reasons, the list of student candidates needs to be kept The Phi Beta Kappa selection committee is asking for your help in identifying qualified candidates among the junior and senior classes for membership in Phi Beta Kappa.

Please submit your comments by **5:00 p.m., FRIDAY, MARCH 13**, so that we may finish the selection process as soon as possible.

Ah, yes. One other thing: If you are a Phi Beta Kappa member and not on the distribution list for that, please contact me- we can always use more active members!

B. Update regarding AY2015-16 Committee Elections (Bridget Gourley)

We will wait until April and we know the status of the proposed governance changes to complete elections.

19. Adjournment

If there is no other business to come before the faculty this concludes our official business for the day. We will now switch to a conversation about the curriculum. It is an open meeting, everyone who is here now is welcome to stay and participate in the conversation. Several of us, particularly CAPP members will be taking personal notes to help us remember key points in conversation to inform the work moving forward but there will be no official minutes. Please stay and join us in conversations about the general education curriculum including a multicultural requirement.

Appendices

Appendix A: Course Descriptions for MAO Consent Agenda Items

Related to Consent Agenda Item B – Approval of new courses

ANTH 370 – Public Health in Africa (1 credit) - This is a seminar style course that examines the intersections between the interrelated perspectives in public health, international health, and global health from the 19th to the 21st centuries. Our attention will be on the relationship between Western and non-Western forms of scientific practice and health systems as they have emerged in the African continent and aspora. Specifically this course will examine the role of health and medicine in mediating the relationships between metropolis and colony, state and citizen, North and South, public welfare and private interest, research practices and human subjects, the commodification of health and the body, and human rights discourse throughout Africa and the Diaspora. The course will be divided chronologically into four parts, tracing imperial health formation formations in the late 19th century, the nascent internationalism of the interwar period, the construction of bureaucracies of development in the postwar and postcolonial era, and contemporary configurations of public and private interests in the new global health of the late 20th and early 21st centuries. In addition to garnering an understanding of the background and politics/policies of public health in Africa, students will become familiar with how to conduct a “hands-on” needs assessment of a particular cultural group in the continent. Students in this class will acquire knowledge of the history and practice of public health in Africa and the Diaspora through a wide range of readings from multidisciplinary and anthropological sources. Students will acquire the practical skills necessary to evaluate contemporary public health issues in an African context utilizing skills in Community Needs Assessment practice. Students will work collaboratively to produce a Needs Assessment document for a community that will be shared with those in the continent and who are actively working in public health. There are no pre-requisites at present for this course although some prior coursework in Anthropology, Global Health and/or Biology is encouraged.

BIO 241 - Intermediate Cellular Biology (1 credit) - This class focuses on the regulatory mechanisms governing cellular function. Topics will include: protein trafficking, vesicular transport, cytoskeletal dynamics, cell signaling mechanisms, cell cycle regulation, cell-cell and cell environment interactions, regulation of apoptosis, autophagy, stem cells and cell fate determination. The course will also introduce students to critical analysis of peer-reviewed literature. One or two sets of hands-on laboratory modules exploring select cellular processes and imaging techniques will be performed during class time. Prerequisite: Bio 101, or (prior, or concurrent Chem 240).

EDUC 420 - Explore P-12 Institutes as Equitable Tching/Lning Envs (1 credit) - This course is designed for those students who are considering the career of teaching in their future whether through an experiential induction programs (such as Fulbright, AUSL Chicago Teacher Residency, TFA, AEON Amity, JET, etc.) or a traditional post-baccalaureate licensing program of study. Weekly classroom study of the field of education on campus is balanced with a weekly teaching practicum in a P-12 classroom. Interested students need to contact the instructor to discuss their interest as the heavy field practicum requires one-on-one placement.

ENG 161 - Reading Literature: Visual and Digital Narratives (1 credit) - This course explores the way changes in media have influenced literature, focusing on narrative forms that combine verbal, visual, and digital representation, including film, television, interactive fiction, and social media. It will consider the possibilities that new technologies of representation have brought to the art of storytelling and could also explore critical questions of new media literacy, such as production, dissemination, and reception.

ENG 171 - Reading Literature: Intercultural Perspectives (1 credit) - This course explores literature as a means of understanding difference across boundaries of race, nation, class, gender, or religion. It will feature literary works that foreground a variety of intercultural perspectives, including literature in translation and literature

that thematizes difference.

ENG 181 - Reading Literature: Ethics and Society (1 credit) - This course explores literature as a form of social engagement, with the potential to influence our thinking about aesthetic, ethical, or political questions. It considers imaginative writing as a motive force in history through studies of specific works intervening in specific contexts or, more generally, through an analysis of the strategies that writers use to articulate, clarify, and sometimes resolve social or ethical problems.

ENG 191 - Reading Literature: Science and Technology (1 credit) - This course explores literature as a response to scientific and technological change. It considers the ways that new scientific discoveries inspire new visions in literature and the ways, in turn, that imaginative writing inspires new approaches in science. It features literary works that contextualize past scientific and technological advances, interpret and critique changes happening in the present, and imagine the changes that might occur in the future.

LAT 140 – Review of Elementary Latin (1 credit) - This course provides an intensive review of Latin grammar with an introduction to Latin literature, including selections from Cicero, Caesar, and Virgil. For those students who have prior experience with Latin. This course prepares students for more advanced reading courses in Latin literature and satisfies the language requirement. *Open to students who are placed into this level by test results or departmental direction. Not open to those who have credit for LAT 123 or 124.*

UNIV EXP - Discovery Process and Paradigm Shifts in Science (1 credit) - This course will introduce students to multiple scientific disciplinary perspectives in the context of exciting discoveries in science and their subsequent impacts on society. The course will have multiple modules taught by different faculty members from at least three different science and math departments. Each module will examine a disciplinary approach to hypotheses, data collection, and interpretation so students can better understand – and even experience – the discovery process. Faculty members will coordinate transitions between these modules as well as assessment across modules, and students will compare and contrast the disciplinary approaches to gain a more sophisticated understanding of how science is conducted in different fields. The course will also emphasize the relevance of the discoveries to students' lives. [Will satisfy M/S Distribution Requirement]

Related to Consent Agenda Item C – Change in Course Credit

GEOS 450 – Senior Seminar (change from 0.5 credits to 1 credit) - Students read, present and discuss research papers in the geosciences. Prerequisite: A departmental major and senior standing.

Related to Consent Agenda Item D – Change in Course Number

ENG 349 [Formerly ENG 152]– Form and Genre (1 credit) – This forms course asks Writing majors to read extensively in two genres in order to deepen their understanding of the craft of creative writing. Class discussion will focus on the decisions writers take in their particular genres to create certain effects. By focusing on how successful writing works, the course will examine the various tools available to the writer. We will, in effect, reverse engineer pieces of classic and contemporary literature to better understand how such writing is built. Students will take ENG 349 concurrently with their Creative Writing Workshops (ENG 301-343) and before Senior Seminar (ENG 412).

E. Announcement of change in course number (approved by MAO)

ENG 149 [Formerly ENG 201] - Introduction to Creative Writing (1 credit) - An introduction to writing and reading fiction and poetry in a workshop setting using the work of contemporary poets and writers as models. May include some creative non-fiction and/or dramatic writing.

Appendix B: Proposed Changes to Extended Studies Catalogue Language (from CAPP)

Proposed catalog language change (new language in ***bold italics***, language to be removed in ~~striketrough~~):

Extended Studies

Every DePauw student must complete at least two Extended Studies opportunities with a passing or satisfactory grade. Options for completing the Extended Studies requirement include:

- credit-bearing Winter Term or May Term course
- approved non-credit-bearing course, externship, travel experience or service learning program
- semester-long off-campus study opportunity or internship
- independent study, research project or creative project

Each of these experiences must be pre-approved to count toward the Extended Studies requirement. *At least one of these opportunities must be completed through participation in a **DePauw-led** Winter Term or May Term course ~~or opportunity~~, **group travel experience or service learning program**.*

Students who receive incomplete (I) grades in an Extended Studies opportunity must complete the course by the end of the following semester or the grade will automatically convert to grade of failure (F) or unsatisfactory (U). Students who have a deficient number of Extended Studies opportunities may petition to the Committee on Experiential Learning to make up a course in an alternative way. Graduating seniors who receive a failing or unsatisfactory Extended Studies grade during the senior year may petition to make up the course during the final spring semester if appropriate arrangements can be made. Tuition is charged to enroll in a make-up Extended Studies opportunity that is credit-bearing course.

Note: Winter Term experiences completed prior to Fall 2014 count toward the Extended Studies requirement.

Appendix C: Proposed Changes to the Incomplete Grade Policy Portion of the Academic Handbook (from MAO)

MAO is proposing the following change to DePauw's Incomplete Grade Policy. Insertions are shown as underlined text. The purpose of this change is to make the Incomplete Grade Policy consistent with the Examinations in Courses policy.

Incomplete Grade Policy

An incomplete grade (**I**) is to be used only when a student has not completed the requirements of the course for reasons beyond the student's control, such as illness or equipment failure in the case of laboratory classes. In addition, the class must have been essentially completed so that only an examination remains or a paper or project already well underway needs to be completed. An **I** may not be given for failure to submit work on time because of inadequate planning or to extend time to improve a grade. Problems involving transportation, family occasions and/or jobs, for example, are also not sufficient grounds for assigning a grade of I.

The student must complete the work within the first two weeks (ten class days) of the following semester in which the student is enrolled at DePauw. Exceptions to the two week deadline may be granted by the Petitions Committee. When the student completes the work, a letter grade is recorded. If the **I** is not completed within the time limit and the student has not been approved for an extension, the grade becomes an F.

Students who withdraw and return to campus more than a year (two semesters) following the incomplete may not complete the course. The grade will be converted to a W provided the student demonstrates that the original **I** grade was for appropriate reasons.

Students may not graduate with an incomplete grade on their record.

Appendix D: Proposed Changes to the Academic Handbook to Support a New Governance Model (from FGSC)

In all sections where a current committee is referenced the appropriate new committee will be substituted. The most common example, all text in the personnel procedures currently referencing the ~~Committee on Faculty~~ would be changed to the **Faculty Personnel and Policy Committee**. A complete list of these changes will be provided to the faculty in September after the handbook update reflecting these governance changes is complete.

Section II

A. Regular and Called

There shall be one regular **voting** meeting of the faculty each month of the academic year. Additional meetings when desired may be called by the Chair of the Faculty.

B. All faculty members may attend faculty meetings and participate freely in discussions.

C. Voting

1. Full-time faculty members holding positions with academic or nominal rank, including those on sabbatical, pre-tenure, or academic leave, may vote. (See [Article I.B of the Personnel Policies](#) for a definition of full-time faculty positions.) The President, the Vice President for Academic Affairs and the Registrar also have voting privileges.
2. **Faculty members in part-time positions may vote in any semester that their load exceeds the equivalent of 50% of full-time or in any active semester after 12 semesters of teaching service to the University. All other** faculty members in part-time positions may attend faculty meetings and participate in debate, but not vote; however, Senior (Emeriti) Professors are eligible to vote during any semester in which they are teaching at least one course.
3. A quorum shall consist of 40% of the faculty eligible to vote and not on approved leave (rounded to the nearest whole number). This number shall be determined for each semester by the Vice President for Academic Affairs, using the faculty roster as of the Friday immediately preceding the first faculty meeting of each semester. Immediately after the call to order at the first faculty meeting of each semester, the Vice President for Academic Affairs shall announce the quorum requirement for that semester. The next order of business after the call to order at each faculty meeting shall be the verification of a quorum by the Chair of the Faculty; (for the first meeting of the semester, the quorum verification shall occur after the Vice President for Academic Affairs has announced the requirement).
4. All voting in meetings, unless otherwise stipulated, shall be by show of hands. However, at the request of any faculty member the vote shall be by secret ballot.
5. Any voting faculty member may object to including an item on the Consent Agenda. Such an objection will result in full debate of the item under the appropriate order of business.

D. Order of Business

At all regular voting faculty meetings the following list of items must be included on the agenda however with the exceptions of the call to order, verification of the quorum, consent agenda and adjournment the order may be adjusted to best facilitate faculty business. The Chair of the Faculty with Faculty Governance Committee will consider how to best organize the agenda each month.

~~At all regular faculty meetings the following items must be included in the order of business:~~

1. Call to order and verification of quorum,
2. Consent Agenda

- a. Approval of minutes
 - b. Approval of new courses and announcement of course changes (as needed)
 - c. Approval of election results (as needed)
 - d. Conferring of baccalaureate degrees (as needed)
 - f. Other (as needed)

- 3. Reports from ~~coordinating~~ **core faculty** committees,
- 4. Reports from other committees,
- 5. Remarks from the Vice President for Academic Affairs,
- 6. Remarks from the President,
- 7. Old business,
- 8. New business,
- 9. Announcements, and
- 10. Adjournment.

Section IV. Academic Organizations and Operations

C. Dean of the School, Chair of the Department, Director of Coordinator of the Interdisciplinary Program

2. Deans, chairs and program directors are expected to be leaders within the University at large through consultation with the Administration and committees. They meet as a body monthly during the academic year to discuss mutual concerns and share expertise. **The Chair of the Faculty also attends the monthly meeting. The body** They may select officers, organize committees, conduct workshops, etc., to expedite their work.

Section V. The Divisions

1. Definition and Function

~~Faculty members appointed to teaching and library staffs shall be grouped (by departments) into divisions for the purpose of coordinating the work in related fields and for equitable distribution of committee memberships. Divisions may submit matters of concern to an appropriate faculty coordinating or executive committee. Each division shall present nominations for divisional and at-large membership on coordinating, executive, and administrative committees, as well as division officers and other elected officials as outlined in this handbook.~~

There are some committees within the governance structure for which representation from different disciplines facilitates the committee’s best work, curriculum policy and planning (CPP), faculty personnel policy and review (FPPR), faculty development (FD) and course calendar and oversight (CCO) committees. To ensure perspectives from all areas of the curriculum are represented on such committees, members of the faculty with voting status will choose their curricular home for that purpose. Under this model it is likely that there will be some departments and programs where members choose different divisions.

Over the course of a career, changes in faculty members’ professional interests and expertise might cause them to switch their divisional affiliation, it is expected that such changes would be infrequent. Changes must be declared by March 1 each year so divisional affiliations are clear when committees are populated (elected and appointed) for the coming academic year

The Chair of the Faculty with the assistance of the Academic Affairs office will make sure divisional membership lists are up to date and available to members of the division and committees.

~~B. Department Grouping~~ **Divisional Descriptions**

Division 1 – Arts

Division 2 – Humanities

Division 3 – Mathematical, Computational and Natural Sciences

Division 4 – Social Sciences

Division I – Art and Art History; Communication and Theatre; Librarians with faculty rank; School of Music.

Division II – Classical Studies; English; Modern Languages; Religious Studies.

Division III – Biology; Chemistry and Biochemistry; Computer Science; Geosciences; Kinesiology; Mathematics; Physics and Astronomy; Psychology.

Division IV – Economics and Management; Education Studies; History; Philosophy; Political Science; Sociology and Anthropology; Conflict Studies; Women's, Gender and Sexuality Studies.

2. ——— Divisional Officers

The chair and the secretary of each division shall be elected annually and the names reported to the Chair of the Faculty. No chairperson of a division shall be eligible to succeed himself or herself in office.

3. ——— Divisional Nominating Committees and Nominations

There shall be a divisional nominating committee made up of the chair, the secretary, and one other faculty member elected annually by the division, no two from the same department. This committee shall present a slate of candidates at the divisional meeting. Nominations may be made from the floor also. No persons shall be nominated without their consent.

4. ———

2. Meetings of the Divisions

Committees or members of a division may call a meeting when needed. Effort should be made to choose a time that seems likely to make possible the largest attendance at each meeting. All listed members of the division must be invited. The group organizing the meeting should distribute an agenda for the meeting and written summary of discussion after the meeting to all division members and submit the agenda and written summary to Academic Affairs for appropriate archiving available to all voting members of the faculty.

The chairperson of each division shall choose a time and place for division meetings which seem likely to make possible the largest attendance at each meeting. Before each meeting of a division, the secretary of the division shall send a notice to every member of the division including a designation of the time and place of the meeting and a list of nominations to faculty committees to be made and/or agenda for other business to be transacted. Such a notice must be delivered to the division members no later than four calendar days before the meeting.

VI. Elections

A. Method of Election

1. **By February 15 each spring the Chair of the Faculty shall release a list of committee vacancies for both elected and appointed committees noting any divisional restrictions.** By the end of the second full week of classes in the second semester each year, the Chair of the Faculty shall deliver to the chairperson of each faculty division all the materials pertinent to the annual faculty election. He/she shall list the vacancies in both divisional and at-large positions.
2. **Nominations for elected committees will be accepted through deadline for the March faculty meeting when a list of all nominations received will be circulated with the agenda. After the March meeting is adjourned there will be an open conversation to complete the slate.** Nominations will occur in two rounds. In each round, division officers must announce the vacancies to all eligible faculty members, so that they may have the opportunity of nominating themselves or their colleagues. In the first round, the secretary of the each division shall deliver at once to the Chair of the Faculty a complete listing of all candidates for all vacant divisional representative positions. Following the election of divisional representatives (see 3 below), the secretary of each division shall deliver to the Chair of the Faculty a complete listing of all candidates for all vacant at-large positions.
3. **Ballots will be released one week after the March faculty meeting.** Voting shall be conducted via by an electronic ballot. **The ballot must be** available to all voting members of the faculty for at least three in-

session days. **Brief position descriptions will be in displayed with the list of nominees for each elected position.** The names of the individuals nominated by the divisions shall be arranged in random order on the official ballot. The Chair of the Faculty shall conduct all elections and will archive the results of elections for a minimum of four years.

4. The Chair of the Faculty shall announce the results of all elections by **the April faculty meeting and record them in the April faculty meeting minutes** at a faculty meeting according to the following schedule: ~~March — newly elected divisional representatives to faculty committees; April — divisional nominees for at large positions; May — newly elected at large members of faculty committees.~~
5. **Individuals not serving on an elected committee in the coming year will submit their preferences regarding appointed committee service by April 8. The Faculty Governance Committee will announce appointments by the May faculty meeting and the Chair of the Faculty shall record them in the May faculty meeting minutes.**
- 5.6. All offices for the same committee which have the same term shall be considered as one group in the election of ~~at large~~ faculty representatives to faculty committees. ~~Each division shall select one nominee for each vacant office.~~ Nominees receiving the highest numbers of votes in the general election shall be elected.
- 6.7. No persons may be elected or appointed to any faculty position without their consent.
- 7.8. Student members of faculty committees will be chosen by the Student Congress from among those students in good standing petitioning for the positions.
9. **Administrative appointments for the coming year will be announced by the administration by July 5.**

B. Vacancies

In the event of a vacancy in any faculty office or committee after the spring elections, the Chair of the Faculty will send out a general call for nominations to the appropriate division members. The ~~chair~~ **Chair of the Faculty** will then conduct ~~an a divisional or general~~ election by electronic ballot. If there is only one nominee for a vacancy, the Chair of the Faculty may appoint that person to the position, subject to the approval of the faculty at its next faculty meeting.

C. Special Elections

Other special elections may be held at the discretion of the Chair of the Faculty or at the direction of the faculty.

VII. ~~University Standing~~ Committees

There are four ~~three~~ categories of ~~Standing~~ Committees:

~~Coordinating~~ **Core Faculty** Committees (Article VIII)

These committees will supervise and integrate, singly or in conjunction, the formulation and execution of policy in ~~five four~~ areas: ~~curriculum, faculty personnel and policy, student academic life, faculty development and faculty governance, academic policy and planning, operations, scholastic life and academic atmosphere, and faculty.~~ Curricular policy and planning, faculty personnel policy and review, student academic life, faculty development. **These committees** They shall recommend all policies to the faculty for adoption. **These committees** They shall be responsible for the interpretation of policy in their respective areas.

They shall consider all issues submitted by the faculty members or referred by the Chair of the Faculty. They shall report to the faculty at each faculty meeting.

Membership on Core Faculty Committees is by election by the entire voting faculty.

University-wide Committees (Article IX)

These committees, in order to carry out their function, need to have broad representation from most major constituencies on campus. The nature of the responsibilities university-wide committees encompass a broader purview than the Core Faculty, Standing Appointed and those handbook committees appointed as needed.

~~Executive~~ **Standing Appointed Committees (Article X ~~X~~)**

These committees will carry out specific policies and programs in the areas of their respective assignments. They shall submit their policy recommendations to the relevant **Core Faculty ~~coordinating~~ Committees** for consideration, and they may report such recommendations directly to the faculty. Upon request of the appropriate **Core Faculty ~~coordinating~~ Committee** they shall present a report of their particular actions. **They shall consider all issues submitted by faculty members or referred by the relevant Core Faculty Committees or the Chair of the Faculty.**

These committees may be assisted in the execution of their duties by an administrative director appointed by the President.

Membership on Standing Appointed Committees is based on appointment by the Faculty Governance Committee considering individual interest and institutional need after elected committees have been seated.

~~Committees of the Administration~~ **Committees appointed as needed (Re-occurring ad-hoc) (Article XI ~~X~~)**

These committees would not necessarily need to meet each year, however, oversee areas that faculty may periodically want to provide input and as such are described to streamline appointment to them in years where the need is known or arises during the year. Faculty members and administrators with issues under the mandate of each committee make a request to the faculty governance committee to appoint the committee. Such request must suggest an anticipated length of needed service. Every effort should be made to identify the need by spring break of the previous year for anticipated issues spanning at least one semester of the coming academic year.

Membership on Committees appointed as needed is based on appointment by the Faculty Governance Committee in consultation with the Core Faculty Committees considering individual interest and institutional need after elected committees have been seated.

~~These are committees created by the administration that the faculty has agreed to participate in, and all are governed by guidelines listed in this Article. Except when otherwise indicated in the committee descriptions below, each faculty member of an administration committee shall be elected and shall serve in accord with the Procedures of Article VI of the faculty By-Laws. Terms of service are subject to amendment at the discretion of the administration committees, the President, or the Board of Trustees.~~

A. Delegation of Powers

Faculty committees may delegate matters of specialized study, program direction, and administration to ad hoc or permanent sub-committees. (The members of such sub-committees need not be members of the committee making the delegation.)

B. Eligibility, Restrictions, Terms

- 1. Faculty members must be tenured to serve on the Grievance Committee and Faculty Governance and Policy Committee.**
- 2. Faculty members must be tenured or in at least the seventh year of full-time status to be eligible for election to any of the other Core faculty Faculty Committees.**
- 3. Faculty members appointed to tenure-track and term positions are eligible for service on appointed committees. Usually faculty tenured faculty members or those in at least the seventh year of full-time**

status serve on University-wide Committees.

4. **Faculty Personnel and Policy Committee may have representation from no more than two individuals serving from the same department all other elected and appointed committees will have no more than one individual serving from a the same department.**
 1. ~~Faculty members appointed to tenure-track and term positions are eligible for elected positions on most faculty committees, except where otherwise noted in these By-Laws. For example, The Committee on Faculty [see Article VIII.B.2] and the Grievance Committee [see Article VIII.H of the Personnel Policies] are limited to tenured members of the faculty. A faculty member must be tenured or in at least the seventh year of full-time faculty status to be eligible for election as an at-large representative to the Committee on Academic Policy and Planning (CAPP), the Committee on Management of Academic Operations (MAO), the Student Life and Academic Atmosphere Committee (SLAAC), the Internal Grants Committee (IGC), or the Committee on Administration (COA).~~
 2. ~~All faculty members are eligible for appointed positions on faculty committees where such positions exist and subject to restrictions that may be imposed on each committee.~~
 3. ~~5. All terms of service on faculty committees filled by elections shall be **two** three years, unless otherwise specified. Members may be re-elected to **one successive term. After a break of at least one year faculty members may choose to stand for election again.**~~
 4. ~~6. No faculty member may serve on more than one elected position. Faculty members holding elected positions should not be assigned to appointed committee positions by Faculty Priorities and Governance (FPG). Eligible faculty members should only be appointed to one governance committee by Faculty Priorities and Governance (FPG). Faculty Priorities and Governance should strive to have the overall appointed committee membership represent the balance of tenured to untenured faculty present in the faculty at the time appointments are made. No faculty member may serve in an elected position on more than three committees or on more than one coordinating committee.~~
 5. ~~7. A faculty member may not run for election or be appointed to any committee if they are scheduled to be on leave or have an approved leave (e.g. pre-tenure leaves, sabbatical leaves, leaves for renewable term faculty members, pre-retirement leaves, and special leaves) during the two-year term of service. A faculty member may not run for election to any Standing Committee in the year preceding an approved leave (e.g., pre-tenure leaves, sabbatical leaves, leaves for renewable term faculty members, pre-retirement leaves, and special leaves).~~
 8. **Representatives to committees will do their best to consider the broad needs of students, the faculty, the administration and the institution in making decisions.**

C. Election of Officers of Faculty Committees

The chair and secretary of a faculty committee shall be chosen from the elected faculty members at the last meeting of the previous academic year except where otherwise specified. ~~A faculty member must be tenured or in at least the seventh year of full-time faculty status to be eligible to chair the Committee on Academic Policy and Planning (CAPP), the Committee on Management of Academic Operations (MAO), the Student Life and Academic Atmosphere Committee (SLAAC), the Internal Grants Committee (IGC), or the Committee on Administration (COA). No person shall serve two years in succession.~~ Officers of committees shall have voting rights.

D. Communications and Reports

Minutes of ~~all~~ ~~coordinating~~ committees shall be made available to all members of the faculty, unless restricted access is required due to confidentiality considerations. **Where confidentiality is a concern, a list of topics discussed must be posted. Committees should strive to approve minutes from the previous meeting at the next meeting.**

Each **core faculty coordinating** committee shall report **at all regularly** at faculty meetings. **Other committees meeting through out the year should report at least once a semester.**

By May 15 of each year all committees that met at any time during the academic year will submit an approximately two page annual report. These reports should include a bulleted list of decisions made, pending issues, and recommendations about when issues that need to be revisited or assessed in the future and on what schedule that review is recommended.

Each committee should maintain a list of membership responsibilities that is consistent with the committee's function and charge. These descriptions should available to all members of the faculty and should be shared with all members of the committee and Faculty Priorities and Governance annually.

E. Creation of New Committees

The faculty may create new committees whose members shall be elected by the faculty, except in cases where the faculty, by a two-thirds vote of those present and voting, shall authorize some other procedure.

XII. Standing Rules

A. The regular meeting of the faculty shall be held one a moth during the academic year. The time and place of these regular meetings shall be determined and announced by the Chair of the Faculty to all faculty members by May 1 of the previous academic year. **Also, by May 1, the Chair of the Faculty will announce for the coming year at least one open discussion time per month, which can be used by committees to facilitate conversations leading up to governance work that may require a vote.**

The complete content of Article VIII Coordinating Committees will be replaced with the following:

Article VIII Core Faculty Committees

A. Faculty Priorities and Governance (FPG)

1. Function: This committee oversees the faculty governance system and meets regularly to engage in or delegate strategic planning matters for the faculty. The committee regularly considers how to balance major faculty conversations and other faculty business over the course of the academic year. Additionally, this committee serves as a convenient venue for committees to share information and concerns. Faculty Priorities and Governance (FPG) decides how the faculty should address issues that do not clearly fall within the purview of existing committees or whose impact would overlap the charge of multiple committees. The committee will assist the administration in directing its inquiries and requests for input to the appropriate faculty committee and, where necessary, in balancing faculty service and interest. Faculty Priorities and Governance (FPG) makes faculty service assignments to standing and committees appointed as needed in consultation with the Core Faculty committees.

The following Standing Appointed committees report to Faculty Priorities and Governance (FPG): Honorary Degree & University Occasions.

The following committees appointed as needed (re-occurring ad-hoc) report to Faculty Priorities and Governance (FPG): Hartman Center, Nature Park and Arts Advisory.

A member of Faculty Priorities and Governance (FPG) should be assigned as a liaison to each standing and ad-hoc appointed committees when formed.

2. Membership:

Faculty membership: One representative (*not the chair*) from the core committees: Curricular Policy and Planning (CPP), Faculty Personnel Policy and Review (FPPR), Faculty Development (FD), and Student Academic Life (SAL). Two directly elected faculty members, and the Chair of the Faculty for a total of seven (7) faculty members. All representatives serve for two years to facilitate continuity on the committee.

Administrative members ex officio (without vote): The President, VPAA and Chair of Chairs.

Student members: (none)

B. Curricular Policy and Planning (CPP)

1. Function: This committee shall be responsible for general and long-range academic policy. 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, ROTC, Experimental Division, University Studies, Extended Studies, graduation requirements, pre-professional programs, and other programs of similar relevance to academic policy. All new majors and minors, whether departmental or interdisciplinary in nature, shall be considered by Curricular Policy and Planning and subsequently voted on by the faculty. This committee will review reports from external review of departments and programs to facilitate their overall supervision of the academic program. Furthermore, this committee shall be 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.

The following Standing Appointed Committees report to Curricular Policy and Planning: Tenure Line, Curricular and Calendar Oversight (CCO), and W Program.

The following committees appointed as needed (re-occurring ad-hoc) report to Curricular Policy and Planning: Admissions, Library and Academic Technology, Advising and Teacher Portfolio Review.

A member of Curricular Policy and Planning should be assigned as a liaison to each standing and ad-hoc appointed committees when formed.

2. Membership

Faculty membership: Five (5) elected representatives, each division must be represented.

Administrative members ex officio (without vote): VPAA or representative, Dean of the School of Music or representative, Registrar.

Student members: two (2) appointed by Student Congress.

C. Faculty Personnel Policy and Review (FPPR)

1. Function: The committee shall represent the faculty by (a) recommending policy and procedures for personnel decisions to the faculty; (b) communicating procedures for personnel decisions to faculty members; (c) ensuring that candidates interviewing for initial appointment are informed of the procedures and criteria by which they will be evaluated; (d) considering evidence and testimony and consulting with and making recommendations to the President of the University in the following areas: appointment of new faculty members when requested by the Vice President for Academic Affairs; retention, advancement to

tenure, promotion and dismissal of faculty members; and appointment, reappointment, and evaluation of department chairs; (e) considering the legal propriety and risks of all faculty personnel procedures, including those at the school and department level; and informing all faculty participants in personnel procedures of possible legal concerns. The committee should be informed by a lawyer knowledgeable in the application of law to institutions of higher education. No members of Faculty Personnel may participate at the Faculty Personnel level in matters related to their departments or school.

Faculty Personnel Policy and Review and Faculty Development must work in concert so that the implications of personnel expectations receive faculty development support and so that major resources provided to a faculty member through faculty development opportunities are able to be included in personnel reviews.

The following Standing Appointed Committees report to Faculty Personnel Policy and Review: none

The following committees appointed as needed (re-occurring ad-hoc) report to Faculty Personnel and Review: none.

2. Membership

Faculty membership: Nine (9) elected representatives with a minimum of one from each division.

Administrative members ex officio (without vote): VPAA.

Student members: none

3. Organization and Orientation

- a. Members of the committee shall be elected by the faculty during the spring election (described in Article VI.).
- b. The committee of the coming year shall elect as its chair a member with experience on the committee.
- c. A quorum shall consist of the six committee members.
- d. At a meeting early in the academic year, there shall be an orientation to the work of the committee in which both faculty members of the committee and administrators will discuss their respective roles; the personnel decision calendar; types of admissible evidence; hypothetical difficult cases and the procedures for dealing with such; and legal guidelines and risks.

4. Subcommittees. Faculty Personnel Policy and Review (FPPR) may form subcommittees (e.g., those to consider interim reviews, candidate interviews, review of school deans or department chairs), but the committee shall act on all recommendations.

5. Responsibilities and Privileges of the Chair

- a. The chair with the Vice President for Academic Affairs shall arrange the agenda of the committee, setting the calendar for its orientation, the evidentiary and deliberative sessions, and shall arrange the keeping of personnel documents.
- b. The chair shall preside at the sessions of the committee and report to the faculty and the University community regarding the progress of the committee.
- c. The chair assisted by designated members of the committee shall provide notice and guidance to those participating in personnel matters (school or department personnel committees, nominations for promotions, candidates for personnel action, etc.) regarding the time and form of recommendations, procedures for gathering and evaluating evidence, and statement of reasons for the recommendations.

6. Committee on Faculty Personnel Policy and Review Coordinator

- a. The coordinator shall be a staff person provided by the office of the Vice President for Academic Affairs.
- b. The coordinator shall attend and keep the minutes of the committee.
- c. The coordinator shall assist the chair, the Vice President for Academic Affairs, and the chairs of subcommittees in preparing and maintaining documents, including model documents that might be helpful to the school or department personnel committees, to recommenders, and to candidates for personnel actions, and in communicating with others participating in personnel matters.

D. Faculty Development (FD)

1. Function: This committee shall plan and execute faculty development programs within the University and coordinate institutional programs with faculty development programs of outside agencies. The committee will consult with Faculty Personnel in establishing policies for faculty development.

This committee shall make recommendations to the President of the University concerning the granting of institutional research and development resources, leaves of absence, and selection of institutional nominees for grants or awards given by outside agencies. Policies and procedures of internal funding-programs are outlined in detail on the Academic Affairs website.

Faculty Personnel and Faculty Development must work in concert so that the implications of personnel expectations receive faculty development support and so that major resources provided to a faculty member through faculty development opportunities are able to be included in personnel reviews.

The following Standing Appointed Committees report to Faculty Development: none

The following committees appointed as needed (re-occurring ad-hoc) report to Faculty Development: none.

A member of Faculty Development should be assigned as a liaison to each standing and ad-hoc appointed committees when formed.

2. Membership

Faculty membership: Five (5) elected representatives, each division must be represented.

Administrative members ex officio (without vote): Dean of the Faculty or representative, Faculty Development coordinator.

Student members: none

E. Student Academic Life (SAL)

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

This committee, with faculty approval, shall deal with policies, guidelines, and information on all factors affecting student life and campus-wide academic atmosphere; these factors include policies stated in the [Student Handbook](#) (e.g., academic dishonesty, the student judicial process, or sexual harassment), policies on campus-wide academic atmosphere (e.g., collecting data on University-wide GPAs or studying the effects of social activities on classroom work), policies related to international student life, and policies which encourage faculty-student interactions which foster the intellectual life of the University.

This committee shall coordinate the faculty representation on those committees, councils, and boards which supervise student life and campus-wide academic atmosphere issues participated in jointly by faculty members and students including the University Review Committee, which deals with grade grievances and cases of academic integrity (See the [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.

The following Standing Appointed Committees report to Student Academic Life: Academic Standing and Petitions Committee, Student Publications, and Athletic Board.

The following Committees appointed as need (recurring ad-hoc) report to Student Academic Life: none.

A member of Student Academic Life should be assigned as a liaison to each standing and ad-hoc appointed committees when formed. Additionally Student Academic Life should appoint a liaison to Diversity and Equity.

2. Membership

Faculty membership: Five (5) elected representatives.

Administrative members ex officio (without vote): Dean of Academic Life, VP for Student Life or Representative.

Student members: two (Student Body President and one other appointed by Student Congress)

F. Grievance Committee

1. Function: The Faculty Grievance Process provides eligible faculty members an opportunity for review of recommendations of Personnel regarding their employment with the University, or of other personnel decisions such as changes in job status or responsibilities that directly relate to their employment with the University. The Grievance Committee operates through three-member Mediation Panels and five-member Appeals Panels, on which its members serve. Mediation Panels attempt to facilitate mutually agreeable resolutions of matters brought before them. Appeals Panels review recommendations and offer their resolution to President if mediation is unsuccessful. For a completed description of the function, membership and processes of this committee, see Article VII of the Personnel Policies: Faculty Grievance Process.

2. Membership

Faculty membership: Eight (8) elected representatives, two from each division and eight (8) elected alternate representatives, two from each division ideally from sixteen different departments although no more than two may be from a single department.

The complete content of Article IX Executive Committees will be replaced with the following:

Article IX University-wide Committees

A. University Strategic Planning Committee (USPC)

1. Function: The University Priorities/Strategic Planning will consider long-term initiatives and priorities of

the University in service of its mission and ambitions. Annually, USPC will consider information provided by the VPFA, VP for Admissions and VP for Development on potential available University resources, and will consider long-term needs, expenditures, and requirements of the University. At the end of the fall semester after hearing reports on area needs and the status of new and proposed initiatives, USPC will deliver a report to the University President offering recommendations on University resource allocations and the status of funding for long-term needs and initiatives. The President will offer a timely response to the USPC report. The USPC report and the President's response will be made available to the entire DePauw University community and will be forwarded to the Board of Trustees prior to their February Board meeting. USPC will consider student enrollment targets, tuition rates and student financial aid, faculty and staff salaries and benefits, faculty development academic program support, student life and residential programs, the physical plant and deferred maintenance, sustainability, auxiliaries, and the library and information services.

2. Membership: Composed of [seven] senior administrators (Vice President for Finance and Administration, Vice President for Academic Affairs, Vice President for Development, Vice President for Student Life and the Associate Vice President for Facilities), [seven] faculty members, [three] students, and [two] staff representatives, and staffed by the AVP for Finance.

Faculty membership: Chair of the Faculty, member of Curricular Policy and Planning, member of Faculty Development, and four (4) faculty members elected directly, for a total of seven (7) faculty representatives.

Administrative members:

Voting: seven (7) senior administrators: Vice President for Finance and Administration, Vice President for Academic Affairs, Vice President for Development, Vice President for Student Life and the Associate Vice President for Facilities.

Student members: Three (3)

Staff members: Two (2)

B. Diversity and Equity

1. Function: 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.

2. Membership

Faculty membership: Three (3) appointed full-time faculty members, one (1) appointed part-time faculty member.

Administrative members:

Voting: two (2) administrators appointed by the President, Director of Human Resources, Director of Multicultural Affairs

Ex officio (without vote): VPAA or representative, Dean of the School of Music or representative.

Student members: two (2) appointed by Student Congress.

Staff members: two (2) hourly staff members appointed by the Hourly Support Staff Committee.

C. Sustainability

1. Function: Coordinates the University’s sustainability efforts.

2. Membership

Faculty membership: Three (3) appointed representatives.

Administrative members:

Voting: Director of Sustainability.

Ex officio (without vote): VPAA or representative.

Student members: two (2) appointed by Student Congress.

D. Honorary Degrees and University Occasions

1. Function: This committee solicits suggestions for campus convocation speakers and events with either small-group or campus-wide appeal. It then approves and funds programs that, with the President, it determines to be beneficial to the University community.

Also, this committee shall call for nominations for candidates for honorary degrees. Nominations should be solicited from the faculty, students and Board of Trustees. After review the committee will present a slate of candidates to the faculty for recommendation to the Board of Trustees. The Trustees and faculty delegate the approval of an honorary degree for the commencement speaker to a joint subcommittee of the Nominations and Trusteeship of the Board of Trustees, composed of three Trustees, including the Chairman of the Board and the three faculty members elected to the Committee on Honorary Degrees. An affirmative vote shall require approval of four of the six members.

This committee reports to Faculty Priorities and Governance (FPG)

2. Membership

Faculty membership: Three (3) appointed representatives.

Administrative members:

Voting: The Coordinator of Convocations, The President of the University.

Ex Officio (without vote): The Director of Media Relations, VPAA or representative.

Student members: two (2) appointed by Student Congress, one of whom must be a senior.

End substitution for Article IX.

The complete content of Article X Committees of the Administration will be replaced with the following:

Article X Standing Appointed Committees

A. Tenure-line (Standing appointed)

1. Function: Recommends how to best allocate new and vacated faculty tenure track lines to best support the University curricular objectives.

This committee reports to Curricular Policy and Planning (CPP).

2. Membership

Faculty membership: Four (4) appointed representatives, one from each division.

Administrative members:

Voting: none.

Ex Officio (without vote): VPAA or representative.

Student members: none.

B. Course and Calendar Oversight Committee (CCOC)

1. Function: This committee shall supervise the independent major, calendar, scheduling, individual course changes, approval of individual courses, the grading system, and comprehensives. The committee will be consulted concerning changes to the registration process and classroom assignments.

This committee reports to Curricular Policy and Planning (CPP).

2. Membership

Faculty membership: Four (4) appointed representatives, one from each division.

Administrative members:

Voting: none

Ex Officio (without vote): VPAA or representative, Dean of the School of Music or representative, Registrar.

Student members: Two members appointed by Student Congress.

C. Writing Program

1. Function: Oversees all aspects of the writing program including supporting the W competency, faculty development programming to support the program, reviewing guidelines and the program more generally. Oversees and supports the Writing in the Major (WIM) programs. Oversees and supports the curricular aspects of the first-year seminar program (FYS).

This committee reports to Curricular Policy and Planning (CPP).

2. Membership

Faculty membership: Three (3) appointed representatives.

Administrative members:

Voting: Director of the Writing Program, Administrator of the FYS program, the Writing Center Director.

Ex Officio (without vote): VPAA or representative, A librarian.

Student members: none.

E. Academic Standing/Petitions

1. Function: This committee shall consider all matters affecting academic classification and academic

standing of students. It oversees the application of Satisfactory Academic Progress (SAP) criteria and actions (warning, probation and suspension) and reviews appeals and readmission applications from students suspended for failing to meet these criteria. Additionally, this committee shall consider and decide upon student petitions concerning academic matters as detailed in the University Bulletin.

This committee reports to Student Academic Life (SAL).

2. Membership

Faculty membership: Three (3) appointed representatives.

Administrative members voting: none. **Ex Officio (without vote):** VPAA or representative, VP for Student Life or representative, Dean of the School of Music (for music students only), Representative from Financial Aid, Associate Registrar.

Student members: none.

The Associate Registrar convenes the meetings and manages committee business.

F. Student Publications

1. Function: This committee shall exert final authority over *The DePauw* and the *Mirage*. The board functions much as would the owner of a private publishing operation except that it does not dictate editorial policy.

This committee reports to Student Academic Life (SAL).

2. Membership

Faculty membership: Three (3) appointed representatives.

Administrative members

Voting: A permanent treasurer appoint from the faculty by the President. Instructor of journalism courses.
Ex Officio (without vote): VPAA or representative.

Student members: three (3) appointed by Student Congress, one each from the sophomore, junior and senior class. One student must be actively engaged in *The DePauw* or *Mirage*.

G. 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.

This committee reports to Student Academic Life (SAL).

2. Membership

Faculty membership: One (1) appointed representative, two Faculty Athletic Representatives (FAR).

Administrative members:

Voting: Advisor for the Student-Athlete Advisory Committee (SAAC)

Ex Officio (without vote): Director of Athletics; the Director of Alumni Relations; VPAA or representative

Student members: one student appointed by SAAC

End substitution for Article X.

A new Article XI Committees appointed as needed (re-occurring ad-hoc) will be inserted:

Article X Committees appointed as needed (re-occurring ad-hoc)

A. Library and Academic Technology

1. Function: This committee will advise the Dean of the Libraries and the Chief Information Officer on matters related to the libraries, technology and associated support services that impact, or have the potential to impact, teaching, learning and research.

This committee reports to Curricular Policy and Planning (CPP).

2. Membership

Faculty membership: Three (3) appointed representatives, one must be a librarian.

Administrative members:

Voting: Director of FITS (or other Chief Information Officer appointed Information Services designate)

Ex Officio (without vote): Dean of the Library, Chief Information Officer, VPAA or representative, University Representative.

Student members: two (2); one appointed by Student Congress, one appointed by the committee.

B. Advising

Function: The purpose of the 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 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.

Faculty membership: Three (3) appointed representatives.

Administrative members voting: Two (2) including a dean responsible for academic advising. **Ex Officio (without vote):** none. **Student members:** two (2) appointed by Student Congress.

C. Teacher Portfolio Review

1. Function: This committee will review the portfolios of students completing the bachelors of music education as required by the licensure requirements.

This committee reports to Curricular Policy and Planning (CPP).

2. Membership

Faculty membership: Three (3) appointed representatives.

Administrative members:

Voting: Two members of Education Studies.

Ex Officio (without vote): VPAA or representative.

Student members: none.

D. Admissions

1. Function: Provides perspective when changes to admission standards are considered.

This committee reports to Curricular Policy and Planning (CPP).

2. Membership

Faculty membership: Three (3) appointed representatives.

Administrative members

Voting: Vice President for Admissions and Financial Aid or Representative.

Ex Officio (without vote): VPAA or representative.

Student members: one appointed by Student Congress

E. Hartman Center

1. Function: The role of the Hartman Center Steering Committee is to evaluate and develop Hartman Center programs. Additionally, this committee will develop long-range plans for the center.

This committee reports to Faculty Priorities and Governance (FPG).

2. Membership

Faculty membership: Three (3) appointed representatives.

Administrative members:

Voting: Director of Civic Operations, a faculty member representing the Indiana Campus Compact, a Cultural Resource Center representative, a member of the Greencastle community.

Ex Officio (without vote): VPAA or representative.

Student members: Three (3) representing, Bonner Scholars Program, Community Outreach and Winter Term in Service. Two (2) appointed by Student Congress.

F. Nature Park

1. Function: This committee advises the Nature Park staff and University administration on matters of planning, policy, and procedures, and assists in formulating plans, goals, and priorities, and in determining the overall role of the Nature Park in providing education, research, reflection, and recreation for the members of the University and neighboring communities.

This committee reports to Faculty Priorities and Governance (FPG).

2. Membership

Faculty membership: Three (3) appointed representatives, one must be from Biology.

Administrative members:

Voting: One (1) representative appointed by the President in consultation with the Mayor of Greencastle, the Director of the Janet Prindle Institute for Ethics or representative, Vice-president for Student Life or representative. **Ex Officio (without vote):** Nature Park Manager/Ranger, Associate Vice President for Facilities or representative, VPAA or representative, and Emergency Management Coordinator.

Student members: two (2) appointed by Student Congress.

G. Arts Advisory

1. Function: DePauw University owns and stewards a large collection of visual art, including but not limited to painting, photography, sculpture, and large-scale artistic productions. The University seeks to maintain this collection for pedagogical purposes and displays pieces of the University’s collection, and works on temporary loan, in and on University property. The committee is charged to offer advice and recommendations regarding the long-term installation or display of University-owned visual art on the campus and in campus buildings, excluding faculty-directed art, art produced by students or faculty as part of the art curriculum, and art displayed in the University galleries as part of a curated exhibit.

This committee reports to Faculty Priorities and Governance (FPG).

2. Membership

Faculty membership: Three (3) appointed representatives.

Administrative members:

Voting: none

Ex Officio (without vote): VPAA or representative.

Student members: Two (2), one appointed by Student Congress and one appointed by the Department of Art and Art History

End new for Article XI.

Existing articles XI, XII and XIII will be renumbered to XII, XIII and XIV respectively to allow for the additional section.

Article VII of the Personnel Policies: Faculty Governance Process:

H. Grievance Committee Membership and Selection

The Grievance Committee will consist of eight (8) elected representatives and eight (8) alternates, all elected from the full-time tenured faculty (i.e., those holding positions described in Article 1.B.1.a(1)(a) of the Personnel Policies). Each of the four University divisions will have two Grievance Committee members and two alternates elected annually by the full-time faculty members ~~within the division~~. **Ideally from sixteen different departments although no more than two may be from a single department.**

Appendix E: Broad Rationale, List of Guiding Principles and Frequently Asked Questions (FAQ) Regarding the Proposed New Governance Model (from FGSC)

Rationale and Introduction

This governance restructuring has percolated for a long time. Beginning with the January Intellectual Life Working Group (whose report was released in February 2011), and then continuing over the course of AY2013-14 the Faculty Governance Steering Committee (FGSC) began seriously considering options for streamlining our structure and consolidating committees. In May 2014 FGSC released a survey to provide broad based feedback to inform models for change. FGSC members who were available over the summer 2014 worked to develop models for consideration.

At this moment, there are two main driving forces for a proposed change to our faculty governance structure. First, there is some general dissatisfaction with our current system including routine difficulty getting individuals to serve. This means service is increasingly performed by a smaller and smaller fraction of the faculty. This declining support of the system means our decisions do not benefit from a wide range of perspectives and there is considerable workload imbalance. Second, as became clear from fall 2014 semester discussions, faculty members would like to have a stronger voice in framing recommendations to the Board of Trustees, especially regarding strategic directions for the institution. One of the exciting challenges of working at a vibrant university such as ours is, even as our endowment continues to grow, the community will always have ideas we would like to pursue that demand more resources than exist.

Drawing on these thoughts, FGSC has kept the following two key principles forefront as the committee developed and refined the model in this proposal:

- Shared governance requires that faculty members participate in the process and be active members of committees on which they serve. The private liberal arts environment is unique in higher education in the magnitude of involvement of the faculty as a whole in the decisions that guide the institution.
- Governance work should be meaningful. Faculty should be willing to delegate appropriate aspects of committee work to administrative structures so as to have time to focus on meaningful strategic decisions about the direction of issues under faculty purview. At the same time, faculty should retain sufficient oversight as to own those aspects of University governance that rightly fall in their domain.

A third principle that FGSC tried to address yet may still need refining:

- Committee names should be clear, reflective of committee charges and the community should strive to refer to committees by name rather than solely abbreviation.

FGSC has refined the current Governance proposal over much of the current academic year, informed by

- the January 2011 Intellectual Life Working Group Report,
- the work of the FGSC and other committees consulted during AY2013-14,
- the May 2014 faculty governance survey completed 104 colleagues,
- the Fall 2014 campus discussions including conversations in September, open meetings in October, post-faculty meeting discussions in November and open meetings in November,
- a joint Committee on Administration (COA), FGSC, President Casey, VPAA Stimpert discussion December 15,
- the February 2015 post faculty meeting discussion,
- the COA February 3 meeting discussion,
- many FGSC meetings, most recently those held Feb 2, Feb 16 (included President Casey and VPAA Stimpert), Feb 24/25, and
- additional feedback received up through Feb 24.

As is typical of all broad attempts at reform, not every member of the FGSC would choose each individual change suggested in the overall proposal. There are many compromises reflected. Still FGSC is in unanimous

agreement that collectively this proposal represents positive changes to better support a healthy governance structure. Collectively, the members of FGSC submit this proposal to the faculty for formal consideration.

We would like to remind our colleagues, amendments may be proposed to this structure. Robert's Rules also allows for a substitute motions. The purpose of advance notice is to get a concrete proposal before the faculty with of time for careful consideration and conversation before a debate and vote. Other than answering brief clarifying questions we will not be speaking to or discussing this proposal either during the March faculty meeting or at the conclusion of regular business. We have set aside Wednesday March 18 at 4 pm in the Julian Auditorium for open discussion and we welcome feedback throughout the month. Changes that do not change the scope of the proposal can be made both in advance of the April meeting and during debate at the April meeting via amendment. If a change would represent a change in scope we would need to consider April as the start of advance notice for a vote in May.

In support of the new committee structure FGSC developed and refined the following guiding principles:

1. Core Faculty committees (Faculty Priorities and Governance (FPG), Curricular Policy and Planning (CPP), Faculty Personnel Policy and Review (FPPR), Faculty Development (FD) and Student Academic Life (SAL)) membership and Chair of the Faculty will be via election by all voting faculty members.
2. Grievance Committee membership will be via election by all voting faculty members.
3. Faculty membership on the University Strategic Planning Committee (USPC) will be either by direct election in the case of four elected members and the Chair of the Faculty or indirect election in the case of the Curricular Policy and Planning (CPP) and Faculty Development (FD) representatives.
4. Terms of service will be two years. To be eligible for service a faculty member may NOT have a leave scheduled during the term. Faculty representatives may run for re-election once (for a total of four years of service). After two consecutive terms a gap of at least a year is required before running for re-election.
5. There will be four divisions. Faculty colleagues will choose the division that best fits with their intellectual interests. In some departments it is likely that all faculty members will be in the same division, in others colleagues may be spread across multiple divisions. The divisions will exist to make sure committees where broad curricular perspectives are critical to the work of the committee (Curricular Policy and Planning (CPP), Faculty Personnel Policy and Review (FPPR), Faculty Development (FD), Course & Calendar Oversight (CCO)) have those perspectives represented. Divisions will be (a) arts, (b) humanities, (c) mathematical, computational and natural sciences, and (d) social sciences. Because broad-based representation is established via departmental representation rather than divisional representation divisions need not be similar in size.
6. Ballots will include a short description of the position to help individuals make informed choices with regard to their representatives.
7. Curricular Policy and Planning (CPP), Faculty Development (FD) and Student Academic Life (SAL) will have five (5) elected members. Faculty Personnel Policy and Review (FPPR) will have nine (9) elected members.
8. Members of the Grievance Committee and the Faculty Personnel Policy and Review (FPPR) committee must be tenured. Members of the other Core Faculty committees and the University Strategic Planning Committee must be tenured or in the seventh year of full time service.
9. Curricular Policy and Planning (CPP), Faculty Development (FD), Faculty Personnel Policy and Review

(FPPR) and Course and Calendar Oversight (CCO) will have at least one representative from each division.

10. Generally, committee members must come from different academic departments such that a committee of five would have representation from five different departments. There are two exceptions. Faculty Personnel Policy and Review (FPPR) will strive to have membership from seven different departments but may have no more than two representatives from a single department. The second exception is Grievance that will strive to have membership from sixteen different departments (eight members and eight alternates) but may have no more than two representatives from a single department.
11. Faculty Priorities and Governance (FPG) will be made up of one representative (*not the chair*) of Curricular Policy and Planning (CPP), Faculty Personnel Policy and Review (FPPR), Faculty Development (FD) and Student Academic Life (SAL), two (2) directly elected colleagues and the Chair of the Faculty (who is also elected) for a total of seven (7) faculty members all serving staggered two year terms.
12. The faculty representation on University Strategic Planning Committee will consist of the Chair of the Faculty, four (4) directly elected representatives and the chairs of Curricular Policy and Planning (CPP), and Faculty Development (FD) for a total of seven (7) faculty members.
13. Service on governance committees is expected; how often is based on balance of committee positions and eligible colleagues. Every February, data will be provided reminding faculty of the number of governance positions for tenured and untenured colleagues along with the number of faculty not-on-leave for the coming year. With 31 elected positions, each with terms two years in length, over the course of a six-year cycle there will be 93 positions being elected. Given there are currently approximately 170 tenured faculty, a rough calculation suggests that every tenured faculty member would be expected to serve one two year term between each sabbatical leave.
14. All faculty members not scheduled for a leave in either of the coming two academic years will submit a service statement listing any on-going service commitments, such as chair or program director duties, elected faculty committee responsibilities, and their interest regarding the list of appointed committees by approximately April 15 each year. Faculty Priorities and Governance (FPG) in consultation with Core Faculty committees will use these statements to populate the standing appointed committees and make potential lists for the committees appointed as needed (re-occurring ad-hoc) with colleagues NOT elected to the core committees.
15. Faculty Priorities and Governance (FPG) should strive to balance the overall committee representation on appointed committees parallel to the balance of tenured and untenured colleagues in the full-time faculty.
16. Representatives to committees will do their best to consider the broad needs of students, the faculty, the administration and the institution in making decisions.
17. In the interest of transparency, committee summary minutes will be posted to the faculty governance Moodle site within a week of being approved by the committee. Committees may withhold confidential data but should still provide a list of topics discussed. Committees should strive to approve minutes from one meeting at the next meeting.
18. Annually all committees will submit an approximately two page annual report, to include a bulleted list of decisions made, pending issues, and recommendations about issues that need to be revisited or assessed in the future and on what schedule that review is recommended.
19. Each committee should maintain a list of membership responsibilities that provide key nuts and bolts

information in support of the committee function, particularly critical for the committee chair and on Core Faculty committees and the representative to Faculty Priorities and Governance (FPG).

20. In addition to scheduled faculty meetings, there will be one scheduled time per month for open conversation announced in May along with the faculty meeting schedule for the coming year. If not needed, this meeting be canceled, still it provides a standing time for faculty wide discussions as needed but avoids governance meeting “burn out.”
21. With regard to **student membership** on committees the expectation is that membership will be similar to what currently exists. Student membership will be considered when forming new committees and whether appropriate for existing committees that currently have no student members.
22. With regard to **administrative** and **staff** membership on committees, the expectation is that membership will be similar to what currently exists. Membership will be considered when forming new committees and whether useful for existing committees currently have no administrative and/or staff members.
23. Elected faculty representatives should attend all meetings of the Board of Trustees. The Chair of the Faculty and the two other faculty members elected to Faculty Priorities and Governance (FPG) will serve as these representatives. These elected positions will be described as such on the ballot.
24. Since part-time faculty members contribute to the institution they should have a voting rights when teaching in a continuing position. In other words, they are eligible if teaching at least the equivalent of 50% of a full-time load, or in any active semester after 12 semesters of teaching to the University at any percentage.
25. No changes are being proposed to the personnel process as part of this proposal. Any future changes should maintain our current principles of transparency to the candidate.

Frequently Asked Questions:

This proposal doesn't seem revolutionary, where are the significant changes?

- For the first time, the faculty will have a formal mechanism for contributing to the setting of university strategic priorities. As has always been the case, priorities developed on campus will be shared with the Board of Trustees, in consultation with the President. Ultimately, it is the Board's responsibility to set the priorities and strategic directions for the University but the goal is to have a regularized mechanism for input.
- The number of major of committee positions is reduced.
- The number of all committee positions is reduced.
- More flexibility in how committees are populated should allow more faculty members to serve in roles that are meaningful.
- Removing the two tiered election structure of divisional elections followed by at-large elections simplifies the structure.
- Governance structure and committee charges are being adjusted to support more effective committee work.
- We are working to have standing connection/conversation between the faculty and the board of trustees.
- General policies are being established to facilitate more effective multi-way information flow between committees.

I suggested a committee go away but I don't see that function yet removed from the model, why not?

While some consolidation or effective dissolution has occurred, our current FGSC hasn't yet consulted with each committee and confirmed that all of their work no longer needs committee oversight. So, for the time being we have tried to keep from losing sight of that work until we can address the specific need. We have suggested a combination of a few committees where there seemed to be natural synergies in the nature of their work. These changes have resulted in a reduction of five committees so far.

I was under the impression that the faculty would be presented with multiple models and we could vote for our favorite model. Why the change?

As FGSC began to discover the deep inter-related issues that needed to be considered with each model it became too daunting to develop multiple complete models. Instead, we opted for several open conversations that helped direct us toward a model that we perceived likely to garner the broadest support. Additionally, in investigating why Robert's Rules only allows for one option to be voted up or down, amended or a substitute offered, we realized that offering multiple models and allowing the faculty to vote for one of multiple options we could end up in a situation where the "winning" model did not receive a majority of votes cast. It seems problematic to enact a model that doesn't have the support of a majority of the votes cast.

What if I am generally supportive of this new vision but I find one aspect that I simply cannot support?

We encourage you to share your concern with the FGSC and your colleagues broadly. Additionally, it will be important to offer an alternative for what you see as a problematic aspect. If, during the month we can build consensus around an alternative, that alternative can be offered as an amendment to the motion and considered by the faculty. Our hope is before spring break we can provide any clarifications and/or anticipated amendments so everyone has a chance to carefully consider their position in advance of an April vote.

What is the current vision for the tenure-line committee, formerly RAS?

FGSC is still thinking about how to address the variety of concerns voiced. Our current Committee on Curricular Policy and Planning and Planning (CAPP), the parent committee that appoints the Resource Allocation Subcommittee (RAS), has had many conversations this year devoted to how best continue RAS's work moving forward. It is possible, that at a future time, a different model might be proposed, including the option of having the new Curricular Policy and Planning (CPP) committee doing this work themselves, rather than appointing a subcommittee as is done now. However, FGSC is sensitive to concerns raised generally about the consolidation of power into a small number of colleagues. FGSC and CAPP haven't fully resolved balancing consolidation of power concerns with the desire to have the process consider longer range broad institutional curricular needs that might be discussed.

How are we balancing the workload for the core faculty committees?

Where overlapping committee service supports affective governance we are recommending that representation be by someone other than the committee chair. Additionally, by reducing the number of positions and length of committee terms, along with establishing an expectation that all tenured colleagues serve colleagues should allow faculty to balance their committee service with their other professional interests and obligations.

Two-year terms of service seem short with regard to getting up to speed on the work of a committee, particularly the University Strategic Planning Committee (USPC). Were longer terms considered?

Yes, however, when trying to address the challenge committees face when there are few to no continuing members FGSC opted for the concept of a two-year term with no anticipated leave during the term and the possibility of re-election for one additional term. This problem stems from leaves that interrupt a colleagues' term of service or other unanticipated resignations. Re-election allows four (4) continuous years of service if there were no leaves but also allow individuals to move on if other professional interest were stronger. While it is true someone running might not be re-elected it allows individuals to vote their conscious about whether

having a recently experience colleague or a colleague new to the committee better represents their interests.

A previous draft of the restructure had all core faculty committees represented on the University Strategic Planning Committee (USPC), what was the rationale for the change?

Open meeting and other feedback indicated that faculty members were concerned about concentrating too much power in too few faculty representatives. The membership balance was changed to allow more direct representation, while keeping a voice from two Core Faculty committees. The two Core Faculty committees were chosen to most specifically represent a focus on faculty interests. Faculty Personnel Policy and Review (FPPR) was explicitly *not* chosen in order to respect AAUP (American Association of University Professors) guidelines that recommend promotion and tenure decisions be completely decoupled from budget processes. Again the recommendation is that the representatives from Curricular Policy and Planning (CPP) and Faculty Development (FD) will be different members of their respective committees than those who serve of Faculty Priorities and Governance (FPG).

How will the work of the University Strategic Planning Committee (USPC) be meaningful and not just another mildly advisory committee whose work is ignored?

As described in the committee description, “At the end of the fall semester after hearing reports on area needs and the status of new and proposed initiatives, USPC will deliver a report to the University President offering recommendations on University resource allocations and the status of funding for long-term needs and initiatives. The President will offer a timely response to the USPC report. The USPC report and the President’s response will be made available to the entire DePauw University community and will be forwarded to the Board of Trustees prior to their February Board meeting.” The availability of committee recommendations and President’s response to the community and the formal presentation of those recommendations to the Board of Trustees should make the work meaningful. Particularly, since the information is timed to be available to the Board of Trustees at the meeting they focus on budget and strategic planning.

Why does one have to be tenured or in at least the seventh year of full-time service to serve on an elected committee?

While we always hope conversations are cordial if difficult issues are raised, our current FGSC thought the value of protecting junior colleagues was important. Additionally, a healthy community supports allowing untenured colleagues time to both learn more about the culture of the institution and to establish their scholarly or creative agenda before taking on major committee service. The appointed committees will allow untenured colleagues to serve. Course & Calendar and Oversight (CCO), Diversity and Equity, Sustainability, and Honorary Degrees and University Occasions are just a few of the appointed committees with significant impact on our community. Our hope is the appointed process based on interest sheets will facilitate a more opportunities to serve than existed in the current elected processes where individuals wanting to show their willingness to serve often ran for every vacancy they were eligible to fill rather than strategically choosing service opportunities that were a match with individual interests. Finally, currently over 86% of our full-time faculty members are tenured or in at least the seventh year of full-time services so this requirement reminds tenured colleagues of the need to participate.

If the faculty wanted to open elected committee service to untenured colleagues, FGSC recommends that be considered for Student Academic Life (SAL) as the FGSC sees clear reasons why the work of the other elected committees needs to be completed by tenured colleagues or those in at least their seventh year of full time service.

Your preamble notes that one of our problems is that a smaller and smaller fraction of the faculty are currently completing our governance work suggesting the system is no longer representative, yet your solution is fewer committee positions. Doesn’t that just fuller consolidate the decision making in a small number of individuals?

By shortening the length of terms and adding an expectation that everyone serve one two-year elected term between sabbaticals, while fewer individuals are serving at any one moment, more colleagues are participating over a sabbatical cycle bring broader ideas into the conversation. Furthermore, reducing the number of committees on which one can serve simultaneously from three committees to one, a broader number of individuals should end up participating in committee service.

Why is the Admissions committee reporting to Curricular Policy and Planning (CPP) rather than Student Academic Life (SAL)?

FGSC felt strongly that the tie to academic entrance standards suggest Admissions needed to report to Curricular Policy and Planning (CPP).

Why are you requiring the University Strategic Planning Committee (USPC) to have their intense workload at a particularly busy time for faculty?

The timing of reporting by University Strategic Planning Committee (USPC) to the Board of Trustees is because February is when the Board of Trustees needs to set tuition and tentatively approves the next year's budget.

In some of the open discussions I heard conversation about a "twin" to the University Strategic Planning Committee (USPC) on the faculty side. What was meant by that phrase and which committee is it?

One of many ways to visualizing things is to recognize that the University Strategic Planning Committee (USPC) is place where we will take ideas focused broadly on university wide initiatives and where the committee think strategically about their recommendations to balance initiatives that, for example, support facilities needs that benefit us all with curricular initiatives that also benefit us all. If on the other hand we have ideas that are largely revenue neutral we will likely handle those within Core Faculty committees. Faculty Priorities and Governance (FPG) would be the place to orchestrate the communication between Core Faculty committees and subcommittees. Additionally, Faculty Priorities and Governance will help the faculty set strategic priorities about issues we want to address. Thus Faculty Priorities and Governance (FPG) would be consider the faculty "twin" to University Strategic Planning Committee (USPC).

Since the Committee on Administration (COA) does not exist in the new model, will the new University Strategic Planning Committee (USPC) handle all tasks historically addressed by COA?

Faculty Priorities and Governance (FPG) would address historic Committee on Administration (COA) functions not transferred to University Strategic Planning Committee (USPC). Faculty Priorities and Governance (FPG) would have the option of delegating a particular issue to another committee or handling it within Faculty Priorities and Governance (FPG) as they deem most appropriate.

Why are some committees listed and described using a grey font?

Committees in grey either exist, but are not currently defined within our elected committee structure, or do not yet exist. Either way they are not a formal piece of this proposal. Placing these committees within the model illustrates where committees that exist might fit into this new structure, allowing transparency and honesty about where faculty time and energy is going.

When would these changes take effect?

If approved at the April meeting the Chair of the Faculty and FGSC would enact logistics to complete elections before the end of the term and have the new committee structure take effect with the start of the fall semester. If a vote is taken until May, it is probable that the new structure would not take effect until the following academic year (AY16-17).

Several have suggested that release time be given for major committee service. Why isn't that included in this model?

There are several issues. Where do we draw the line between major and minor service, even on those

committees where this seems obvious the workload varies widely year-to-year. FGSC didn't want to do anything to further complicate eventually moving to a 3-2 load. Our current Committee on Faculty (COF) is working on updating promotion and tenure guidelines that might impact how committee service is viewed so such a recommendation seemed premature. Our current Committee on Administration has been discussing post-tenure review that again might impact how committee service is viewed.

It was suggested that the one compromise might be that the Chair of the Faculty be given a course release and that Faculty Personnel members earn 0.5 teaching load credits toward a next sabbatical ONLY in years when the number of reviews exceeded one per week during the fall and spring semester, however FGSC decided this change could be considered later and didn't need to complicate this proposal.

I made a suggestion but I don't see it reflected in the proposal, what happened?

There are a few suggestions received that FGSC felt would distract from the main goals of governance reform and could be addressed separately after this work concluded. Those suggestions included re-assigned time for committee service, input to the review of senior administrators, and scheduling of committee meetings.

How do other private liberal arts colleges structure their governance? What are the key committees?

While we had hoped to provide a summary of our GLCA, ACM and aspirant peer colleges that would allow us to compare their respective committee structures the task is not yet complete. As it turns out this is challenging because of differences in institution and language. We did look at the academic handbooks of a wide random (rather than systematic) range of private liberal arts institutions. What we gathered from those readings is that everyone has a curriculum committee and a personnel committee. Most have some sort of a budget/priorities committee. Beyond that it seems to vary depending on the resources, interests and history of the particular institution. Those with strong faculty development resources may have such a committee or it may be handled solely by the equivalent of the Dean of Faculty. Some seem to allow the faculty input into things that fall under our current Student Life and Academic Atmosphere Committee (SLAAC), others don't. Beyond that there are bunches of committees that reflect unique activities, programs, or initiatives of a particular institution with no particular overarching theme(s) across all or most institutions. For example, some have the equivalent of our view of a diversity and equity committee or sustainability committee, others list that work under one of the main committees and for others those topics don't expressly appear in their Academic Handbook. Additionally, we reviewed AAUP guidelines about shared governance.

Committee Types

• ***Core Faculty committees (elected)***

These committees will supervise and integrate, singly or in conjunction, the formulation and execution of policy in key areas for which the faculty has direct oversight:

- Faculty Priorities and Governance (FPG)
- Curricular Policy and Planning (CPP)
- Faculty Personnel Policy and Review (FPPR)
- Faculty Development (FD)
- Student Academic Life (SAL)
- Grievance

Core faculty committees should:

- Recommend all policies to the faculty for adoption
- Be responsible for the interpretation of policy in their respective areas
- Consider all issues submitted by the faculty members
 - or referred by the Chair of the Faculty and/or University administration
- Report to the faculty at each faculty meeting

- ***University-wide committees (elected and appointed)***
 To be effective these committees need to have broad representation from most major constituencies on campus and address issues that are university wide.
 - University Strategic Planning (faculty representation all elected)
 - Diversity and Equity (faculty representation appointed by Faculty Priorities and Governance (FPG))
 - Honorary Degrees & University Occasions (faculty representation appointed by Faculty Priorities and Governance (FPG))
 - Sustainability (faculty representation appointed by Faculty Priorities and Governance (FPG))

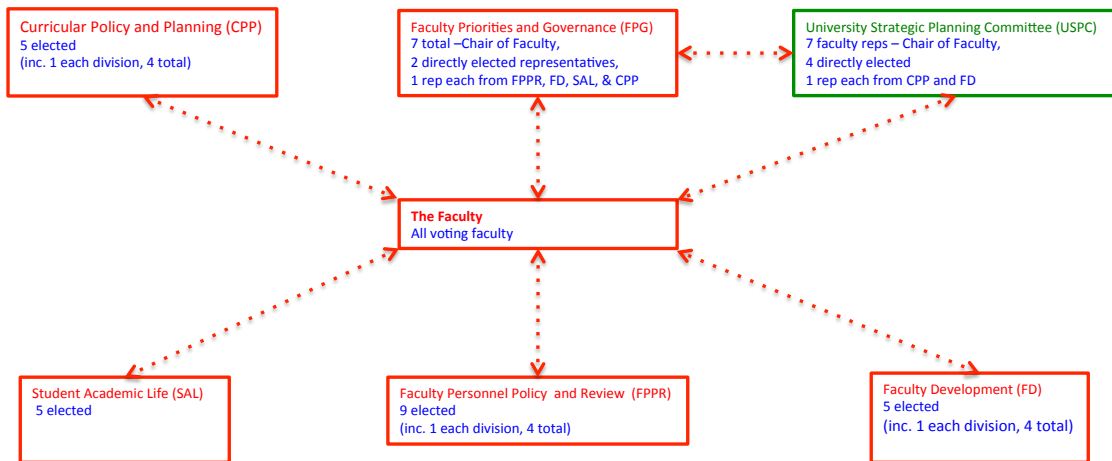
- ***Standing appointed committees (appointed)***
 These committees will carry out specific policies and programs in the areas of their respective assignments. Standing executive committees shall:
 - Submit their policy recommendations to the relevant core committees for feedback
 - Report such recommendations directly to the faculty
 - Present a report of their particular actions, upon request of the appropriate core committee
 - Consider issues raised from the faculty related to the areas of their respective assignments
 - Reporting to Curricular Policy and Planning
 - Tenure Line (formerly RAS) – 1 from each division
 - Course Oversight (formerly MAO/CEL-ES) – 1 from each division
 - W Program (formerly WPPC)
 - Q Program (currently exist but not in our governance structure)
 - S Program (currently exist but not in our governance structure)
 - Reporting to Student Academic Life
 - Academic Standing and Petitions
 - Student Publications
 - Athletic Board
 - Reporting to Faculty Development
 - Prindle Center (currently exists but not in our governance structure)
 - McDermond Center (doesn't currently exist)
 - Pulliam Center (doesn't currently exist)

- ***Committees appointed as needed (Re-occurring ad-hoc) (appointed)***
 These committees will be constituted when needed for the length of time needed to address necessary business. Ones likely worth having a standing committee charge include:
 - Reporting to Curricular Policy and Planning
 - Admissions
 - Library and Academic Technology
 - Advising
 - Teacher Portfolio Review
 - Reporting to Faculty Priorities and Governance (FPG)
 - Hartman Center
 - Nature Park
 - Arts Advisory Council

Appendix F: Ways to Visualize the Proposed Governance Structure (from FGSC)

(A copy of the models printed in landscape as full sheets are available as a separate document. This version serves as a way to be sure our agenda and minutes create an archive of what was included as part of the proposal.)

DRAFT 11 – Relationship to the Faculty (Focus is on elected committees)

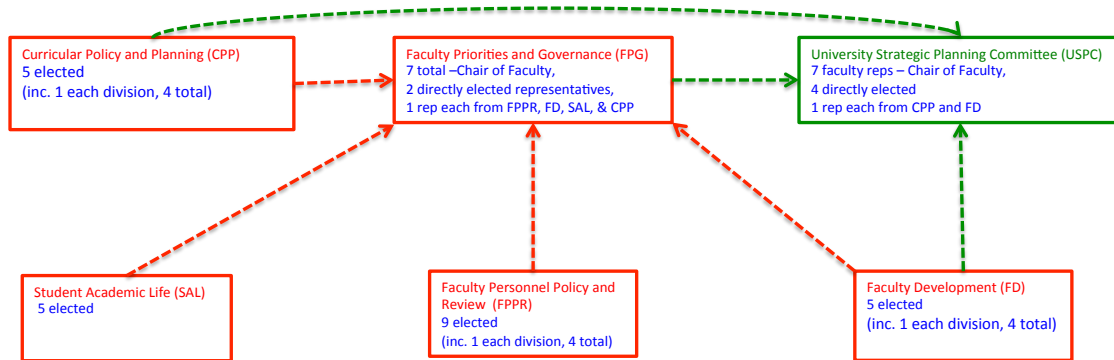


Core Faculty Committees
27 elected positions + Grievance

University-wide Committees
4 elected
9 add'l appointed by FPG

Summarizes FACULTY positions ONLY
Overall represents – 31 elected

DRAFT 11 – Overlapping Representative View (Focus is on elected committees)

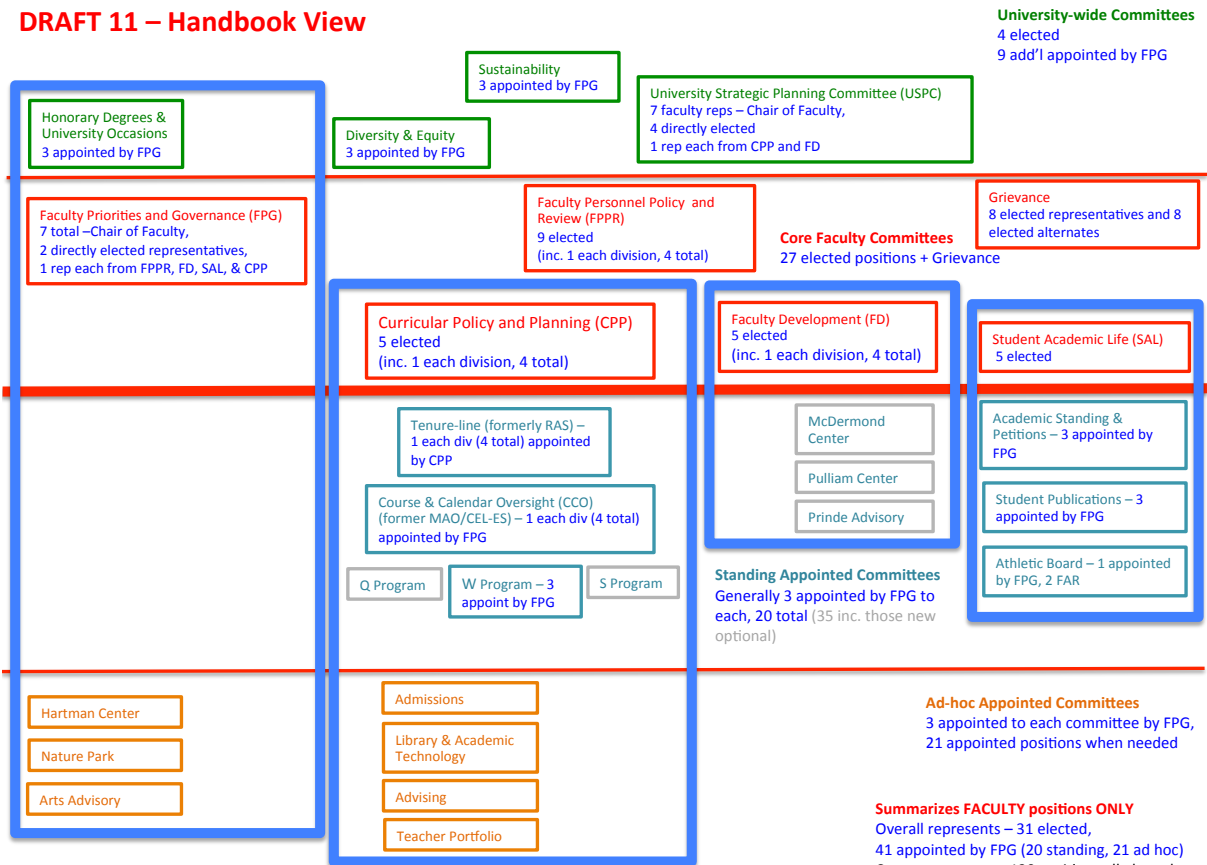


Core Faculty Committees
27 elected positions + Grievance

University-wide Committees
4 elected
9 add'l appointed by FPG

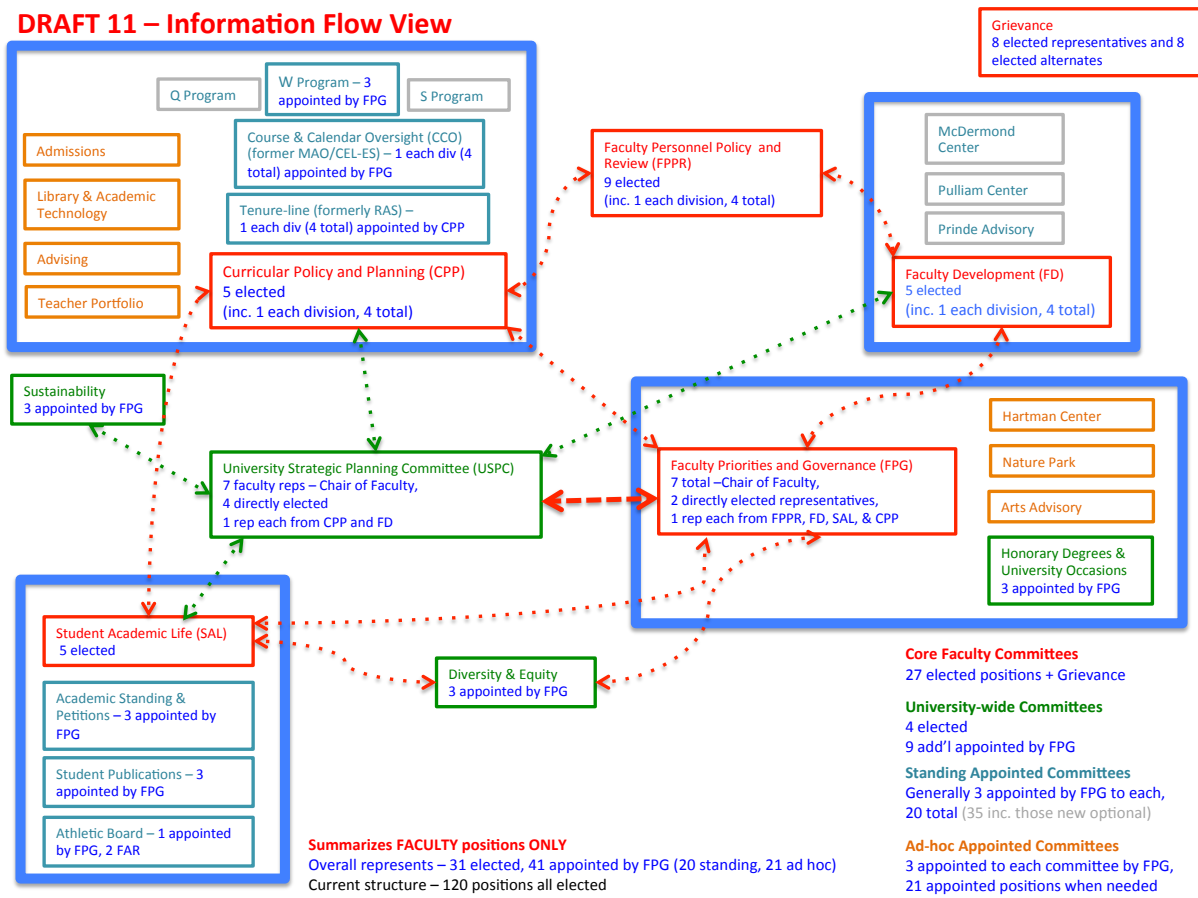
Summarizes FACULTY positions ONLY
Overall represents – 31 elected

DRAFT 11 – Handbook View



Focus attention above bold red line

DRAFT 11 – Information Flow View



Appendix G: Proposed Models for Revised Distribution Requirements (from CAPP)

Background

The courses DePauw University requires for graduation constitute perhaps the most vital statement of the University's intellectual values. This list of experiences we expect of every graduate declares to the world which elements we find essential to a liberal arts education on our campus. It is therefore extremely important to send a clear message that reflects our core values.

Five years ago the faculty instituted a new set of graduation requirements in response to the work of the 2009 Summer Working Group. Some faculty members did so assuming we would evaluate and possibly reconsider the requirements in roughly five years. In addition, over the past year it has become clear that the present requirements may fail to reflect important intellectual values, particularly for an institution that prides itself on valuing diversity. For these reasons, the Committee on Academic Policy and Planning (CAPP) believes now is the time to reassess and change our graduation requirements.

To focus discussion, CAPP offers three basic models. Each model ensures all graduate will have engaged with issues of diversity and difference as part of their DePauw educations. These curricular experiences will introduce students to material not previously familiar to them regarding class, race, gender, ethnicity, sexual orientation and/or religion in contexts of unequal power relationships between cultural groups. The courses will also equip students with skills that will enable them to analyze and evaluate such interactions – skills that we hope will transfer to their lives as active citizens. We recommend this become an element of the required DePauw curriculum not merely because it is a change long recommended by many in our community, or out of a naïve hope that it might somehow solve campus climate problems, but because the ability to grapple, in an informed way, with these issues is a critical intellectual tool our graduates will need in meeting the challenges of the 21st century.

Plan A — Add an additional distribution group to our current general education requirements

The easiest way to add a Diversity requirement is to add an additional group to our current distribution requirements. A two-course requirement would have students take two courses, one focused on domestic issues of difference and one focused on international issues. An Extended Studies for-credit course could be used to fulfill either the domestic or international requirement, with at least 1.5 credits devoted to the multicultural requirement. (Two on-campus semester courses would also fulfill this requirement, for a total of 2 credits.) Alternatively, under a one-course requirement, students would take one course focused specifically on issues of diversity and difference relating to class, gender, race, ethnicity, and religion.

Plan B — Adopt “Seven Experiences” - a modified form of the 2009 “Six Experiences” proposal

During the last round of discussions of general education requirements Erik Wielenberg and others proposed a “Six Experiences Model” of general education. Adoption of this model may be an effective way to both promote the study of diversity at DePauw and address some possible shortcomings of the current distribution requirements. In addition to the original “Six Experiences”, students will have a “Diversity and Difference” experience. Each student earns at least one credit in courses that have as a major component the exploration of historical and contemporary stories of difference, particularly in the interactions between dominant and marginalized groups within a culture.

Plan C — “M” as component of common core curriculum

One powerful way of fostering community is to provide students with a shared intellectual experience through a common core curriculum. There are broader and narrower versions of this option (that is, in terms of how many common courses would be required). One modest option that would meet the goals of a common experience that includes a multicultural component without excessive demands of students or staffing would

be a three-course requirement to be completed during the first year. These three components would be (1) Western intellectual tradition; (2) Eastern intellectual tradition; and (3) a course devoted to multicultural issues.

Appendix H: Curricular Model - The Six Experiences Model (original draft by Erik Wielenberg)

Six Experiences is an alternative way of implementing the Summer Working Group's vision of an education in which students broadly explore the curriculum early on so that they can make informed decisions about choosing a major and still have room to pursue developing interests later. It requires students to complete six distinctive types of academic experiences as well as attain second-semester proficiency in a language other than English in their first two years at DePauw. The six experiences are:

Natural Science Experience

Each student earns at least one credit in courses that have as a major component the scientific investigation of the natural world or the study of the results of such investigation.

Society and Culture Experience

Each student earns at least one credit in courses that have as a major component the analysis of the dynamics of human societies or cultures, or of the relationship(s) between individuals and human societies or cultures.

Art and Literature Experience

Each student earns at least one credit in courses that have as a major component the careful, in-depth study of important literary or artistic works, and which pay particular attention to the literary or artistic aspects of such works.

Historical/Philosophical Experience

Each student earns at least one credit in courses that have as a major component the careful, in-depth study of primary sources of historical, philosophical, or religious importance, and which pay particular attention to the historical, philosophical, or religious aspects of such sources.

Logical Reasoning Experience

Each student earns at least one credit in courses that develop the capacity for logical reasoning through the exploration of techniques in quantitative reasoning, computational reasoning, or reasoning with formal languages. A major component of these courses is the practice of such techniques.

Creative Experience

Each student earns at least one credit in courses that develop the capacity for creative expression. A major component of these courses is participation in creative activity of a literary, artistic, rhetorical, or musical nature. Students can also earn credit toward this experience by participating in co-curricular activities that involve creative activity of this sort. Credits earned through co-curricular participation do not count toward the 31 credits required for graduation and are limited to a maximum of .5 earned distribution credits per semester.

All the courses that count toward these experiences are foundational in nature. Some courses may satisfy the descriptions for more than one experience. In these cases, students can decide which experience to count the course toward. No more than one credit from any particular department can be used to complete these required six experiences.

Appendix I: Curricular Model - The Four Pillars Model

(A copy of the model printed in landscape as a full sheet is available as a separate document. This version serves as a way to be sure our agenda and minutes create an archive of what was included for discussion.)



The Four Pillars of a DePauw University Liberal Arts Education

(v. 4.0 02/23/2015; modified from The Six Experiences Model originally proposed by Erik Wielenberg)



Arts & Humanities	Science & Mathematics	Social Sciences	Foreign Languages
<p>Art & Literature Experience (AL) Students explore and analyze important literary, artistic, rhetorical, and/or musical works.</p> <p>(e.g., ARTH, CLST, COMM, ENG, FILM, MUS)</p>	<p>Computational Science Experience (CS) Students learn about the logic and reasoning that form the basis for knowledge in the mathematical, statistical, or computational sciences.</p> <p>(e.g., BIO, CSC, ECON, MATH, PSY)</p>	<p>Diversity & Difference Experience (DD) Students develop a deeper understanding about issues of diversity and difference relating to class, gender, race, ethnicity, sexual orientation, and/or religion.</p> <p>(e.g., AFST, ANTH, CFT, REL, SOC, WGSS)</p>	<p>Foreign Language Experience (FL) Students attain a second-semester proficiency in a language other than English, while concurrently learning about the cultures that speak that language.</p> <p>(e.g., ML, GRK, LAT, any foreign language taught at DePauw)</p>
<p>Creative Arts Experience (CA) Students engage in self-expression through a creative activity of a literary, artistic, rhetorical, and/or musical nature.</p> <p>(e.g., ART, COMM, ENG, FILM, MUS)</p>	<p>Life Science Experience (LS) Students obtain an understanding of living organisms and their structure, organization, behavior, and life processes using scientific principles and approaches.</p> <p>(e.g., ANTH, BIO, KINS, PSY)</p>	<p>Social Institutions Experience (SI) Students confront and seek solutions for societal issues through analysis of political, economic, educational, and/or religious institutions developed by human societies.</p> <p>(e.g., ECON, EDUC, POLS, REL)</p>	
<p>Historical & Philosophical Experience (HP) Students grapple with questions related to human experience/existence through study of works of historical, philosophical, and/or religious importance.</p> <p>(e.g., CLST, HIST, MUS, PHIL, REL)</p>	<p>Physical Science Experience (PS) Students acquire knowledge about features and processes of non-living systems in the natural world through scientific investigations that use empirical evidence.</p> <p>(e.g., CHEM, GEOS, PHYS)</p>	<p>Society & Culture Experience (SC) Students investigate the organization of and the interactions between different individuals, human societies, and cultures.</p> <p>(e.g., ANTH, AFST, ASIA, CFT, COMM, EDUC, REL, SOC)</p>	
<ul style="list-style-type: none"> AH, SM, & SS pillars will offer 3 experiences (to be completed by the end of the junior year). Each experience consists of 1 course credit and must be from different course listing areas. The nature of the 3 experiences in the AH, SM, & SS pillars will be determined by departments/faculty offering courses in these pillar areas in conjunction with CAPP (one possible example shown above). CAPP will submit the final set of experiences/requirements for a vote by the faculty. In the SM pillar, either the Life Science or Physical Science experience must be a laboratory experience. Courses might potentially satisfy more than one experience in the same or different pillar regardless of course listing area. In such cases, faculty members in the course listing area offering the course can (1) specify the experience to be fulfilled or (2) cross-list the course with more than one experience, allowing the student to decide which experience the course will fulfill (subject to MAO approval and subject to each student's experiences coming from different course listing areas). Department listings are examples and are not meant to be comprehensive or to "lock" a department to a specific experience and/or pillar. Similarly, specific experiences (e.g., art & literature, diversity & difference, etc.) will likely be broadly disseminated throughout the university curriculum and other university-related activities. 			

**DePauw University Faculty Meeting Minutes
April 6, 2015**

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

Welcome everyone. It is a little after 4 pm and we have much to do so let's get started. I hope you had a pleasant Easter weekend. Before we begin, just a couple of my usual reminders.

- If you don't like to be startled when your cell phone rings aloud, please check that it is silenced.
- When you step to a microphone Clay will turn up the sound, on occasion it takes a moment.

Also, as an unrelated announcement. If you left an iDevice at the last faculty meeting, please see me after the meeting to claim it.

2. Verification of Quorum

Pam Propsom has signaled that a quorum was reached around 4:15 p.m.

3. Faculty Remembrance for William Edward 'Ed' Farley

Earlier this year, Ed Farley, former Professor of Philosophy and Religion and honorary degree recipient passed away. Professor Emeritus Bob Newton, wrote a remembrance and will share it with us now. The text of the remembrance can be found in Appendix A.

Bob, thank you for helping those of us who didn't have the opportunity to know Ed Farley learn about his contributions and more generally sharing with us a bit of our past.

Now, to our business agenda.

4. Consent Agenda

There were no requests to move items from the consent agenda. The consent agenda was approved.

A. Approve Minutes from the March 2, 2015 Faculty Meeting

B. Approve the following new course (recommended by MAO):

HIST 207 – Latin American Environmental History (1 credit)

CHEM 102 – General Chemistry 1A (0.5 credit)

CHEM 103 – General Chemistry 1B (0.5 credit)

C. Announcement of change in course description (approved by MAO)

ENG 151 – Reading Literature: Poetry, Fiction, and Drama (1 credit)

D. Announcement of change in pre-requisites (approved by MAO)

CSC 330 – Artificial Intelligence (1 credit), CSC 232 AND 233 are now both pre-requisites

E. Announcement of change in title, description and pre-requisites (approved by MAO)

ECON 245 – Environmental and Natural Resource Economics (1 credit)

F. Announcement of the following experiential course (approved by MAO)

MUS EXP – Studies in Jazz Performance Practice (0.25 credit)

Course descriptions for items B-F can all be found in Appendix B.

G. Approve the following changes to the English major (recommended by MAO)

To require a literary survey course for students in both majors (Creative Writing and Literature)

Complete description of the proposed new English major requirements, including a description of

changes can be found in Appendix C of this agenda.

H. Approve the following changes to the minor in Business Administration (Economics) (recommended by MAO)

Changes include allowing more options to fulfill core requirements, a change in senior lecture attendance requirements, and a requirement that students take all 4 courses outside their major or other minors. Minor to be overseen by Economics (previously overseen through the McDermond Center for Management & Entrepreneurship)

Complete description of the proposed new Business Administration minor requirements can be found in Appendix D 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 (John Caraher)

For the Committee on Academic Policy and Planning, John Caraher.

- A. Motion (to be voted on): CAPP asks the faculty to approve a change to the catalog language regarding the requirement of at least one Winter or May Term experience. The proposed revision requires that at least one Winter or May Term experience be a DePauw-led, group experience, whether a course, travel or service learning experience. Internships, independent studies and non-DePauw led travel experiences would still count for ES credit, but would not simultaneously satisfy this particular requirement. The proposed catalog language changes are in Appendix E.

Rationale

The rationale for requiring students have a required Winter or May Term experience as one of their two Extended Studies experiences was to preserve a traditional goal of the Winter Term program. This goal was to build community among DePauw students and faculty by asking each student to engage in at least one such period of “concentrated study in a close-knit group.” CAPP believes the original language did not adequately capture this intent, and proposes the following change to better align the requirement with its intended purpose.

Coming from a coordinating committee this motion needs no second. Advance notice was given in March. The motion is now before us for discussion.

There were no questions or discussion. The motion carried.

- B. CAPP offers advance notice of a motion to add a major in Environmental Biology (detailed in Supporting Materials, see Appendix F).

Summary and rationale

To understand critical environmental issues requires an education featuring both interdisciplinary breadth and disciplinary depth. Many current and prospective DePauw students have an abiding interest in both biology and environmental questions. This proposed major within the Biology department offers disciplinary grounding coupled with selected studies in allied disciplines, without requiring the commitment of additional new resources to faculty hiring and course development.

The Committee on Academic Policy and Planning (CAPP) gave advance notice of their intent to request a vote on a new major in Environmental Biology. According to our by-laws, adding new majors requires advance

notice. The discussion and debate will happen in May. There were no clarifying questions raised.

Report from Committee on Academic Policy and Planning's regarding their proposal for updates to the graduation requirements.

- C. CAPP offers advance notice of a motion to change the general education requirements for the College of Liberal Arts (detailed in Supporting Materials, see Appendix G).

Summary and brief rationale:

The proposed distribution breaks requirements into two categories: Liberal Arts Foundation (requiring one course each of study in Natural Science, Arts & Literature, Mathematical & Logical Reasoning, Historical or Philosophical Understanding, and Creative Expression) and Global and Local Awareness (comprised of second-semester level Foreign Language and one course each in International Experience, Study of Society and Culture, and Privilege, Power and Diversity). This breakdown is similar to the "Six Experiences" proposal from 2009, with the addition of the International Experience and Privilege, Power and Diversity requirements. We continue to encourage early completion of all requirements. CAPP offers this proposal as a better-defined and more clearly-articulated alternative to our current requirements that incorporates, as essential elements, the academic experiences necessary to prepare students to live and work in an increasingly diverse world.

The Committee on Academic Policy and Planning (CAPP) gave advance notice of their intent to request a vote on revisions to the general education requirements. According to our by-laws, changes to the graduation requirements require one month's advance notice. As the rationale explains, the overarching changes are a better-defined and more clearly articulated description of our current requirements and addition of a privilege, power and diversity requirement. As John mentioned there are open meetings planned during the next month, our debate and vote will happen in May but if anyone has a clarifying question please ask now.

We hope you'll attend an open meeting or otherwise be in touch with members of CAPP so they can be prepared to address your thoughts over this next month or at the May meeting.

Question from faculty member:

The faculty member thanked John and CAPP on the work they have done and two questions. First, about the description of different areas. The individual was concerned that some descriptions had not kept pace with advances in the field, and wondered if CAPP would consider changes in language to make the descriptions crisp and clear. Second, the faculty member wanted to know if the data about what students do know would be available to be reviewed.

Response:

Yes, CAPP wants to make the descriptions crisp and clear. We can't say that we have a flood of data, we were not data driven. We are looking at options to share the data.

Question from faculty member:

Why will international students be exempted from the new requirement? Every international student who comes here does so with the expectation of receiving an international education, so I am curious what the rationale was that CAPP used to come up with that exception?

Response:

International students automatically fulfill this requirement by studying at DePauw. The intent is not to preclude them from studying abroad, but to credit them for what they're already doing by studying outside their country of origin (one way to fulfill the International Experience).

Question from faculty member:

What is the formula to decide what counts for which requirements? It appears to list math twice, is this correct?

Response:

MAO, or its equivalent in the new governance structure, would serve the role of approving whether or not a course met one of the new distribution requirements. There will always be gray areas. Without changing the scope of the proposal, it can be tightened and tweaked as we move forward. Math and logical reasoning and Q do have obvious overlap but can be made distinct.

Written Announcement –

CAPP announced the following open meeting times and locations:

Thursday, April 9, 11:30-12:30, room Julian 159

Tuesday, April 14, 4:00-5:15, Julian Auditorium

6. Management of Academic Operations – MAO (Jennifer Adams)

- A. Motion (to be voted on): MAO asks the faculty to vote to approve a change to the Incomplete Grade Policy portion of the academic handbook as found in Appendix H of this agenda. Advance notice was given in March.

Rationale

MAO is proposing a change to DePauw’s Incomplete Grade Policy to make the policy consistent with the Examinations in Courses policy.

Coming from a coordinating committee this motion needed no second. Advance notice was given in March.

Question from faculty member:

The second paragraph in the policy states “The student must complete the work within the first two weeks (ten class days) of the following semester in which the student is enrolled at DePauw.” We do have seniors that get incomplete grades, is there something in place to address the time line for those students?

Response:

The changes being proposed relate to other aspects of the policy and the statement quoted is not a change.

There was no further discussion. The motion carried.

There were no other questions for MAO. The Chair of the Faculty reminded everyone that even though much of the business coming out of MAO’s various reports doesn’t require a detailed discussion on the full floor of the faculty, colleagues on MAO have still been busy this year, particularly, given all the proposals for new courses in Extended Studies. She asked everyone to remember to thank all members of MAO for their work. While MAO has been busy, she noted she was sure it also has been stimulating to see all the curricular endeavors of our colleagues.

Written Announcements –

MAO has no written announcements other than those found in the consent agenda.

7. Committee on Faculty – COF (Susan Hahn)

- A. COF’s report is an offer to answer questions.

There were no questions for COF.

Written Announcements –

COF will sponsor an open discussion on **Thursday, April 23, 4pm** in the Julian Auditorium to discuss a first draft of proposed tenure and promotion changes and a draft of a Lesser Sanctions policy. COF will distribute these drafts via email during that week prior to the meeting and welcomes both written comments and discussion at the open meeting.

8. Student Life and Academic Atmosphere Committee – SLAAC (Smita Rahman)

SLAAC's report is an offer to answer questions.

There were no questions for SLAAC.

Written Announcements –

SLAAC has no written announcements.

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

As we move to the Faculty Governance Steering Committee report, the Chair asked for cooperation in facilitating our discussion this afternoon.

The microphones on stands are to facilitate everyone hearing and equally important everyone having a voice. She reminded everyone if they wished to speak please come forward to one of the microphones. She noted individuals could queue up behind the microphones on either side and we can rotate among them to try and allow as many individuals who want to speak to do so efficiently.

She requested that if someone has a comment, question or clarification that directly speaks to the most recent comment they please move to the microphone in the center and we'll take comments from the center to help with a cohesive conversation before we return to the queues on either side.

She reminded everyone to please introduce themselves when they began to speak. We are actually a bigger community than we realize and not everyone can recall every name.

She also made a few quick reminders about Robert's Rules. Individuals can only speak to a motion twice, someone who hasn't yet spoken should be heard from before someone speaks a second time, comments are supposed to be germane, and to debate issues not personalities.

Lastly she announced that all votes related to the governance restructure would be via secret ballot.

Now the issue at hand, on behalf of the Faculty Governance Steering Committee I ask the faculty to approve the collection of changes to the Academic Handbook listed in Appendix I that support our proposed new governance model. A brief rationale is found with the motion on your agenda. There are a couple key clarifications noted there as well. Other supporting information, a broad rationale, list of guiding principles and frequently asked questions can be found in Appendix J. Appendix K shows different ways to visualize the proposed structure.

A. Motion (to be voted on): FGSC asks the faculty to approve changes to the Academic Handbook in support of a new governance model. The full set of Academic Handbook Changes can be found in

Appendix I. Clarifications that arose out of conversations during the month of advance notice are corrected in red in Appendix I. None of these clarifications change the scope of the motion. A broad rationale, list of guiding principles and frequently asked questions (FAQs) can be found in Appendix J. There were FAQs added to address other questions asked during the month of March. Additionally there are two clarifications that seemed significant enough to draw attention to below the rationale listed here. Appendix K shows different ways to visualize the proposed structure. Materials in Appendix K can also be found as a separate document formatted in landscape for clearer viewing.

Rationale

This governance restructuring has percolated for a long time. At this moment, there are two main driving forces for a proposed change to our faculty governance structure. First, there is some general dissatisfaction with our current system including routine difficulty getting individuals to serve. This means service is increasingly performed by a smaller and smaller fraction of the faculty. This declining support of the system means our decisions do not benefit from a wide range of perspectives and there is considerable workload imbalance. Second, as became clear from fall 2014 semester discussions, faculty members would like to have a stronger voice in framing recommendations to the Board of Trustees, especially regarding strategic directions for the institution. One of the exciting challenges of working at a vibrant university such as ours is, even as our endowment continues to grow, the community will always have ideas we would like to pursue that demand more resources than exist.

Additionally, this proposal significantly reduces the number of committee positions and creates mechanisms to allow us to more effectively and efficiently staff committees and more evenly distribute the work.

Clarifications

1. As a result of discussions during the month of March, questions regarding the approach for elections. For elections with multiple candidates, if no candidate earns a majority of votes cast a run-off election will be conducted with the two candidates who receive the highest number of votes. Because of the transition to the new system, if there are multiple positions for the same committee of the same term length we will keep the enough candidates (those receiving the most votes) to have 50% more candidates than positions.

By March 2016 the Governance Committee will consider whether this two round run off system best serves our elections or whether we should move to an instant run-off system where voters rank their candidates. They will then give advance notice to add the specific approach to the by-laws. Both methods guarantee winning candidates have a majority of votes cast.

2. FGSC proposes that as part of this change Faculty Priorities and Governance, Curricular Policy and Planning, Student Academic Life, Faculty Personnel and Review, Faculty Development and University Strategic Planning Committee review their committee function and bring forward any recommended changes by April 2016 so advanced notice could be given and functions updated for the end of the year. All other committees should review their functions by the end of AY16-17. This will allow the faculty to work out any tweaks needed after we live with the new system.

There have been no substantive changes since advance notice was given in March. Discussions and feedback did draw attention to few typographical/cut and paste errors or other places where clarification seemed appropriate and those differences are in red in the electronic version of the agenda.

Bridget, speaking in her role of president, noted that this motion comes from a coordinating committee and there for needed no second.

Before she opened the floor, she summarized the most substantial changes and provided a moment of framing.

1. The University Strategic Planning Committee will give faculty a voice in the strategic initiatives of the University. The formal report from the committee each December will provide transparency to all University constituencies.
2. The proposal represents a move from an overall 120 elected positions to 31 elected and 41 appointed. While a substantial reduction in number of positions, the limitation to one elected position and the recommendation of one position overall, elected or appointed, actually brings more voices into the governance process than are currently serving. This should also better balance the workload.
3. Some positions being appointed should allow a larger number of individuals to find ways into service they find meaningful.
4. Shorter terms of committee service with no scheduled or anticipated leaves during the term help provide individual workload balance and committee continuity.
5. Faculty will choose their division based where they find themselves most at home academically.
6. The election process is simplified and we've removed the need to have some divisional boundaries that didn't make sense from a curricular synergies perspective, which should facilitate more curricular conversations.

Bridget continued to explain as someone who has worked on

- reviewing what other institutions do,
- reviewing what AAUP recommends as good principles of shared governance,
- considering what she thinks we need to fix given the perspective from the Chair of the Faculty and
- then working with colleagues to envision a new structure,

she expressed hope that this legislation would pass. It may not be perfect, or bold enough for some. She felt that, it is an appropriate compromise that tries to keep what is most valued in our current structure and yet move us forward. She honestly thinks that moving to a situation where we have a university wide strategic planning committee; a faculty priorities and governance committee with more stability; a structure in place that lets us act in years where we need or want yet provides flexibility to not meet just to meet; will collectively be transformative and improve our governance and intellectual climate. She is sure as we live with this new structure we will find tweaks are necessary. In fact, our current faculty governance steering committee suggests each committee use the development of the new structure as a reason to step back and review their function and suggest changes over the coming two years to be sure we've got the nuances right.

At this point in this discussion, Bridget moved from an advocacy role regarding this legislation to managing our discussion. She stated that she was going to try hard to only respond to comments if she felt to be the best person to provide a point of clarification. She noted that all should feel free to call her on it if you felt that she was moving from clarification to advocacy.

The Chair explained that anyone who would like to ask a question, speak in favor or against, please come forward to one of the microphones. Remember if someone would like to respond to a specific comment please step to the middle microphone so we can hear from you in a timely way that facilitates the discussion.

Question from faculty member:

The faculty member thanked Bridget, Chair of Faculty, in building a better structure. They endorsed the proposal and asked their fellow colleagues to move forward on the proposal as well. The faculty member wanted to know what the allocation process for tenure track positions, how would this be handled?

Response from the Chair of the Faculty:

While there are discussions in progress about how to improve our Resource Allocation Subcommittee (RAS) processes we didn't feel we were ready to introduce changes so there are no changes to that process. Moving forward the curriculum committee that oversees that process will likely bring changes forward for approval.

Question from a faculty member:

The core committees can only be filled by tenured faculty, how do we get tenured colleagues to serve?

Response:

First FGSC member John Caraher stated, "The answer is in the numbers, if we can fill it now we can fill it in the new system." The Chair of the Faculty noted that 80% of the current full-time faculty members are tenured so the significant majority of faculty members are eligible to serve.

Question from a faculty member:

Do I understand that there are no students on the Curricular Policy and Planning committee?

Response:

For all committees that currently have student representation there were no proposed changes to student representation. Therefore there will still be two(2) students on the Curricular Policy and Planning committee.

Question from faculty member:

How will faculty members be appointed to a position?

Response:

Faculty members will be asked to complete a service statement that lists current services responsibilities and indicates which committees they would be interested in supporting. Faculty Priorities and Governance will use those statements to appoint colleagues to committees they have expressed interest in while keeping an eye to equitable distribution of workload and balance of background on committees.

Questions from faculty member:

Concerning the order of business at the faculty meetings, can the order be adjusted so key issues can be discussed first?

Response:

The proposal has specific wording allowing the Chair of the Faculty and the Faculty Priorities and Governance committee to arrange the order of business to facilitate effective governance.

Question from faculty member:

It seems that with this proposal there will be changes to whether or not a faculty member can earn tenure and promotion based on significant service. Are we going to simultaneously change tenure requirements?

Response from Susan Hahn, Chair of the Committee on Faculty (COF):

It is hard to change everything simultaneously and we wanted to move forward. COF is working on changes. It is certainly true that COF members will consider the many ways in which a candidate can do service besides elected committee service. There is a list candidates are given when they meet with COF about the many ways to demonstrate service. Moving forward we don't want faculty to have to choose between a service track and a professional development track for tenure. Everyone should do service and everyone should have a scholarly/creative portfolio.

Question from faculty member:

Who has voting privileges? Will those voting privileges apply in the School of Music? In the School of Music,

we have always used the same rules as established for faculty meetings about who has a vote, is that the same as other departments?

Response from the Chair of the faculty:

I can't speak for the whole of the departments. Regarding faculty meeting we wanted to be inclusive for the whole of our faculty. The intent was to address their voice at faculty meeting and not to dictate to departments or programs how they should operate. If this creates a problem we hadn't anticipated we are happy to offer additional language moving forward, but we hope the faculty won't see these details as a reason not to move forward.

Question from faculty member:

The language in the proposal doesn't speak to part-time librarians, will they have voting privileges? The language about how many classes must be taught doesn't really apply to librarians.

Response:

There was no intention to leave out our part-time library colleagues. We didn't realize we had part-time professional librarians on staff. We would be happy to add clarifying language to include them. It would be helpful to have input from the library about parallel definitions.

Question from faculty member:

A faculty member raised concerns about having the President and VPAA as ex officio members of the Faculty Priorities and Governance committee given this committee is appointing colleagues to other committees. Also, if the faculty were concerned about something this committee might want to be able to meet on without the President and VPAA present. The faculty member wondered if there was a reason the President and VPAA should be on the committee?

Response:

A variety of responses spoke to both the benefits and perceived problems. Benefits include having the meeting as a standing commitment on the President and VPAA's schedule made it much easier to have them attend when it would be helpful and it is often helpful when we are working on major initiatives like Extended Studies, this governance change, curriculum, etc. It gives the President and VPAA an automatic place to come brainstorm when they want to bring something to the faculty. If the Faculty Priorities and Governance was making committee appointments or doing other work they felt should be done independent of the administration they could meet without the administration. The proposal does list the President and VPAA as ex officio WITHOUT vote. Perceived problems include having administrators present when appointments were being made might unduly influence appointments even if the President and VPAA had no vote. It might make it uncomfortable for the Faculty Priorities and Governance committee if they wanted to meet without the President and VPAA.

Comment from faculty member:

Dave Worthington spoke from his perspective as a member of the Committee on Administration (COA). He spoke in support of the proposal. He noted that as things stand now many things come to COA that can't fully be resolved or moved forward. Either COA isn't the place to suggest changes that would be strategic, or by the time things come to COA the strategic decision has been made and COA is just working with the implementation details. For example, trying to increase the University contribution to our 401k plan. This governance proposal and in particular the University Strategic Planning committee would provide faculty with a voice regarding strategic directions. For the new structure to be fully effective, as a faculty we need to be sure we take up the challenge and contribute.

Amendment from faculty member:

Coming back to the issue of whether or not the President and VPAA should be ex officio on the Faculty Priorities and Governance committee, Sheryl Tremblay moved that we delete the text “The President, VPAA and” from the sentence “*Administrative members ex officio (without vote):* The President, VPAA and Chair of Chairs.” in the list of administrative members for the Faculty Priorities and Governance committee. President Casey seconded the motion.

The Chair of the Faculty clarified that we are discussing whether to amend the governance proposal. The amendment strikes two ex officio members without vote from the description of the Faculty Priorities and Governance committee such that the sentence would read, “*Administrative members ex officio (without vote):* Chair of Chairs.”

Comment from faculty member:

Susan Hahn, as a member of the Faculty Governance Steering Committee (FGSC) asked, “If we take the amendment, would you have a problem with the President coming to the committee meeting?” She noted it was helpful this year as a way to initiate conversation and work out issues with the administration and that administrators didn’t come on days when we were discussing issues that didn’t need their direct participation and input.

Response:

I would like to see the President and VPAA invited.

Comment from faculty member:

A faculty member noted that at another institution they worked at the dean did not have voting rights yet the dean’s presence change the atmosphere of a meeting. So he was in support of having the administrators attend the committee by invitation only.

Comment from faculty member:

Another faculty member noted the importance of the committee being able to work with the administration.

Question from faculty member:

A faculty member asked for clarification about the difference between the University Strategic Planning committee and the Faculty Priorities and Governance committee.

Response:

The University Strategic Planning committee will hear updates from all major areas of the University including, curriculum, faculty, admissions, alumni relations, facilities and development and be presented with goals/initiatives in different areas they would like to see addressed. Together, then, the committee will write a report regarding what they’ve heard and directions they think the institution should pursue. The President will write a response to the report and both the report and President’s response will be shared with the entire University community and Board of Trustees. By contrast the Faculty Priorities and Governance committee is somewhat parallel to the current Faculty Governance Steering Committee (FGSC), they are the clearinghouse that helps the faculty move all of its business through the governance process and in particular addressing issues that aren’t isolated to one of our existing committees. Moving forward the Faculty Priorities and Governance committee will appoint colleagues to our appointed committees.

Question called regarding the amendment:

The vote to call the question passed.

It was clarified that a vote in favor would be a vote to delete the President and VPAA as ex officio members without vote on the Faculty Priorities and Governance committee. The vote was taken by secret ballot. The

motion passed with 34 in favor and 29 against.

The Chair of the Faculty noted that we are now discussing the amended motion so that the proposal before the faculty is the proposed governance change without the President and VPAA serving as ex officio without vote on the Faculty Priorities and Governance committee.

Question from faculty member:

What happens to the current Public Occasions committee in the new structure? I'm concerned because this is an important role and I'm wondering what will happen to faculty input regarding major speakers and the coordination that Keith Nighthenheler provides.

Response:

The Public Occasions Committee and the Committee on Honorary Degrees were combined into Honorary Degrees and University Occasions committee. It was a recognition that the work was related but could be combined for more efficiency. There is no reason to think there will be any change to the coordination that Keith Nighthenheler provides, but rather allows us to be more efficient with our faculty committee appointments in overseeing both of these functions.

Statement from faculty member:

To me this is confusing, if I were untenured and COF has not yet made changes, where does that leave me, I would want something in writing.

Response from faculty member:

A COF member responded that any changes COF made to tenure and promotion guidelines would apply to new hires not current untenured colleagues. The handbook is clear, there are already many ways in which a faculty member can demonstrate service besides serving on an elected committee. That handout is available on COF's website for individuals coming up for review.

Response from Chair of COF, Susan Hahn:

COF has discussed this in detail. Our concern is a vicious cycle. We can't vote on everything at the same time we need to get some things changed so others can follow.

Follow-up from faculty member:

So it seems this is a mentoring issue.

Response from Chair of COF, Susan Hahn:

One concern COF has is that some individuals have indicated that they were mentored to only do service and not focus on their scholarly/artistic work. This proposal would help shift the mentoring conversation in positive ways to suggest that everyone one does a little service but all colleagues should also focus on their scholarship/creative work.

Question from faculty member:

Clarification on the bottom of page 31, what does "as needed" mean in regard to whether or not a committee would be appointed?

Response:

At the end of each year, a committee will discuss and write a brief report about what they accomplished during the year, what still needs attention, and when in the future they anticipate issues should be revisited. The Faculty Priorities and Governance committee will use that to decide whether to immediately activate any of the appointed 'as needed' committees. The vision of the current Faculty Governance Steering Committee

(FGSC) is that at least for a few years, individuals will be appointed to all committees, those that are standing and those appointed 'as needed,' so the appointed 'as needed' could be activated quickly if something came up. As we work with our new system, Faculty Priorities and Governance may find that they could wait to name appointees to some of the 'appoint as needed' committees.

Question called:

The question was called. It was clarified that a vote in favor was a vote to approve the governance restructure with the amendment that deletes the President and VPAA as ex officio without vote members of the Faculty Priorities and Governance committee. The vote by secret ballot was approved by a vote of 72 in favor, 12 against, and 2 abstentions.

Final Comment by the Chair of the Faculty:

Somewhat related to this conversation, the Faculty Governance Steering Committee, continues its work related to faculty representation on the Board of Trustees. We have discussed a plan at one meeting since we last met as a faculty and as Chair of the Faculty, I've met with President Casey as well. We'll provide the faculty additional updates at the May meeting.

Written Announcements –

FGSC has no written announcements.

Reports from other Committees

Committee rosters are available at:

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

10. Internal Grants Committee – IGC (Tim Good)

The Internal Grants Committee report is an offer to answer questions.

There were no questions for IGC.

Written Announcements –

Upcoming IGC deadlines and events:

Howes Grant applications due – April 8, 2015

Faculty Fellowship year 1 and year 2 reports due – May 6, 2015

Faculty Achievement Program – May 7, 2015

11. Committee on Administration – COA (Francesca Seaman)

Report is an offer to answer questions.

There were no questions for COA.

Written Announcements –

COA has no written announcements.

12. Extended Studies Implementation Team Report (Dave Berque)

The Extended Studies Implementation Team report is a series of written announcements.

There were no questions for Extended Studies Implementation Team.

Written Announcements

1. May Term 2015 On-campus Registration

DePauw is offering five credit-bearing, on-campus May Term courses this year. Students may use e-services to register for the following on-campus courses through April 17th.

2. Full Set of Winter Term 2016 and May Term 2016 Course Listings

A list of Extended Studies courses for Winter Term 2016 and May Term 2016 is available in the schedule of classes by selecting the appropriate term from the dropdown menu. This listing includes on-campus courses, off-campus courses, 0 credit courses and 0.5 credit courses.

3. Winter Term 2016 Course Registration

Registration for on-campus Winter Term 2016 classes will be open to all students through the "Course Registration Adjustment" link beginning 8:00 A.M., Monday, April 27, through the e-Services "Course Registration: Adjustments" link in e-Services. Applications for off-campus Winter Term courses may be submitted starting immediately and extending through April 18th.

4. Faculty Development Lunch

A faculty development lunch related to teaching in the Extended Studies program is scheduled for April 21st. Details will follow by email. The lunch will include a discussion of lessons learned by faculty members who taught a 2015 Winter Term course.

5. Report on Year One of the Extended Studies Program

The Extended Studies Implementation Team will report on the first year of the Extended Studies program during the summer of 2015. The team is currently reviewing feedback provided by Winter Term 2015 faculty members. A summary of this feedback will be included in the report.

14. Athletic Board (Pam Propsom)

- A. Announcement of an exam proctoring policy and form for student-athletes taking exams while on athletic travel.

DePauw's athletic teams have experienced a great deal of success, which also means that there is greater potential for post-season play and therefore greater potential for missed class time and conflicts with exams, especially final exams. We have never had a formal policy about how these exams are proctored and occasionally this has led to problems. Athletic Board, in coordination with Student Academic Life, the Athletic Director and coaches, has developed an exam proctoring policy and form for student-athletes taking exams while on athletic travel. This is modeled after the form and procedure used in Student Disability Services. If you have a student-athlete traveling this spring during Finals, the student will present you with a copy of the form to complete. The form should be available on DePauw's website shortly. This is a work in progress, so we would be happy to receive your feedback.

Question from faculty member:

Is this only for finals?

Response:

No this is for all exams, there will be guidelines on how the exam can be proctored.

Written Announcements -

Athletic Board has no written announcements.

15. Committee on Honorary Degrees (Geoff Klinger)

A. Follow-up regarding the honorary degree nominees for the 2015.

Geoff announced of the 2015 Honorary Degree recipients and updated the faculty regarding the status of all confirmed nominees.

B. Call for honorary degree nominations for the 2016 commencement.

Vote will be taken either at the May 2015 meeting, or possibly electronically in advance of the meeting.

Geoff also announced the call for 2016 Honorary Degree nominees. He stated that the committee has decided to move the process up this year for three reasons. First, they believe this is more in accord with the charge of the committee and the process outlined in the Academic Handbook. Second, it allows fuller and more direct input from the faculty in selecting the final slate of candidates to forward to the Board of Trustees for consideration, and third it allows for more careful and reflective consideration of the nominations.

There were no questions for the Committee on Honorary Degrees.

Written Announcements -

The Committee on Honorary Degrees has no written announcements.

Additional Business

16. Remarks from the President (Brian Casey)

The Chair noted if there are no objections we are going to move President Casey's report to the end of the agenda. After he completes his public report we need to into executive session to consider an honorary degree and that just allows us to be a little more efficient.

There were no objections.

Question from a faculty member:

During the executive session a faculty member indicated they had a question they wanted to ask during the President's report, that they had promised colleagues they would be sure to raise it. President Casey was asked to respond to whether or not the possibility of a higher raise had been raised with the Board of Trustees.

Response:

President Casey responded that faculty raises were one of several competing priorities in the budget, and it remains a very high priority. He said that while faculty and staff raises were a priority in the budget but that, as major factors that drive the budget were not as yet clear--including admissions results and annual giving results--that the level of raises, along with allocations for student aid and program support, had not been determined. He noted that he hoped everyone was aware of the challenge of managing these high priorities in a tight budget situation.

17. Remarks from the VPAA (Larry Stimpert)

VPAA Stimpert stated that in the two years that he has been at DePauw, he has heard faculty frustration about getting committee proposals passed by the full faculty. Over the last year and a half, however, we've approved a new Extended Studies Program and now major changes to our faculty and university governance structure. In both cases, faculty members had opportunities to participate in formulating proposals by

attending open forums, solid proposals were crafted, and then faculty members had more opportunities to offer improvements and refinements. Many people deserve much credit for this success – faculty members who work to draft proposals and all faculty members who are willing to participate in open forums and discussions.

He also voiced his satisfaction with the faculty governance changes that were just approved. Faculty participation in governance activities is essential at a small private college or university, but this proposal will significantly reduce the amount of time that faculty members will have to devote to committee service, while actually improving the effectiveness of our governance process. The time freed-up from committee service should give faculty much additional time to focus on their teaching, scholarship, research, and creative work. And, faculty members should also have time to focus on mentoring and advising students – some of the most important teaching and service work faculty members can do.

There were no questions for VPAA Stimpert.

18. Remarks from the Dean of Faculty (Carrie Klaus)

A. Follow-up Report about Faculty Diversity Training held in March 2015

We had about 130 faculty members participate. We have compiled the handwritten responses to his last questions (on the large post-its).

These responses will be piece of the feedback that will help guide us moving forward. Suggestions focused on (1) seeking input from students, (2) providing institutional support, (3) thinking about institutional culture, (4) providing more opportunities for conversations among faculty about issues raised, (5) providing more opportunities for faculty development on topics of diversity and inclusion, including general awareness and specific strategies and techniques

Next Steps: We have issued a call to department chairs and program directors (this call went out last week). We are asking that faculty members in each department or program sit down and discuss where they see their department or program with regard to being an inclusive presence on campus and educating students (and others) about valuing diversity and difference. We're asking for response to three short questions by **Friday, May 1:**

1. What specific area(s) of focus will allow your department or program to move forward with regard to diversity and inclusion?
2. What are a few (3-5) concrete steps you will take within the next year?
3. How can the University support you in these efforts?

In addition to providing us with an opportunity to consider, in the context of our departments and programs, the broad issues raised at the Faculty Institute in August, the DePauw Dialogue in January, and the faculty workshops in March (as well as at other events and reading groups this year), responses to these questions will help guide our programming for 2015-2016 and help us understand what kinds of institutional support will be the most useful.

There were no questions for the Dean of the Faculty.

19. Old Business

There was no old business to come before the faculty.

20. New Business

While Bob Hershberger makes his way to the podium, I want to announce I received a request for a secret ballot related to any votes the assembly might take related to items of business surrounding the issue of Indiana SB101 and our reaction to it. That request has always been honored at faculty meeting and Robert's Rules requires such requests are honored. We will vote by secret ballot if we take a vote.

Also, let me note that as we returned from break there was a flurry of communication asking if we could discuss Indiana's so-called Religious Freedom Restoration Act during faculty meeting. It was difficult to finalize any language for the agenda given the dynamic nature of the situation. However, in an effort to be transparent, we made sure that there was language those contacting me could support as of the release date of the agenda.

A. Statement as a result of the March 2015 Indiana SB101 (Bob Hershberger)

Motion (to be voted on): That the faculty approve the following resolution.

"We the faculty of DePauw University were shocked and embarrassed by the March 2015 passage of Indiana SB101, the so-called Religious Freedom Restoration Act. As our [Catalog](#) states,

A DePauw education asserts that developing a global perspective and an appreciation and tolerance for a more diverse society are vital for living in an increasingly interdependent world.

Since its founding by frontier Methodists, DePauw has sought to foster moral reflection and humane values among its students. Its strong tradition of service to humanity – whether in the Greencastle community or around the world – manifests its belief that *moral engagement and civic responsibility should guide our actions and commitments* (emphasis added).

We strongly affirm that DePauw is and will remain a living and learning community that welcomes and respects LGBT students and colleagues along with those from all racial, ethnic, and national backgrounds, and we support President Casey's statement (March 29th, 2015) calling on the Governor and legislature to do all in their power to affirm that the State of Indiana is equally welcoming."

The motion was seconded. The Chair noted it was before the faculty for discussion and debate.

Comment from faculty member:

A week ago people were asking their selves how to respond to legislation enacted by our state given the contradiction with our stated institutional principles. The urgency to do it is a little less now. This is a statement about DePauw's principles.

Question from faculty member:

Thanks to Meryl Altman and the work she has put into this and President Casey and his statement on behalf of the University. We will host some prospective students for the incoming class over the next couple of weeks. What Impact do we anticipate on admissions?

Response from VP for Admissions, Cindy Babington:

We haven't lost any admitted students who have paid deposits. Initially, we had two parents send concerns. There have been no questions since the first week. It was nice to be able respond to the concerns with the link to President Casey's official response on the website.

Comment from faculty member:

I don't recall the faculty passing a resolution in the past, what does this do, where does it go?

Response from faculty member:

I think the feeling was there was a state of crisis and we needed to be able to have a discussion, the faculty/staff email was not the place to have that discussion take place. Since that time, Andrew Cullison, Director of the Prindle Center for Ethics hosted a discussion at lunch Friday that many attended and there was beneficial conversation. The resolution is a statement of who we are and what we believe. This is a good thing to do every now and then.

Response from faculty member:

We don't normally pass resolutions, typically it is not our place to align ourselves politically as a faculty. This was a bill that was passed out of hatred and we felt compelled to act, in a form of solidarity.

Comment from faculty member:

I do not think that this is our place to vote as a faculty. Outside of the classroom we may be different from our colleagues, not our role to make political commentary, however there are people who don't think that what is in that bill is real discrimination and hatred. I don't agree with them. I see the resolution as closing off the discussion. It does not say religious backgrounds, just culture backgrounds, I am afraid that it might imply that we don't accept all religions.

Response from faculty member:

I feel religious needs to be in the list.

The Chair reminded faculty that it was best to have specific language before us to consider. An amendment was made by Meryl Altman and seconded to insert the word "religious" so that the final statement in the resolution would read, "We strongly affirm that DePauw is and will remain a living and learning community that welcomes and respects LGBT students and colleagues along with those from all racial, ethnic, religious and national backgrounds, and we support President Casey's statement (March 29th, 2015) calling on the Governor and legislature to do all in their power to affirm that the State of Indiana is equally welcoming."

There was some additional commentary about whether or not HB101 was about discrimination and hatred. The question was called on adding the word religious. Additionally, someone asked whether we could remove the word "so-called?"

Question on adding the word religious was called:

The vote to call the question passed.

By a secret ballot the vote to insert the word "religious" passed by a vote of 65 in favor and 1 against.

The Chair of the Faculty noted we were now discussing the amended motion with the word religious inserted.

Comment from faculty member:

The faculty member noted he fully endorsed everything after the first sentence. His concern was having words like shock and embarrassed, is not a productive way forward when thinking about engaging a public discussion.

Response from faculty member:

I have had a number of junior colleagues express concern. There is the political part and what do we want to do about it.

Doug Harms proposed an amendment that we substitute the word "concerned" for "shocked and

embarrassed.” The amendment was seconded.

The Chair noted we were now discussing the amendment to change the words “shocked and embarrassed” to the word “concerned.”

Someone suggested we begin our statement with, “We, the faculty of DePauw University, in light of HB101 passed on March 21, note that our catalog states:”

Question from a faculty member:

This is just stating what is in our catalog, what is the point?

Response from faculty member:

We are affirming our values and we realize that there is a law against our values.

Response from faculty member:

It is a strong affirmation that means the most to me.

Response from faculty member:

I don’t think we are functioning as a community. We need to be open to all opinions not just the ones that have the most say. I respect some will interpret it in different ways.

Question was called on the amendment:

The vote to call the question on the amendment passed. The Chair clarified that the amendment before the faculty was the one to substitute the word “concerned” for “shocked and embarrassed.” By a secret ballot the amendment passed 37 in favor and 20 against.

At this point the motion being considered reads:

“We the faculty of DePauw University were concerned by the March 2015 passage of Indiana SB101, the so-called Religious Freedom Restoration Act. As our [Catalog](#) states,

A DePauw education asserts that developing a global perspective and an appreciation and tolerance for a more diverse society are vital for living in an increasingly interdependent world.

Since its founding by frontier Methodists, DePauw has sought to foster moral reflection and humane values among its students. Its strong tradition of service to humanity – whether in the Greencastle community or around the world – manifests its belief that moral engagement and civic responsibility should guide our actions and commitments (emphasis added).

We strongly affirm that DePauw is and will remain a living and learning community that welcomes and respects LGBT students and colleagues along with those from all racial, ethnic, religious and national backgrounds, and we support President Casey's statement (March 29th, 2015) calling on the Governor and legislature to do all in their power to affirm that the State of Indiana is equally welcoming.”

Comment from a faculty member:

A faculty member called for a point of order questioning whether we could continue to do business without a quorum. Noting they were concerned that it was an important position and there were many who could no longer be here.

Since we no longer had a quorum no further action on the motion was taken.

21. Announcements

Committee Elections:

The Chair of the Faculty announced that an election memo would be out in the coming week in support of the newly passed governance structure. For the University Priorities Committee there will be two (2) two-year positions and two (2)-one year positions to start the staggering of terms. For other elected committees the memo will note who is moving forward from our closest committee in our existing structure. Where possible we'll try to have a third to a half of the positions elected and the rest filled with colleagues continuing from the closest committee we have in the existing structure.

Regarding our new Faculty Personnel and Review Committee, that committee has the same number of positions as our current Committee on Faculty (COF). We need SEVEN (7) colleagues, given terms ending and sabbatical leaves. We have ONLY two colleagues in a position to continue their service on the committee. It would be great if we could have some volunteers who have COF experience AND others who don't. There will be four (4) two-year terms, three (3) one-year terms. Additionally we will have one (1) 18-month term to cover the second half of next year and the following year.

No were no other announcements.

Written Announcements –

No written announcements were submitted for the agenda.

22. Adjournment

There was no other public business to come before the faculty. Voting members of the faculty were asked to stay, to hear from the President regarding an honorary degree candidate.

The Chair thanked everyone for his or her thoughtful participation in the meeting. Everyone was encouraged to attend the May meeting on Monday, May 4 when there will once again be a critical issue before the faculty.

The meeting was adjourned.

Appendices

Appendix A: Tribute to Professor William Edward Farley (1929-2014) Written by Professor Emeritus Robert Newton

Former colleague and friend, Ed Farley died on December 27, 2014 at his home in Brentwood, Tennessee. In her letter telling of his death, his wife, Doris (who was a close friend of the late Doris Thomas, wife of Emeritus Professor Robert Thomas), wrote: "He had been ill only several months. At our request he chose the music and the poetry for his funeral."

After receiving his Bachelor's degree from Centre College, Ed obtained his B.D (later redefined as M. Div.) from Louisville Presbyterian Seminary. He entered the combined degree program of Union and Columbia University and received the Ph. D. in philosophical theology in 1957.

The first memory of Ed comes from his colleague, Emeritus Professor Robert Newton, while Newton was an assistant at Union Theological Seminary in New York. Ed had submitted a paper in one of his graduate classes which Newton read and to which he gave a top grade. In 1957, Ed came to DePauw as an Instructor in Philosophy and Religion, leaving DePauw in 1962 as an Assistant Professor. His appointment here was initiated by the Lilly Grant to the Department which enabled (with reduced load) two faculty members (who had come the preceding year: Leon Pacala and Robert Newton) to develop the well-remembered course, Basic Beliefs of Modern Man, to acquire immense library resources, and to expand the departmental curriculum. Ed took over the teaching of basic courses in the department in both fields: His main courses were Introduction to Christian Thought, Contemporary Christian Thought, and Non-Christian Religions. Later he co-taught in the Basic Beliefs course. He also taught Present Philosophical Tendencies (Kierkegaard and Existentialism) and History of Ancient Philosophy (Plato). In that period of creative interdisciplinary co-taught courses, Ed combined with Edward Williams (of the English Department) twice to teach a seminar course called Literature and Ideas.

Ed began his teaching at DePauw with engagement in more than academics. He was a musician, playing trumpet and participating in jazz event. Newton remembers accompanying him to a jazz event in New York (while both were attending a professional conference) featuring Peter, Paul, and Mary, where Ed provided astute explanations on the medium. Ed prepared Newton for the drive to N. Y. by figuratively beating up on him to drive like a taxi would in New York. Not only did they share that drive, but they shared a beat up car given to Ed to bring them to their eight o'clock classes. With no internal floorboard, they reckoned that if needed they could put their foot through to serve as a braking device. Former students of Ed reported that he got up only twenty minutes before his class, and that he was able to meet the class on time! Ed's hopes for athletic prominence at DePauw were ended with a ruptured Achilles heel while participating in a faculty basketball game.

With high expectations for his students, Ed would read their blue books and papers late at night in his office on the second floor of the no longer Faculty Office Building (on College). Once an exam provoked him to discuss a student's essay with his colleague Pacala to which they assigned a very diminished grade. So the blue book was placed on top of the stack so that Ed and Leon could go home late that night. The next day upon picking up the blue books, Ed noticed that the grade in the book was not what he remembered putting there. Conferring with Pacala again to confirm his memory, they called in the student for a consultation. Finally, the student confessed to bringing a ladder, entering the second story office window, rewriting the blue book, and inserting a higher grade than on the original.

Doing graduate work at the University of Basel in Switzerland and the University of Freiburg, Ed connected with the dominating philosophical and neo-orthodox theological movements of mid 20th century. Newton remembers Ed's account of spending weeks in preparation for German fluency at an Institute in Deutschland

before engaging in classrooms and lectures at those institutions.

Ed left DePauw in 1962 to teach at Pittsburgh Theological Seminary. Later he became a professor at Vanderbilt Theological Seminary, where he became a prolific writer and publisher of well respected books and essays on systematic and contemporary theology. His professional career can be obtained in the DePauw news story by Ken Owen, Executive Director of Media Relations:

<http://www.depauw.edu/news-media/latest-news/details/31388/>

and at the Vanderbilt news story of his death:

<http://news.vanderbilt.edu/2014/12/memorial-service-set-for-renowned-vanderbilt-professor-of-theology/>

Or copies of both accounts can be read in the Farley folder in the DePauw Archives.

On October 29-30, 1985, Ed Farley returned to DePauw as the Mendenhall lecturer. As an ordained Presbyterian minister and a distinguished Professor, he was eminently qualified for the honor and the degree. Also there were four other academics and well known church leaders who together constituted a cohort of persons receiving honorary degrees. Farley's lectures addressed "The Fragility of Knowledge". The first was held in Meharry Hall in which he laid out the incompleteness and uncertainties of all forms of knowledge including those based on physical evidence, philosophical argument, and theological discernment under the title of "The Corruption of Knowledge in Religion and Scholarship." The second was offered in Gobin Memorial United Methodist Church on "The Redemption of Knowledge in University Education." Both lectures can be heard on tape in the DePauw archives.

President Richard Rosser concluded his citation of Edward Farley with these words: "Upon recommendation of the faculty, the Board of Trustees has authorized me to confer upon you, WILLIAN EDWARD FARLEY, honorary degree of DOCTOR OF LAWS. As a symbol thereof I invest you with this hood and hand you this diploma bearing the great seal of the Corporation and the signatures of the proper officials."

Appendix B: Course Descriptions for MAO Consent Agenda Items

Related to Consent Agenda Item B – Approval of new courses

HIST 207 – Latin American Environmental History (1 credit) - The diversity of people, geography, and ecology in Latin America combine to make it one of the most diverse environments on the planet. Complementing the diversity is a rich history of human interactions with the environment. Knowing this history informs us about indigenous economic and cultural practices that offer alternative ways of thinking about how people relate to their environment. The history of conquest and colonization illustrate the dramatic, if not catastrophic, impact of European environmental practices, which helps us to further understand how modernity attempted to control nature, as well as the consequences of this effort. Learning the history also shows the troubled relationship between capitalism and the planet's resources, and how the troubles were important in shaping Latin America's social, political, economic, and cultural landscapes. The history is important for our thinking about the contemporary and future challenges we face, especially in the areas of climate change, resource extraction, food sovereignty, and disease, and energy.

CHEM 102 – General Chemistry 1A (0.5 credit) - Chem102 and Chem103 are intended to follow the curriculum of typical first semester chemistry courses offered at many Colleges and Universities. The courses are spread out over a 2-semester period, with Chem102 being taught in the fall followed by Chem103 in the spring. The laboratory is built into the course, meaning that students will participate in lab at least 2 times per week (sometimes 3), with lectures/discussions on the other days. In order to get one full credit of general chemistry I, students must take both Chem102 and Chem103. Chem102 and Chem103 are not intended for people who intend to major in chemistry at DePauw. Students wishing to major in chemistry should look at either Chem120 or Chem130 as starting introductory courses.

CHEM 103 – General Chemistry 1B (0.5 credit) - Chem102 and Chem103 are intended to follow the curriculum of typical first semester chemistry courses offered at many Colleges and Universities. The courses are spread out over a 2-semester period, with Chem102 being taught in the fall followed by Chem103 in the spring. The laboratory is built into the course, meaning that students will participate in lab at least 2 times per week (sometimes 3), with lectures/discussions on the other days. In order to get one full credit of general chemistry I, students must take both Chem102 and Chem103. Chem102 and Chem103 are not intended for people who intend to major in chemistry at DePauw. Students wishing to major in chemistry should look at either Chem120 or Chem130 as starting introductory courses.

Related to Consent Agenda Item C – Change in Course Description

ENG 151 - Reading Literature: Poetry, Fiction, and Drama (1 credit) - This course explores literature as means of transforming language into art, looking closely at the ways that writers explore the relationship between form, content, and meaning. It focuses particularly on three primary literary genres, though it may also include a secondary emphasis on others, such as essay and film. The course might also consider adaptation and the way genres evolve over time.

Related to Consent Agenda Item D – Change in pre-requisites

CSC 330 – Artificial Intelligence (1 credit) - This course examines the implementation of intelligent algorithms on a computer system. The concept of an intelligent algorithm is motivated by initial discussions of the nature of intelligence and its relation to computers, particularly the Turing test. The course begins with two basic topics of artificial intelligence. The first is problem definition, state spaces and search methods, and the second is knowledge representation and logical reasoning. Following these topics is coverage of more advanced topics, such as game-playing algorithms, genetic algorithms, planning algorithms, computer vision, learning algorithms and natural language processing, among others. Prerequisite: CSC 232, 233. Typically offered annually. Not offered pass/fail.

Related to Consent Agenda Item E – Change title, description and pre-requisite

ECON 245 - Environmental and Natural Resource Economics (1 credit) - This course uses economic theories and concepts to explore environmental and natural resource problems and evaluate policies for addressing them. Topics vary and may include energy, water, agriculture, sustainable development, environmental justice, and other timely issues. Prerequisite: ECON 100.

Related to Consent Agenda Item F – Approved experiential course

MUS EXP - Studies in Jazz Performance Practice (0.25 credit) - This course focuses on specific aspects of performance practice in jazz improvisation. Included in this study are typical harmonic treatment, rhythmic ideas, articulations, repertoire and performance routines.

Appendix C: Complete details regarding changes to the English Major (from MAO)

Related to Consent Agenda Item G

(Changes to the majors are noted under “Recent changes in major” in each table.)

Literature major

Total courses required	Ten
Core courses	One of five Reading Literature courses, ENG 251, and ENG 451; Reading Literature courses include ENG 151, ENG 161, ENG 171, ENG 181, and ENG 191.
Other courses	One course in literature before 1660, one course in literature between 1660 and 1900, and one course in literature from 1900 to the present; one literature survey, including ENG 250, ENG 263, ENG 264, ENG 265, ENG 266, ENG 281, ENG 282, or ENG 283.
Number 300 and 400 level courses	Five (including ENG 451).
Senior requirement and capstone	The senior requirement consists of the completion of ENG 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	For students declaring the English (Literature) major after July 1, 2015, there are several important changes to the major. The Reading Literature courses have replaced ENG 151: Literature and Interpretation. Students must now complete one survey course, which could meet the requirement for a course in one of the three historical periods.

Creative writing major

Total courses required	Eleven
Core courses	One of five Reading Literature courses, ENG 149, ENG 349, and ENG 412; Reading Literature courses include ENG 151, ENG 161, ENG 171, ENG 181, and ENG 191.
Other courses	Three additional courses in writing above the 100-level in at least two different genres, including two at the 300-level; three additional courses in literature, including one at the 300-level and one literature survey; survey courses may include ENG 250, ENG 263, ENG 264, ENG 265, ENG 266, ENG 281, ENG 282, and ENG 283.
Number 300 and 400 level courses	Six (including one literature course and ENG 412).
Senior requirement and capstone	The senior requirement consists of the completion of ENG 412 with a grade of C or better.
Additional information	Students must complete a course outside English in the fine arts or performing arts (.25, .5 or 1.0 credit). Students may only count one ENG 255 that is a cross-listed Modern Language course toward the major. ENG 197 may be counted toward a major. Only one course from off-campus study may be counted into the English (Writing) major.
Recent changes in	For students declaring the English (Literature) major after July 1, 2015, there are

major	several important changes to the major. The Reading Literature courses have replaced ENG 151: Literature and Interpretation requirement. Students are no longer to required to take ENG 152: Reading as Writers, and are required to take one 300-level literature class instead of two. Students must now complete one literature survey course and ENG 349.
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Appendix D: Proposed Changes to Business Administration Minor (from MAO)

[Proposed changes]

The Business Administration Minor:

This interdisciplinary minor is designed for students interested in obtaining exposure to the concepts of business administration from a liberal arts perspective. Six courses are needed to complete this minor.

Requirements

Required Core	ECON 100, ECON 220, and ECON 280 or ECON 393
Selected Core (choose one)	ECON 393, ECON 398, PSY 364*, MATH 422*
Quantitative Analysis Requirement (choose one)	BIO 275*, COMM 350, ECON 350, MATH 247, MATH 341, MATH 441*, MATH 442*, POLS 318, PSY 214*, SOC 401
Elective(s) (choose a minimum of one additional course)	CFT 100, COMM 326, COMM 335*, CSC 121, ECON 360*, ECON 393, ECON 398, ECON 420*, ECON 430*, ECON 470*, KINS 406, MATH 331*, MATH 336, MATH 422*, MATH 423*, PHIL 230 or PHIL 233, PHIL 231, PSY 254*, PSY 364*

- At least four of these courses must be outside the student's major(s) and other minors.
- Students with a minor in Business Administration are required to attend at least six Management Center lectures during their junior or senior year. (The McDermond Center for Management & Entrepreneurship must be notified of a student's intention to complete this minor during the spring of their junior year.)
- Completion of an internship approved by the Department of Economics and Management is required.
- Courses that have a prerequisite in addition to the core or quantitative course requirement are designated with *.

[Current description]

The Business Administration Minor:

This interdisciplinary minor is designed for students interested in obtaining exposure to the concepts of business administration from a liberal arts perspective. Six courses are needed to complete this minor.

Requirements for the Minor

- Required Core: ECON 100, ECON 220, ECON 280
 - Selected Core (choose one of the following): ECON 393*, PSY 364*, MATH 422*
 - Quantitative Analysis Requirement (choose one of the following): BIO 275*, COMM 350, ECON 350, MATH 240, MATH 441*, MATH 442*, POLS 318, PSY 214*, SOC 401
 - Elective Course(s) (Choose a minimum of one additional course from the following): CFT 100, COMM 326, COMM 335*, CSC 121, ECON 360*, ECON 393*, ECON 398, ECON 420*, ECON 430*, ECON 470*, MATH 331*, MATH 422*, PHIL 233, PSY 254*, PSY 364*
 - At least four of these courses must be outside the student's major or second minor.
 - Students with a minor in Business Administration are required to attend at least six Management Center lectures during their senior year. (The McDermond Center for Management & Entrepreneurship must be notified of a student's intention to complete this minor during the spring of their junior year.)
 - Completion of an internship approved by the Director of the McDermond Center is required.
- Courses that have a prerequisite outside the core are designated with *.

Appendix E: Proposed Changes to Extended Studies Catalogue Language (from CAPP)

Proposed catalog language change (new language in ***bold italics***, language to be removed in ~~striketrough~~):

Extended Studies

Every DePauw student must complete at least two Extended Studies opportunities with a passing or satisfactory grade. Options for completing the Extended Studies requirement include:

- credit-bearing Winter Term or May Term course
- approved non-credit-bearing course, externship, travel experience or service learning program
- semester-long off-campus study opportunity or internship
- independent study, research project or creative project

Each of these experiences must be pre-approved to count toward the Extended Studies requirement. *At least one of these opportunities must be completed through participation in a **DePauw-led** Winter Term or May Term course ~~or opportunity~~, **group travel experience or service learning program**.*

Students who receive incomplete (I) grades in an Extended Studies opportunity must complete the course by the end of the following semester or the grade will automatically convert to grade of failure (F) or unsatisfactory (U). Students who have a deficient number of Extended Studies opportunities may petition to the Committee on Experiential Learning to make up a course in an alternative way. Graduating seniors who receive a failing or unsatisfactory Extended Studies grade during the senior year may petition to make up the course during the final spring semester if appropriate arrangements can be made. Tuition is charged to enroll in a make-up Extended Studies opportunity that is credit-bearing course.

Note: Winter Term experiences completed prior to Fall 2014 count toward the Extended Studies requirement.

Appendix F: Proposed new major in Environmental Biology (from CAPP)

The Need for an Environmental Biology Major

Some of the foremost problems facing humanity now and in the future are environmental in nature. These include climate change, loss of biodiversity, and the stability of ecosystems that are necessary to sustain our species. None of these problems can be approached effectively from within the boundaries of a single traditional academic discipline. Liberal arts colleges have a responsibility to produce graduates who are prepared to deal with such complex issues, and in particular to send some of those graduates into the world trained to deal directly with these interdisciplinary challenges. The proposed major is designed to produce this type of graduate.

An interdisciplinary major should give students a breadth of experience across disciplines, while giving them adequate depth of understanding that it prepares them for what comes next (graduate programs, the job market, etc.). By requiring a range of classes focusing on the environment from different perspectives as well as a creating a depth of understanding in the biological sciences, the Environmental Biology major will serve as a strong preparation for students who wish to go on to graduate programs in biology, ecology, or environmental science/studies, as well as preparing them for directly entering the job market (e.g. environmental NGOs, government agencies, environmental consulting).

An increasing number of students are arriving at DePauw with an interest in environmental science with a focus on biology. Some become Biology majors, some choose Environmental Geoscience, and still others design their own interdisciplinary majors. During conversations with prospective students, it has also become clear that we are losing students with interests in environmental studies and science to other colleges in part because they perceive (inaccurately, we believe) that DePauw's curricular offerings in this area are somewhat limited. The proposed Environmental Biology major would offer a good option for students we already have and will help, along with the Environmental Geoscience major and the Environmental Fellows Program, to attract more strong students with environmental interests to DePauw.

Structure of the Major

Environmental Biology majors should gain an in-depth understanding of biology, an understanding of basic chemistry, and an exposure to environmentally-oriented work in other disciplines that will allow them to effectively communicate and collaborate on complex environmental issues. Thus these students will be asked to complete seven and a half biology courses, a course in chemistry, and four environmentally-focused courses in allied disciplines.¹ The biology courses will include classes in ecology and biostatistics, both of which are core subjects for field biology. To allow the students to further explore an area of interest, they will also take one additional elective course from biology, chemistry, or from the list of allied courses. The total number of courses required for the major will be 13.5.

Student Outcomes

In proposing this model, we have assumed the following:

- Environmental biologists should have a firm knowledge of basic biology (both biology introductory courses required).
- Environmental biologists should be exposed to advanced ecology and organismal biology, as well as some laboratory biology techniques (additional BIO requirements).
- Environmental biologists should be able to understand and use statistics (BIO 275 Biostatistics or equivalent required).
- Environmental biologists should understand basic chemistry (CHEM 130 required).

- Environmental biologists should have some knowledge of the physical environment and geological processes (GEOS requirements).
- Environmental biologists should be exposed to ways in which disciplines outside the sciences approach environmental problems so that they are able to converse with experts in these disciplines (allied course requirements).
- Environmental biology majors should have a capstone seminar that is interdisciplinary, in order to demonstrate and solidify their ability to approach environmental issues from a variety of disciplinary perspectives.
- Environmental biology majors should be prepared to go on to a relevant graduate program (e.g. Biology, Ecology, Environmental Science, Environmental Policy) or to enter the environmental job market.

Development - This proposal was developed by Jim Benedix in conversation with the members of the Department of Biology. Other departments and individual faculty members that might be affected (i.e. that offer courses that may be taken as part of the Environmental Biology major) have also been consulted. Versions of this proposal have been considered by the Department of Biology a number of times over the last 10-12 years. This proposal now has the support of the Department, as indicated by the signatures on the final page.

Staffing - The proposed major requires no additional staffing beyond what is currently present in the Biology department, and has no staffing implications for other departments. It requires only courses that are currently taught or will likely be developed² regardless of whether the new major exists. The only possible impact would be on future staffing; in the unlikely event the major causes a very large increase in the number of students declaring majors within the Department of Biology, the Department may need to request additional faculty positions. If the new major is approved we anticipate only a modest increase in the number of majors within Biology.

Budget - Other impacts of the new major will also be minor. Because the courses for the major are already in place, no change in budget or patterns of offerings will be necessary. Most of the courses outside of Biology that will count for the major are also courses that count for credit within the Environmental Fellows Program, and so any planned staffing or budgetary changes that result in the loss of a number of these courses would already result in negotiations with Environmental Fellows. Thus the University has already agreed, in a real sense, to maintain these courses. The creation of an Environmental Biology major simply reinforces this, but creates no new “obligations” on the part of the University or it’s various academic departments.

Footnotes:

1. Examples of currently/recently offered allied courses: Science - GEOS 110, GEOS 125, GEOS 230; Social science, Arts & Humanities - PHIL 232, WS 362, ANTH 253, and topics courses such as Nature Writing, Environmental Crisis Narratives, Political Economy Global Environment, Political Ecology, and Environmental Policy. An ongoing list of courses that will count for the major will be kept by the Department of Biology.
2. Sarah Lee, who is an aquatic ecologist entering a tenure-track position in Biology in fall 2015, will likely develop an advanced course that would count for the Environmental Biology major.

Catalog Text

Requirements for a major

Environmental Biology

Total courses required	7.5 BIO + CHEM 130 + 4.0 allied course credits + one elective course credit
Core courses	BIO 101, BIO 102, BIO 450
Other required	Five upper level Biology courses. Must include BIO 275 and either BIO 342 or BIO 345

courses	(or a similar approved topics course)
	Four allied courses from outside of Biology (minimum two from the social sciences, humanities or arts; minimum one from the sciences). At least one of these must be at or above the 200 level. These courses are selected from a list of environmental course offerings maintained by the Department of Biology.
	One additional elective course, which may be in Biology, Chemistry, or from the list of allied courses.
Number 300 and 400 level courses	Three
Senior requirement and capstone experience	The senior requirement consists of the completion of BIO 450 with a grade of C- or better.
Additional information	No more than two courses from off-campus programs can count toward the major. Environmental biology majors are encouraged to also take courses in physics and computer science.
Recent changes in major	In this Fall 2014 version of the major, the introductory sequence, BIO 101 and BIO 102, replaces the former introductory sequence, BIO 135, BIO 145 and BIO 215.
Writing in the Major	<p>Biologists must write clear, compelling prose to describe and explain complex patterns and processes. They must also present data graphically and verbally to inform and engage other scientists and the public. Good writing in biology is usually concise and precise, conveying information effectively without relying heavily on emotion. Biological inquiry and writing are both collaborative endeavors. Writing collaboratively requires practice, so in many of our courses, students work together to produce co-authored reports describing their experimental results. Drafts, revisions, and peer reviews are important steps in the process of writing polished prose in biology. Although the Biology Department does not require a specific course that emphasizes writing in biology, almost all upper-level classes in biology require one or more types of writing. Students in upper-level biology courses will write many of the following:</p> <ul style="list-style-type: none"> • Project proposals • Lab reports • Response papers • Review papers • Research posters <p>As part of the senior seminar capstone experience, the department may ask students to organize a portfolio of their previous written work.</p>
<i>Note on the plan for the capstone of the proposed major:</i>	
The capstone for the Environmental Biology major will initially be taught under the same course number as the Biology senior seminar. Once the new major becomes established the Department will have separate sections of seminar for students in each of the two majors, and may eventually propose the second seminar as a separate, distinctly numbered course. This plan will allow some flexibility as the new major develops, since it may initially have too few students for a full seminar section.	

Appendix G: Proposed Changes to the Graduation Requirements (from CAPP)

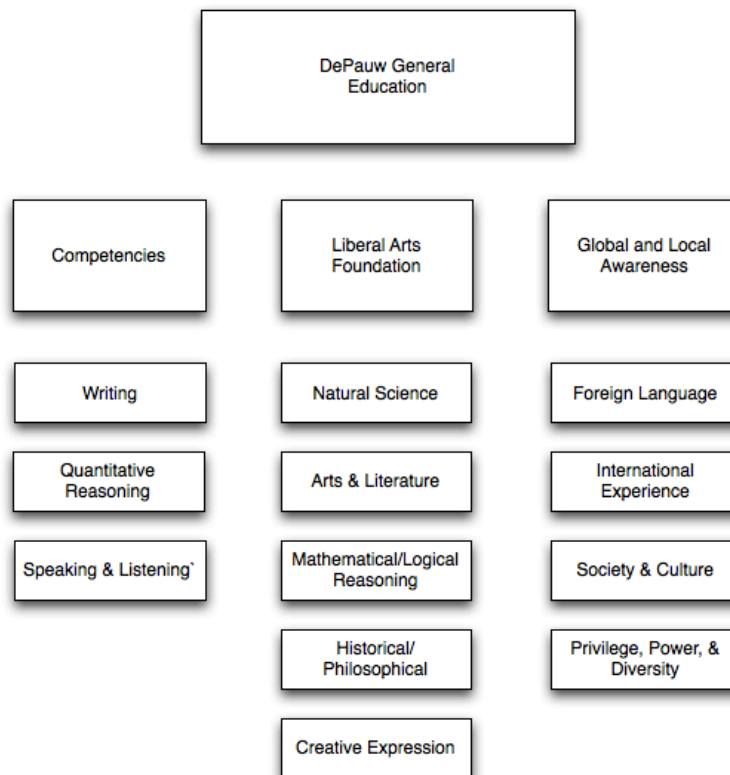
Summary: CAPP proposes adoption of the following Distribution requirements. This is a variant of the ‘Six Experiences’ model originally proposed during the last round of Gen Ed discussions.

Where does it differ from the current system of requirements? Like the Six Experiences model, this General Education model is more prescriptive, in that it directs students to take a science course, to take an arts and literature course, etc., rather than to simply take any two courses within a broad range of “humanities” or “social science” courses. This responds to both the feeling of many faculty that our current set of requirements has become too weak and from data that shows students are tending to balkanize their courses so that ‘science students’ are tending to avoid literature and ‘arts’ students are avoiding science.

The proposal differs from the original ‘Six Experiences’ model mainly in two respects:

1. It adds two courses that deal with diversity and multiculturalism. One is an international experience (defined as either a course or study-abroad experience) and the other is a course specific directed at issues of power, diversity, and difference.
2. It divides the general education program into two forks: Liberal Arts Foundations and Global and Local Awareness. Part of the goal of this division is to tell a more coherent story about what we are doing. Foreign language, in particular, comes out from the cold as an odd-ball add-on to the Six Experiences and forms part of the Global and Local Awareness category.

We estimate that, although this plan does add two courses to the existing “six experiences” model, it will in fact not add much to the load students current take. The new “international experience,” in particular, can be fulfilled in many ways.



Catalog Language

[The following text will completely replace the text struck through below.]

Fall 2016

These requirements are effective starting with the Fall 2016 entering class.

DePauw University's general education requirements aim at producing both an exciting and fulfilling undergraduate educational experience and at preparing our students for a life of engaged, thoughtful, reasoned choices. The University's Competency Requirements (in Writing, Quantitative Reasoning, and Speaking and Listening) develop students' abilities in overarching skills of analysis and communication, while the Distribution Requirements allow students to investigate a broad range of means of inquiry and look critically at the world.

Although many entering students view distribution requirements as a series of hoops to jump through, the General Education program in fact creates a network of skills and abilities that successful students will draw on throughout their college experience and their careers after DePauw.

The Distribution Requirements are organized into two overarching umbrellas:

1. Liberal Arts Foundations
2. Global and Local Awareness

The University holds an abiding belief in the value of the core liberal arts and that students learn best when they are able to approach problems from a variety of perspectives. In their lives after DePauw, students will constantly draw upon their liberal arts training. Doctors and scientific researchers need to critically examine ethical positions. Social justice activists need not only rhetorical training, but understanding of statistics and sampling. Business leaders will succeed in the global economy only if they understand the societies of their markets. Politicians need to understand historical processes and how science works. The liberal arts provide a crucial foundation for life and for a dynamic undergraduate curriculum, so students will complete five courses in **Liberal Arts Foundations**.

At the same time students broaden their **Global and Local Awareness**. We live in a world that feels more or less natural to us, but that world is constructed by, among other things, the language or languages we speak, the exercise of power, and attitudes and prejudices we inherit from friends, family, teachers, and the media. To begin seeing beyond our limited perspectives, students will study foreign language and foreign cultures, the dynamics of human societies and cultures, and how inequities of power shape the world.

Liberal Arts Foundations

Natural Sciences

The methods of the Natural Sciences provide a distinctive and efficacious path to understanding the natural world. Informed citizen engagement with critical challenges posed by technology, modern medicine, environmental problems, etc. demands an understanding of the way natural sciences work.

Each student earns at least one credit in a laboratory course that has as a major component the scientific investigation of the natural world. The laboratory work will emphasize the role of experiment and observation in the formulation and testing of scientific hypotheses.

Arts and Literature

The study of literature and the arts reveals a culture's identity: its histories, values, institutions and aspirations.

Through analyzing the complexities of artist and community, of a work of art and the system producing the work, students develop cultural literacy, critical skills, and an understanding of artistic heritage.

Each student earns at least one credit in courses that have as a major component the careful, in-depth study of important literary or artistic works, and which pay particular attention to the literary or artistic aspects of such works.

Historical and Philosophical Understanding

To make informed and effective decisions we need more than our opinions and an appraisal of current trends; we also need to understand where we came from, how our beliefs have developed over time, and how the stories we tell ourselves about our past came to be. We need to be able to examine our own thinking and assumptions.

Each student earns at least one credit in courses that have as a major component the careful, in-depth study of primary sources of historical, philosophical, or religious importance, and which pay particular attention to the historical, philosophical, or religious aspects of such sources.

Mathematical and Logical Reasoning

Logic and mathematics are among the most powerful tools the human mind has devised for comprehending and interacting with the world. Students engaged in their study learn foundational critical thinking skills. They develop habits of rigorous thought that empower them to engage in sound analyses of questions amenable to the tools of logic and mathematics throughout their lives.

Each student earns at least one credit in courses that develop the capacity for logical reasoning through the exploration of techniques in mathematical reasoning, computational reasoning, or reasoning with formal languages. A major component of these courses is the practice of such techniques.

Creative Expression

Creative Expression formalizes our impulse to create through the musical, performing, visual and rhetorical arts. Thinking creatively, giving expressive shape to abstract and concrete ideas, and communicating those ideas imaginatively, complements traditional academic pursuits and fosters understanding within the broader context of human cultures.

Each student earns at least one credit in courses that develop the capacity for creative expression. A major component of these courses is participation in creative activity of a literary, artistic, rhetorical, or musical nature. Students can also earn credit toward this experience by participating in co-curricular activities that involve creative activity of this sort. Credits earned through co-curricular participation do not count toward the 31 credits required for graduation and are limited to a maximum of .5 earned distribution credits per semester.

Global and Local Awareness

Becoming a global citizen requires empathy and understanding that comes from deep immersion in another culture, through the study of its language and culture. At the same time, exposure to other cultures and linguistic systems introduces students to a variety of perspectives; the ability to take different approaches is a hallmark of a liberal arts education. For these reasons DePauw invites all students to study a foreign language and to gain experience in a foreign culture.

Foreign Language

Students attain second-semester ability in a language other than English.¹ 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.

International Experience

Students earn at least one credit in a course that has, as its focus, the study of a culture foreign to their culture of origin. This may be earned in courses focusing on the politics, society, religion, history, or arts of a foreign culture or through a semester-long or longer study-abroad experience. International students fulfill this requirement through their study at DePauw.

Understanding Society and the Dynamics of Power

Living and working in an interconnected world brings us into interaction with people of diverse identities. Making a contribution to this world requires both a deep understanding of a society as well as a basic understanding of the dynamics of inequality. The Study of Society and Culture grounds students in the inner workings of a specific society, while Privilege, Power and Diversity courses offer students a variety of lenses through which they can learn about these dynamics at a more conceptual level.

Study of Society and Culture

Each student earns at least one credit in courses that have as a major component the analysis of the dynamics of human societies or cultures, or of the relationship(s) between individuals and human societies or cultures.

Privilege, Power, and Diversity

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

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 Natural Science, Society and Culture, Art and Literature, History and Philosophy, Mathematical and Logical Reasoning, and Creative Expression 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 Natural Science, Society and Culture, Art and Literature, History and Philosophy, Mathematical and Logical Reasoning, and Creative Expression distribution requirements must be from different course listing areas. The course listing area is denoted by the text code preceding 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, apart from Foreign Language, must be earned through courses offered at DePauw. Advanced placement and transfer credit do not apply to completing distribution area 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 area requirements. These courses should be foundational courses. Foundational courses typically will be at the 100 or 200 level and have no or minimal prerequisites.
7. Some courses might meet the descriptions for International Experience or Privilege, Power, and Diversity as well as for one of the other distribution areas. In such cases, departments may designate

those courses for whichever of International Experience or Privilege, Power and Diversity is appropriate and, in addition, for one other distribution area. Students can decide to count the course toward either eligible requirement. In no case may a single course be counted toward more than one requirement.

Footnotes:

1. Languages regularly offered at DePauw University include Arabic, Chinese, French, German, Ancient Greek, Italian, Japanese, Latin, Russian, and Spanish.

[Old catalogue language below that will be replaced.]

~~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 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 from different course listing areas. The course listing area is denoted by the text code preceding 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 area 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 area requirements.

Appendix H: Proposed Changes to the Incomplete Grade Policy Portion of the Academic Handbook (from MAO)

MAO is proposing the following change to DePauw's Incomplete Grade Policy. Insertions are shown as underlined text. The purpose of this change is to make the Incomplete Grade Policy consistent with the Examinations in Courses policy.

Incomplete Grade Policy

An incomplete grade (**I**) is to be used only when a student has not completed the requirements of the course for reasons beyond the student's control, such as illness or equipment failure in the case of laboratory classes. In addition, the class must have been essentially completed so that only an examination remains or a paper or project already well underway needs to be completed. An **I** may not be given for failure to submit work on time because of inadequate planning or to extend time to improve a grade. Problems involving transportation, family occasions and/or jobs, for example, are also not sufficient grounds for assigning a grade of I.

The student must complete the work within the first two weeks (ten class days) of the following semester in which the student is enrolled at DePauw. Exceptions to the two week deadline may be granted by the Petitions Committee. When the student completes the work, a letter grade is recorded. If the **I** is not completed within the time limit and the student has not been approved for an extension, the grade becomes an F.

Students who withdraw and return to campus more than a year (two semesters) following the incomplete may not complete the course. The grade will be converted to a W provided the student demonstrates that the original **I** grade was for appropriate reasons.

Students may not graduate with an incomplete grade on their record.

Appendix I: Proposed Changes to the Academic Handbook to Support a New Governance Model (from FGSC)

[Additions are in **bold**, deletions ~~struck through~~. Text in **red** is a clarification resulting from advanced notice and discussions during March. These changes in no way change the scope of the motion.]

In all sections where a current committee is referenced the appropriate new committee will be substituted. The most common example, all text in the personnel procedures currently referencing the ~~Committee on Faculty~~ would be changed to the **Faculty Personnel and Policy Committee**. A complete list of these changes will be provided to the faculty in September after the handbook update reflecting these governance changes is complete.

Section II

A. Regular and Called

There shall be one regular **voting** meeting of the faculty each month of the academic year. Additional meetings when desired may be called by the Chair of the Faculty.

B. All faculty members may attend faculty meetings and participate freely in discussions.

C. Voting

1. Full-time faculty members holding positions with academic or nominal rank, including those on sabbatical, pre-tenure, or academic leave, may vote. (See [Article I.B of the Personnel Policies](#) for a definition of full-time faculty positions.) The President, the Vice President for Academic Affairs and the Registrar also have voting privileges.
2. **Faculty members in Part-time Faculty Positions with Academic Rank may vote in any semester that their teaching load exceeds the equivalent of 1.5 courses or in any active teaching semester after 12 semesters of teaching service to the University.** All other faculty members in part-time positions may attend faculty meetings and participate in debate, but not vote; however, Senior (Emeriti) Professors are eligible to vote during any semester in which they are teaching at least one course.
3. A quorum shall consist of 40% of the **full-time** faculty eligible to vote and not on approved leave (rounded to the nearest whole number). This number shall be determined for each semester by the Vice President for Academic Affairs, using the faculty roster as of the Friday immediately preceding the first faculty meeting of each semester. Immediately after the call to order at the first faculty meeting of each semester, the Vice President for Academic Affairs shall announce the quorum requirement for that semester. The next order of business after the call to order at each faculty meeting shall be the verification of a quorum by the Chair of the Faculty; (for the first meeting of the semester, the quorum verification shall occur after the Vice President for Academic Affairs has announced the requirement).
4. All voting in meetings, unless otherwise stipulated, shall be by show of hands. However, at the request of any faculty member the vote shall be by secret ballot.
5. Any voting faculty member may object to including an item on the Consent Agenda. Such an objection will result in full debate of the item under the appropriate order of business.

D. Order of Business

At all regular voting faculty meetings the following list of items must be included on the agenda, however with the exceptions of the call to order, verification of the quorum, consent agenda and adjournment the order may be adjusted to best facilitate faculty business. The Chair of the Faculty with Faculty Priorities and Governance Committee will consider how to best organize the agenda each month.

At all regular faculty meetings the following items must be included in the order of business:

1. Call to order and verification of quorum,
2. Consent Agenda
 - a. Approval of minutes
 - b. Approval of new courses and announcement of course changes (as needed)
 - c. Approval of election results (as needed)
 - d. Conferring of baccalaureate degrees (as needed)
 - f. Other (as needed)
3. Reports from ~~coordinating~~ **core faculty** committees,
4. Reports from other committees,
5. Remarks from the Vice President for Academic Affairs,
6. Remarks from the President,
7. **Unfinished** ~~Old~~ business,
8. New business,
9. Announcements, and
10. Adjournment.

Section IV. Academic Organizations and Operations

C. Dean of the School, Chair of the Department, Director of Coordinator of the Interdisciplinary Program

2. Deans, chairs and program directors are expected to be leaders within the University at large through consultation with the Administration and committees. They meet as a body monthly during the academic year to discuss mutual concerns and share expertise. **The Chair of the Faculty also attends the monthly meeting. The body** ~~They~~ may select officers, organize committees, conduct workshops, etc., to expedite their work.

Section V. The Divisions

1. Definition and Function

~~Faculty members appointed to teaching and library staffs shall be grouped (by departments) into divisions for the purpose of coordinating the work in related fields and for equitable distribution of committee memberships. Divisions may submit matters of concern to an appropriate faculty coordinating or executive committee. Each division shall present nominations for divisional and at-large membership on coordinating, executive, and administrative committees, as well as division officers and other elected officials as outlined in this handbook.~~

There are some committees within the governance structure for which representation from different disciplines facilitates the committee's best work, curriculum policy and planning (CPP), faculty personnel policy and review (FPPR), faculty development (FD) and course calendar and oversight (CCO) committees. To ensure perspectives from all areas of the curriculum are represented on such committees, members of the faculty with voting status will choose their curricular home for that purpose. Under this model it is likely that there will be some departments and programs where members choose different divisions.

Over the course of a career, changes in faculty members' professional interests and expertise might cause them to switch their divisional affiliation, it is expected that such changes would be infrequent. Changes must be declared by March 1 each year so divisional affiliations are clear when committees are populated (elected and appointed) for the coming academic year

The Chair of the Faculty with the assistance of the Academic Affairs office will make sure divisional membership lists are up to date and available to members of the division and committees.

~~B. Department Grouping~~ **Divisional Descriptions**

Division 1 – Arts

Division 2 – Humanities

Division 3 – Mathematical, Computational and Natural Sciences

Division 4 – Social Sciences

~~Division I – Art and Art History; Communication and Theatre; Librarians with faculty rank; School of Music.~~

~~Division II – Classical Studies; English; Modern Languages; Religious Studies.~~

~~Division III – Biology; Chemistry and Biochemistry; Computer Science; Geosciences; Kinesiology; Mathematics; Physics and Astronomy; Psychology.~~

~~Division IV – Economics and Management; Education Studies; History; Philosophy; Political Science; Sociology and Anthropology; Conflict Studies; Women's, Gender and Sexuality Studies.~~

~~2.———Divisional Officers~~

~~The chair and the secretary of each division shall be elected annually and the names reported to the Chair of the Faculty. No chairperson of a division shall be eligible to succeed himself or herself in office.~~

~~3.———Divisional Nominating Committees and Nominations~~

~~There shall be a divisional nominating committee made up of the chair, the secretary, and one other faculty member elected annually by the division, no two from the same department. This committee shall present a slate of candidates at the divisional meeting. Nominations may be made from the floor also. No persons shall be nominated without their consent.~~

~~4.———~~

2. Meetings of the Divisions

Committees or members of a division may call a meeting when needed. Effort should be made to choose a time that seems likely to make possible the largest attendance at each meeting. All listed members of the division must be invited. The group organizing the meeting should distribute an agenda for the meeting and written summary of discussion after the meeting to all division members and submit the agenda and written summary to the **Chair of the Faculty for appropriate archiving available to all voting members of the faculty.**

~~The chairperson of each division shall choose a time and place for division meetings which seem likely to make possible the largest attendance at each meeting. Before each meeting of a division, the secretary of the division shall send a notice to every member of the division including a designation of the time and place of the meeting and a list of nominations to faculty committees to be made and/or agenda for other business to be transacted. Such a notice must be delivered to the division members no later than four calendar days before the meeting.~~

VI. Elections

A. Method of Election

- 1. By February 15 each spring the Chair of the Faculty shall release a list of committee vacancies for both elected and appointed committees noting any divisional restrictions. By the end of the second full week of classes in the second semester each year, the Chair of the Faculty shall deliver to the chairperson of each faculty division all the materials pertinent to the annual faculty election. He/she shall list the vacancies in both divisional and at-large positions.**
- 2. Nominations for elected committees will be accepted through deadline for the March faculty meeting when a list of all nominations received will be circulated with the agenda. After the March meeting is adjourned there will be an open conversation to **facilitate finalizing nominations for elected committee vacancies**. Nominations will occur in two rounds. In each round, division officers must announce the vacancies to all eligible faculty members, so that they may have the opportunity of nominating themselves or their colleagues. In the first round, the secretary of the each division shall deliver at once to the Chair of the Faculty a complete listing of all candidates for all vacant divisional representative positions. Following the election of divisional representatives (see 3 below), the secretary of each division shall deliver to the**

~~Chair of the Faculty a complete listing of all candidates for all vacant at-large positions.~~

3. **Ballots will be released one week after the March faculty meeting.** Voting shall be conducted ~~via~~ by an electronic ballot. **The ballot must be** available to all voting members of the faculty for at least three in-session days. **Brief position descriptions will be in displayed with the list of nominees for each elected position.** The names of the individuals nominated ~~by the divisions~~ shall be arranged in random order on the official ballot. The Chair of the Faculty shall conduct all elections and will archive the results of elections for a minimum of four years.
4. The Chair of the Faculty shall announce the results of all elections by **the April faculty meeting and record them in the April faculty meeting minutes** at a faculty meeting according to the following schedule: ~~March — newly elected divisional representatives to faculty committees; April — divisional nominees for at large positions; May — newly elected at large members of faculty committees.~~
5. **Individuals not serving on an elected committee in the coming year will submit their preferences regarding appointed committee service by April 8. The Faculty Priorities and Governance Committee will announce appointments by the May faculty meeting and the Chair of the Faculty shall record them in the May faculty meeting minutes.**
- ~~5-6.~~ All offices for the same committee which have the same term shall be considered as one group in the election of ~~at large~~ faculty representatives to faculty committees. ~~Each division shall select one nominee for each vacant office.~~ Nominees receiving the highest numbers of votes in the general election shall be elected.
- ~~6-7.~~ No persons may be elected or appointed to any faculty position without their consent.
- ~~7-8.~~ Student members of faculty committees will be chosen by the Student Congress from among those students in good standing petitioning for the positions.
9. **Administrative appointments for the coming year will be announced by the administration on or before July 5.**

B. Vacancies

In the event of a vacancy in any faculty office or committee after the spring elections, the Chair of the Faculty will send out a general call for nominations ~~to the appropriate division members.~~ The ~~chair~~ **Chair of the Faculty** will then conduct ~~an a divisional or general~~ election by electronic ballot. If there is only one nominee for a vacancy, the Chair of the Faculty may appoint that person to the position, subject to the approval of the faculty at its next faculty meeting.

C. Special Elections

Other special elections may be held at the discretion of the Chair of the Faculty or at the direction of the faculty.

VII. ~~University Standing~~ Committees

There are four ~~three~~ categories of ~~Standing~~ Committees:

~~Coordinating~~ **Core Faculty** Committees (Article VIII)

These committees will supervise and integrate, singly or in conjunction, the formulation and execution of policy in **five** ~~four~~ areas: curriculum, faculty personnel and policy, student academic life, faculty development and faculty governance, academic policy and planning, operations, scholastic life and academic atmosphere, and faculty. **Faculty governance and priorities, curricular policy and planning, faculty personnel policy and review, student academic life, and faculty development.** These committees ~~They~~ shall recommend all policies to the faculty for adoption. **These committees** ~~They~~ shall be responsible for the interpretation of policy in their respective areas.

They shall consider all issues submitted by ~~the~~ faculty members or referred by the Chair of the Faculty. They shall report to the faculty at each faculty meeting.

Membership on Core Faculty Committees is by election by the entire voting faculty.

University-wide Committees (Article IX)

These committees, in order to carry out their function, need to have broad representation from most major constituencies on campus. The nature of the responsibilities university-wide committees encompass a broader purview than the Core Faculty, Standing Appointed and those handbook committees appointed as needed.

~~Executive~~ **Standing Appointed Committees (Article X ~~IX~~)**

These committees will carry out specific policies and programs in the areas of their respective assignments. They shall submit their policy recommendations to the relevant **Core Faculty coordinating** Committees for consideration, and they may report such recommendations directly to the faculty. Upon request of the appropriate **Core Faculty coordinating** Committee they shall present a report of their particular actions. **They shall consider all issues submitted by faculty members or referred by the relevant Core Faculty Committees or the Chair of the Faculty.**

These committees may be assisted in the execution of their duties by an administrative director appointed by the President.

Membership on Standing Appointed Committees is based on appointment by the Faculty Governance Committee considering individual interest and institutional need after elected committees have been seated.

~~Committees of the Administration~~ **Committees appointed as needed (Re-occurring ad-hoc) (Article XI ~~X~~)**

These committees would not necessarily need to meet each year, however, oversee areas that faculty may periodically want to provide input and as such are described to streamline appointment to them in years where the need is known or arises during the year. Faculty members and administrators with issues under the mandate of each committee make a request to the faculty governance committee to appoint the committee. Such request must suggest an anticipated length of needed service. Every effort should be made to identify the need by spring break of the previous year for anticipated issues spanning at least one semester of the coming academic year.

Membership on Committees appointed as needed is based on appointment by the Faculty Governance Committee in consultation with the Core Faculty Committees considering individual interest and institutional need after elected committees have been seated.

~~These are committees created by the administration that the faculty has agreed to participate in, and all are governed by guidelines listed in this Article. Except when otherwise indicated in the committee descriptions below, each faculty member of an administration committee shall be elected and shall serve in accord with the Procedures of Article VI of the faculty By-Laws. Terms of service are subject to amendment at the discretion of the administration committees, the President, or the Board of Trustees.~~

A. Delegation of Powers

Faculty committees may delegate matters of specialized study, program direction, and administration to ad hoc or permanent sub-committees. (The members of such sub-committees need not be members of the committee making the delegation.)

B. Eligibility, Restrictions, Terms

1. Faculty members must be tenured to serve on the Grievance Committee and Faculty Personal Policy and

Review Committee.

2. Faculty members must be tenured or in at least the seventh year of full-time status to be eligible for election to any of the other Core faculty committees.
3. Faculty members appointed to tenure-track and term positions are eligible for service on appointed committees. Usually tenured faculty members or those in at least the seventh year of full-time status serve on University-wide Committees.
4. Faculty Personnel and Policy Committee may have representation from no more than two individuals serving from the same department. All other elected and appointed committees will have no more than one individual serving from the same department.
- ~~1. Faculty members appointed to tenure track and term positions are eligible for elected positions on most faculty committees, except where otherwise noted in these By-Laws. For example, The Committee on Faculty [see Article VIII.B.2] and the Grievance Committee [see Article VIII.H of the Personnel Policies] are limited to tenured members of the faculty. A faculty member must be tenured or in at least the seventh year of full-time faculty status to be eligible for election as an at-large representative to the Committee on Academic Policy and Planning (CAPP), the Committee on Management of Academic Operations (MAO), the Student Life and Academic Atmosphere Committee (SLAAC), the Internal Grants Committee (IGC), or the Committee on Administration (COA).~~
- ~~2. All faculty members are eligible for appointed positions on faculty committees where such positions exist and subject to restrictions that may be imposed on each committee.~~
- ~~3.5. All terms of service on faculty committees filled by elections shall be two three years, unless otherwise specified. Members may be re-elected to one successive term. After a break of at least one year faculty members may choose to stand for election again.~~
- ~~4.6. No faculty member may serve in more than one elected position. Faculty members holding elected positions should not be assigned to appointed committee positions by Faculty Priorities and Governance. Eligible faculty members should only be appointed to one governance committee by Faculty Priorities and Governance. Faculty Priorities and Governance should strive to have the overall appointed committee membership represent the balance of tenured to untenured faculty present in the faculty at the time appointments are made. No faculty member may serve in an elected position on more than three committees or on more than one coordinating committee.~~
- ~~5.7. A faculty member may not run for election or be appointed to any committee if they have an approved leave (e.g. pre-tenure leaves, sabbatical leaves, leaves for renewable term faculty members, pre-retirement leaves, and special leaves) or their standing leave schedule suggests they should be on leave at any time during the two-year term of service. A faculty member may not run for election to any Standing Committee in the year preceding an approved leave (e.g., pre-tenure leaves, sabbatical leaves, leaves for renewable term faculty members, pre-retirement leaves, and special leaves).~~
8. Representatives to committees will do their best to consider the broad needs of students, the faculty, the administration and the institution in making decisions.

C. Election of Officers of Faculty Committees

The chair and secretary of a faculty committee shall be chosen from the elected faculty members **or the faculty members appointed by Faculty Priorities and Governance** at the last **committee** meeting of the previous academic year except where otherwise specified. ~~A faculty member must be tenured or in at least the seventh year of full-time faculty status to be eligible to chair the Committee on Academic Policy and Planning (CAPP), the Committee on Management of Academic Operations (MAO), the Student Life and Academic Atmosphere Committee (SLAAC), the Internal Grants Committee (IGC), or the Committee on Administration (COA). No person shall serve two years in succession. Officers of committees shall have voting rights.~~

D. Communications and Reports

Minutes of ~~all coordinating~~ committees shall be made available to all members of the faculty, unless restricted access is required due to confidentiality considerations. **Where confidentiality is a concern, a list of topics discussed must be posted. Committees should strive to approve minutes from the previous meeting at the next meeting.**

Each **core faculty** ~~coordinating~~ committee shall report ~~at all regularly~~ at faculty meetings. **Other committees meeting through out the year should report at least once a semester.**

By May 15 of each year all committees that met at any time during the academic year will submit an approximately two page annual report to the Chair of the Faculty. These reports should include a bulleted list of decisions made, pending issues, and recommendations about when issues need to be revisited or assessed in the future and on what schedule that review is recommended.

Each committee should maintain a list of membership responsibilities that is consistent with the committee's function and charge. These descriptions should available to all members of the faculty and should be shared with all members of the committee and Faculty Priorities and Governance annually.

E. Creation of New Committees

The faculty may create new committees whose members shall be elected by the faculty, except in cases where the faculty, by a two-thirds vote of those present and voting, shall authorize some other procedure.

XII. Standing Rules

A. The regular meeting of the faculty shall be held one a moth during the academic year. The time and place of these regular meetings shall be determined and announced by the Chair of the Faculty to all faculty members by May 1 of the previous academic year. **Also, by May 1, the Chair of the Faculty will announce for the coming year at least one open discussion time per month, which can be used by committees to facilitate conversations leading up to governance work that may require a vote.**

The complete content of Article VIII Coordinating Committees will be replaced with the following:

Article VIII Core Faculty Committees

A. Faculty Priorities and Governance (FPG)

1. Function: This committee oversees the faculty governance system and meets regularly to engage in or delegate strategic planning matters for the faculty. The committee regularly considers how to balance major faculty conversations and other faculty business over the course of the academic year. Additionally, this committee serves as a convenient venue for committees to share information and concerns. Faculty Priorities and Governance (FPG) decides how the faculty should address issues that do not clearly fall within the purview of existing committees or whose impact would overlap the charge of multiple committees. The committee will assist the administration in directing its inquiries and requests for input to the appropriate faculty committee and, where necessary, in balancing faculty service and interest. Faculty Priorities and Governance (FPG) makes faculty service assignments to standing and committees appointed as needed in consultation with the Core Faculty committees.

The following Standing Appointed committees report to Faculty Priorities and Governance (FPG): Honorary Degree & University Occasions.

The following committees appointed as needed (re-occurring ad-hoc) report to Faculty Priorities and

Governance (FPG): Hartman Center, Nature Park and Arts Advisory.

A member of Faculty Priorities and Governance (FPG) should be assigned as a liaison to each standing and ad-hoc appointed committees when formed.

2. Membership:

Faculty membership: One representative (*not the chair*) from the core committees: Curricular Policy and Planning (CPP), Faculty Personnel Policy and Review (FPPR), Faculty Development (FD), and Student Academic Life (SAL). Two directly elected faculty members, and the Chair of the Faculty for a total of seven (7) faculty members. All representatives serve for two years to facilitate continuity on the committee.

Administrative members ex officio (without vote): The President, VPAA and Chair of Chairs.

Student members: (none)

B. Curricular Policy and Planning (CPP)

1. Function: This committee shall be responsible for general and long-range academic policy. 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, ROTC, Experimental Division, University Studies, Extended Studies, graduation requirements, pre-professional programs, and other programs of similar relevance to academic policy. All new majors and minors, whether departmental or interdisciplinary in nature, shall be considered by Curricular Policy and Planning and subsequently voted on by the faculty. This committee will review reports from external review of departments and programs to facilitate their overall supervision of the academic program. Furthermore, this committee shall be 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.

The following Standing Appointed Committees report to Curricular Policy and Planning: Tenure Line, Curricular and Calendar Oversight (CCO), and W Program.

The following committees appointed as needed (re-occurring ad-hoc) report to Curricular Policy and Planning: Admissions, Library and Academic Technology, Advising and Teacher Portfolio Review.

A member of Curricular Policy and Planning should be assigned as a liaison to each standing and ad-hoc appointed committees when formed.

2. Membership

Faculty membership: Five (5) elected representatives, each division must be represented.

Administrative members ex officio (without vote): VPAA or representative, Dean of the School of Music or representative, Registrar.

Student members: two (2) appointed by Student Congress.

C. Faculty Personnel Policy and Review (FPPR)

1. Function: The committee shall represent the faculty by (a) recommending policy and procedures for

personnel decisions to the faculty; (b) communicating procedures for personnel decisions to faculty members; (c) ensuring that candidates interviewing for initial appointment are informed of the procedures and criteria by which they will be evaluated; (d) considering evidence and testimony and consulting with and making recommendations to the President of the University in the following areas: appointment of new faculty members when requested by the Vice President for Academic Affairs; retention, advancement to tenure, promotion and dismissal of faculty members; and appointment, reappointment, and evaluation of department chairs; (e) considering the legal propriety and risks of all faculty personnel procedures, including those at the school and department level; and informing all faculty participants in personnel procedures of possible legal concerns. The committee should be informed by a lawyer knowledgeable in the application of law to institutions of higher education. No members of Faculty Personnel may participate at the Faculty Personnel level in matters related to their departments or school.

Faculty Personnel Policy and Review and Faculty Development must work in concert so that the implications of personnel expectations receive faculty development support and so that major resources provided to a faculty member through faculty development opportunities are able to be included in personnel reviews.

The following Standing Appointed Committees report to Faculty Personnel Policy and Review: none

The following committees appointed as needed (re-occurring ad-hoc) report to Faculty Personnel and Review: none.

A member of Faculty Personnel Policy and Review (FPPR) should be assigned as a liaison to each ad-hoc appointed committees when formed.

2. Membership

Faculty membership: Nine (9) elected representatives with a minimum of one from each division.

Administrative members ex officio (without vote): VPAA.

Student members: none

3. Organization and Orientation

- a. Members of the committee shall be elected by the faculty during the spring election (described in Article VI.).
- b. The committee of the coming year shall elect as its chair a member with experience on the committee.
- c. A quorum shall consist of the six committee members.
- d. At a meeting early in the academic year, there shall be an orientation to the work of the committee in which both faculty members of the committee and administrators will discuss their respective roles; the personnel decision calendar; types of admissible evidence; hypothetical difficult cases and the procedures for dealing with such; and legal guidelines and risks.

4. Subcommittees. Faculty Personnel Policy and Review (FPPR) may form subcommittees (e.g., those to consider interim reviews, candidate interviews, review of school deans or department chairs), but the committee shall act on all recommendations.

5. Responsibilities and Privileges of the Chair

- a. The chair with the Vice President for Academic Affairs shall arrange the agenda of the committee, setting the calendar for its orientation, the evidentiary and deliberative sessions, and shall arrange the keeping of personnel documents.

- b. The chair shall preside at the sessions of the committee and report to the faculty and the University community regarding the progress of the committee.
- c. The chair assisted by designated members of the committee shall provide notice and guidance to those participating in personnel matters (school or department personnel committees, nominations for promotions, candidates for personnel action, etc.) regarding the time and form of recommendations, procedures for gathering and evaluating evidence, and statement of reasons for the recommendations.

6. Committee on Faculty Personnel Policy and Review Coordinator

- a. The coordinator shall be a staff person provided by the office of the Vice President for Academic Affairs.
- b. The coordinator shall attend and keep the minutes of the committee.
- c. The coordinator shall assist the chair, the Vice President for Academic Affairs, and the chairs of subcommittees in preparing and maintaining documents, including model documents that might be helpful to the school or department personnel committees, to recommenders, and to candidates for personnel actions, and in communicating with others participating in personnel matters.

D. Faculty Development (FD)

1. Function: This committee shall plan and execute faculty development programs within the University and coordinate institutional programs with faculty development programs of outside agencies. The committee will consult with Faculty Personnel in establishing policies for faculty development.

This committee shall make recommendations to the President of the University concerning the granting of institutional research and development resources, leaves of absence, and selection of institutional nominees for grants or awards given by outside agencies. Policies and procedures of internal funding-programs are outlined in detail on the Academic Affairs website.

Faculty Personnel and Faculty Development must work in concert so that the implications of personnel expectations receive faculty development support and so that major resources provided to a faculty member through faculty development opportunities are able to be included in personnel reviews.

The following Standing Appointed Committees report to Faculty Development: none

The following committees appointed as needed (re-occurring ad-hoc) report to Faculty Development: none.

A member of Faculty Development should be assigned as a liaison to each standing and ad-hoc appointed committees when formed.

2. Membership

Faculty membership: Five (5) elected representatives, each division must be represented.

Administrative members ex officio (without vote): Dean of the Faculty or representative, Faculty Development coordinator.

Student members: none

E. Student Academic Life (SAL)

1. Function: This committee shall be responsible for the policies and actions of the faculty relating to

student life and general academic atmosphere of the University.

This committee, with faculty approval, shall deal with policies, guidelines, and information on all factors affecting student life and campus-wide academic atmosphere; these factors include policies stated in the [Student Handbook](#) (e.g., academic dishonesty, the student judicial process, or sexual harassment), policies on campus-wide academic atmosphere (e.g., collecting data on University-wide GPAs or studying the effects of social activities on classroom work), policies related to international student life, and policies which encourage faculty-student interactions which foster the intellectual life of the University.

This committee shall coordinate the faculty representation on those committees, councils, and boards which supervise student life and campus-wide academic atmosphere issues participated in jointly by faculty members and students including the University Review Committee, which deals with grade grievances and cases of academic integrity (See the [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.

The following Standing Appointed Committees report to Student Academic Life: Academic Standing and Petitions Committee, Student Publications, and Athletic Board.

The following Committees appointed as need (recurring ad-hoc) report to Student Academic Life: none.

A member of Student Academic Life should be assigned as a liaison to each standing and ad-hoc appointed committees when formed. Additionally Student Academic Life should appoint a liaison to Diversity and Equity.

2. Membership

Faculty membership: Five (5) elected representatives.

Administrative members ex officio (without vote): Dean of Academic Life, VP for Student Life or Representative.

Student members: two (Student Body President and one other appointed by Student Congress)

F. Grievance Committee

1. Function: The Faculty Grievance Process provides eligible faculty members an opportunity for review of recommendations of Personnel regarding their employment with the University, or of other personnel decisions such as changes in job status or responsibilities that directly relate to their employment with the University. The Grievance Committee operates through three-member Mediation Panels and five-member Appeals Panels, on which its members serve. Mediation Panels attempt to facilitate mutually agreeable resolutions of matters brought before them. Appeals Panels review recommendations and offer their resolution to President if mediation is unsuccessful. For a completed description of the function, membership and processes of this committee, see Article VII of the Personnel Policies: Faculty Grievance Process.

2. Membership

Faculty membership: Eight (8) elected representatives, two from each division and eight (8) elected alternate representatives, two from each division ideally from sixteen different departments although no more than two may be from a single department.

The complete content of Article IX Executive Committees will be replaced with the following:

Article IX University-wide Committees

A. University Strategic Planning Committee (USPC)

1. Function: The University Priorities/Strategic Planning will consider long-term initiatives and priorities of the University in service of its mission and ambitions. Annually, USPC will consider information provided by the VPFA, VP for Admissions and VP for Development on potential available University resources, and will consider long-term needs, expenditures, and requirements of the University. At the end of the fall semester after hearing reports on area needs and the status of new and proposed initiatives, USPC will deliver a report to the University President offering recommendations on University resource allocations and the status of funding for long-term needs and initiatives. The President will offer a timely response to the USPC report. The USPC report and the President’s response will be made available to the entire DePauw University community and will be forwarded to the Board of Trustees prior to their February Board meeting. USPC will consider student enrollment targets, tuition rates and student financial aid, faculty and staff salaries and benefits, faculty development academic program support, student life and residential programs, the physical plant and deferred maintenance, sustainability, auxiliaries, and the library and information services.

2. Membership: Composed of [five] senior administrators (Vice President for Finance and Administration, Vice President for Academic Affairs, Vice President for Development, Vice President for Student Life and the Associate Vice President for Facilities), [seven] faculty members, [three] students, and [two] staff representatives, and staffed by the AVP for Finance.

Faculty membership: Chair of the Faculty, member of Curricular Policy and Planning, member of Faculty Development, and four (4) faculty members elected directly, for a total of seven (7) faculty representatives.

Administrative members:

Voting: five (5) senior administrators: Vice President for Finance and Administration, Vice President for Academic Affairs, Vice President for Development, Vice President for Student Life and the Associate Vice President for Facilities.

Student members: Three (3)

Staff members: Two (2)

B. Diversity and Equity

1. Function: 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.

2. Membership

Faculty membership: Three (3) appointed full-time faculty members, one (1) appointed part-time faculty member.

Administrative members:

Voting: two (2) administrators appointed by the President, Director of Human Resources, Director of Multicultural Affairs

Ex officio (without vote): VPAA or representative, Dean of the School of Music or representative.

Student members: two (2) appointed by Student Congress.

Staff members: two (2) hourly staff members appointed by the Hourly Support Staff Committee.

C. Sustainability

1. Function: Coordinates the University's sustainability efforts.

2. Membership

Faculty membership: Three (3) appointed representatives.

Administrative members:

Voting: Director of Sustainability.

Ex officio (without vote): VPAA or representative.

Student members: two (2) appointed by Student Congress.

D. Honorary Degrees and University Occasions

1. Function: This committee solicits suggestions for campus convocation speakers and events with either small-group or campus-wide appeal. It then approves and funds programs that, with the President, it determines to be beneficial to the University community.

Also, this committee shall call for nominations for candidates for honorary degrees. Nominations should be solicited from the faculty, students and Board of Trustees. After review the committee will present a slate of candidates to the faculty for recommendation to the Board of Trustees. The Trustees and faculty delegate the approval of an honorary degree for the commencement speaker to a joint subcommittee of the Nominations and Trusteeship of the Board of Trustees, composed of three Trustees, including the Chairman of the Board and the three faculty members elected to the Committee on Honorary Degrees. An affirmative vote shall require approval of four of the six members.

This committee reports to Faculty Priorities and Governance (FPG)

2. Membership

Faculty membership: Three (3) appointed representatives.

Administrative members:

Voting: The Coordinator of Convocations, The President of the University.

Ex Officio (without vote): The Director of Media Relations, VPAA or representative.

Student members: two (2) appointed by Student Congress, one of whom must be a senior.

End substitution for Article IX.

The complete content of Article X Committees of the Administration will be replaced with the following:

Article X Standing Appointed Committees

A. Tenure-line (Standing appointed)

1. Function: Recommends how to best allocate new and vacated faculty tenure track lines to best support the University curricular objectives.

This committee reports to Curricular Policy and Planning (CPP).

2. Membership

Faculty membership: Four (4) appointed representatives, one from each division.

Administrative members:

Voting: none.

Ex Officio (without vote): VPAA or representative.

Student members: none.

B. Course and Calendar Oversight Committee (CCOC)

1. Function: This committee shall supervise the independent major, calendar, scheduling, individual course changes, approval of individual courses, the grading system, and comprehensives. The committee will be consulted concerning changes to the registration process and classroom assignments.

This committee reports to Curricular Policy and Planning (CPP).

2. Membership

Faculty membership: Four (4) appointed representatives, one from each division.

Administrative members:

Voting: none

Ex Officio (without vote): VPAA or representative, Dean of the School of Music or representative, Registrar.

Student members: Two members appointed by Student Congress.

C. Writing Program

1. Function: Oversees all aspects of the writing program including supporting the W competency, faculty development programming to support the program, reviewing guidelines and the program more generally. Oversees and supports the Writing in the Major (WIM) programs. Oversees and supports the curricular aspects of the first-year seminar program (FYS).

This committee reports to Curricular Policy and Planning (CPP).

2. Membership

Faculty membership: Three (3) appointed representatives.

Administrative members:

Voting: Director of the Writing Program, Administrator of the FYS program, the Writing Center Director.
Ex Officio (without vote): VPAA or representative, A librarian.

Student members: none.

E. Academic Standing/Petitions

1. Function: This committee shall consider all matters affecting academic classification and academic standing of students. It oversees the application of Satisfactory Academic Progress (SAP) criteria and actions (warning, probation and suspension) and reviews appeals and readmission applications from students suspended for failing to meet these criteria. Additionally, this committee shall consider and decide upon student petitions concerning academic matters as detailed in the University Bulletin.

This committee reports to Student Academic Life (SAL).

2. Membership

Faculty membership: Three (3) appointed representatives.

Administrative members voting: none. **Ex Officio (without vote):** VPAA or representative, VP for Student Life or representative, Dean of the School of Music (for music students only), Representative from Financial Aid, Associate Registrar.

Student members: none.

The Associate Registrar convenes the meetings and manages committee business.

F. Student Publications

1. Function: This committee shall exert final authority over *The DePauw* and the *Mirage*. The board functions much as would the owner of a private publishing operation except that it does not dictate editorial policy.

This committee reports to Student Academic Life (SAL).

2. Membership

Faculty membership: Three (3) appointed representatives.

Administrative members

Voting: A permanent treasurer appoint from the faculty by the President. Instructor of journalism courses.
Ex Officio (without vote): VPAA or representative.

Student members: three (3) appointed by Student Congress, one each from the sophomore, junior and senior class. One student must be actively engaged in *The DePauw* or *Mirage*.

G. 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.

This committee reports to Student Academic Life (SAL).

2. Membership

Faculty membership: One (1) appointed representative, two Faculty Athletic Representatives (FAR).

Administrative members:

Voting: Advisor for the Student-Athlete Advisory Committee (SAAC)

Ex Officio (without vote): Director of Athletics; the Director of Alumni Relations; VPAA or representative

Student members: one student appointed by SAAC

End substitution for Article X.

A new Article XI Committees appointed as needed (re-occurring ad-hoc) will be inserted:

Article X Committees appointed as needed (re-occurring ad-hoc)

A. Library and Academic Technology

1. Function: This committee will advise the Dean of the Libraries and the Chief Information Officer on matters related to the libraries, technology and associated support services that impact, or have the potential to impact, teaching, learning and research.

This committee reports to Curricular Policy and Planning (CPP).

2. Membership

Faculty membership: Three (3) appointed representatives, one must be a librarian.

Administrative members:

Voting: Director of FITS (or other Chief Information Officer appointed Information Services designate)

Ex Officio (without vote): Dean of the Library, Chief Information Officer, VPAA or representative, University Representative.

Student members: two (2); one appointed by Student Congress, one appointed by the committee.

B. Advising

Function: The purpose of the 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 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.

Faculty membership: Three (3) appointed representatives.

Administrative members voting: Two (2) including a dean responsible for academic advising. **Ex Officio (without vote):** none. **Student members:** two (2) appointed by Student Congress.

C. Teacher Portfolio Review

1. Function: This committee will review the portfolios of students completing the bachelors of music education as required by the licensure requirements.

This committee reports to Curricular Policy and Planning (CPP).

2. Membership

Faculty membership: Three (3) appointed representatives.

Administrative members:

Voting: Two members of Education Studies.

Ex Officio (without vote): VPAA or representative.

Student members: none.

D. Admissions

1. Function: Provides perspective when changes to admission standards are considered.

This committee reports to Curricular Policy and Planning (CPP).

2. Membership

Faculty membership: Three (3) appointed representatives.

Administrative members

Voting: Vice President for Admissions and Financial Aid or Representative.

Ex Officio (without vote): VPAA or representative.

Student members: one appointed by Student Congress

E. Hartman Center

1. Function: The role of the Hartman Center Steering Committee is to evaluate and develop Hartman Center programs. Additionally, this committee will develop long-range plans for the center.

This committee reports to Faculty Priorities and Governance (FPG).

2. Membership

Faculty membership: Three (3) appointed representatives.

Administrative members:

Voting: Director of Civic Operations, a faculty member representing the Indiana Campus Compact, a Cultural Resource Center representative, a member of the Greencastle community.

Ex Officio (without vote): VPAA or representative.

Student members: Three (3) representing, Bonner Scholars Program, Community Outreach and Winter Term in Service. Two (2) appointed by Student Congress.

F. Nature Park

1. Function: This committee advises the Nature Park staff and University administration on matters of planning, policy, and procedures, and assists in formulating plans, goals, and priorities, and in determining the overall role of the Nature Park in providing education, research, reflection, and recreation for the members of the University and neighboring communities.

This committee reports to Faculty Priorities and Governance (FPG).

2. Membership

Faculty membership: Three (3) appointed representatives, one must be from Biology.

Administrative members:

Voting: One (1) representative appointed by the President in consultation with the Mayor of Greencastle, the Director of the Janet Prindle Institute for Ethics or representative, Vice-president for Student Life or representative. **Ex Officio (without vote):** Nature Park Manager/Ranger, Associate Vice President for Facilities or representative, VPAA or representative, and Emergency Management Coordinator.

Student members: two (2) appointed by Student Congress.

G. Arts Advisory

1. Function: DePauw University owns and stewards a large collection of visual art, including but not limited to painting, photography, sculpture, and large-scale artistic productions. The University seeks to maintain this collection for pedagogical purposes and displays pieces of the University’s collection, and works on temporary loan, in and on University property. The committee is charged to offer advice and recommendations regarding the long-term installation or display of University-owned visual art on the campus and in campus buildings, excluding faculty-directed art, art produced by students or faculty as part of the art curriculum, and art displayed in the University galleries as part of a curated exhibit.

This committee reports to Faculty Priorities and Governance (FPG).

2. Membership

Faculty membership: Three (3) appointed representatives.

Administrative members:

Voting: none

Ex Officio (without vote): VPAA or representative.

Student members: Two (2), one appointed by Student Congress and one appointed by the Department of Art and Art History

End new for Article XI.

Existing articles XI, XII and XIII will be renumbered to XII, XIII and XIV respectively to allow for the additional section.

Article VII of the Personnel Policies: Faculty Governance Process:

H. Grievance Committee Membership and Selection

The Grievance Committee will consist of eight (8) elected representatives and eight (8) alternates, all elected from the full-time tenured faculty (i.e., those holding positions described in Article 1.B.1.a(1)(a) of the Personnel Policies). Each of the four University divisions will have two Grievance Committee members and two alternates elected annually by the full-time faculty members ~~within the division~~. **Ideally from sixteen different departments although no more than two may be from a single department.**

Appendix J: Broad Rationale, List of Guiding Principles and Frequently Asked Questions (FAQ) Regarding the Proposed New Governance Model (from FGSC)

Rationale and Introduction

This governance restructuring has percolated for a long time. Beginning with the January Intellectual Life Working Group (whose report was released in February 2011), and then continuing over the course of AY2013-14 the Faculty Governance Steering Committee (FGSC) began seriously considering options for streamlining our structure and consolidating committees. In May 2014 FGSC released a survey to provide broad based feedback to inform models for change. FGSC members who were available over the summer 2014 worked to develop models for consideration.

At this moment, there are two main driving forces for a proposed change to our faculty governance structure. First, there is some general dissatisfaction with our current system including routine difficulty getting individuals to serve. This means service is increasingly performed by a smaller and smaller fraction of the faculty. This declining support of the system means our decisions do not benefit from a wide range of perspectives and there is considerable workload imbalance. Second, as became clear from fall 2014 semester discussions, faculty members would like to have a stronger voice in framing recommendations to the Board of Trustees, especially regarding strategic directions for the institution. One of the exciting challenges of working at a vibrant university such as ours is, even as our endowment continues to grow, the community will always have ideas we would like to pursue that demand more resources than exist.

Drawing on these thoughts, FGSC has kept the following two key principles forefront as the committee developed and refined the model in this proposal:

- Shared governance requires that faculty members participate in the process and be active members of committees on which they serve. The private liberal arts environment is unique in higher education in the magnitude of involvement of the faculty as a whole in the decisions that guide the institution.
- Governance work should be meaningful. Faculty should be willing to delegate appropriate aspects of committee work to administrative structures so as to have time to focus on meaningful strategic decisions about the direction of issues under faculty purview. At the same time, faculty should retain sufficient oversight as to own those aspects of University governance that rightly fall in their domain.

A third principle that FGSC tried to address yet may still need refining:

- Committee names should be clear, reflective of committee charges and the community should strive to refer to committees by name rather than solely abbreviation.

FGSC has refined the current Governance proposal over much of the current academic year, informed by

- the January 2011 Intellectual Life Working Group Report,
- the work of the FGSC and other committees consulted during AY2013-14,
- the May 2014 faculty governance survey completed 104 colleagues,
- the Fall 2014 campus discussions including conversations in September, open meetings in October, post-faculty meeting discussions in November and open meetings in November,
- a joint Committee on Administration (COA), FGSC, President Casey, VPAA Stimpert discussion December 15,
- the February 2015 post faculty meeting discussion,
- the COA February 3 meeting discussion,
- many FGSC meetings, most recently those held Feb 2, Feb 16 (included President Casey and VPAA Stimpert), Feb 24/25, and
- additional feedback received up through Feb 24.

As is typical of all broad attempts at reform, not every member of the FGSC would choose each individual change suggested in the overall proposal. There are many compromises reflected. Still FGSC is in unanimous

agreement that collectively this proposal represents positive changes to better support a healthy governance structure. Collectively, the members of FGSC submit this proposal to the faculty for formal consideration.

We would like to remind our colleagues, amendments may be proposed to this structure. Robert's Rules also allows for a substitute motions. The purpose of advance notice is to get a concrete proposal before the faculty with of time for careful consideration and conversation before a debate and vote. Other than answering brief clarifying questions we will not be speaking to or discussing this proposal either during the March faculty meeting or at the conclusion of regular business. We have set aside Wednesday March 18 at 4 pm in the Julian Auditorium for open discussion and we welcome feedback throughout the month. Changes that do not change the scope of the proposal can be made both in advance of the April meeting and during debate at the April meeting via amendment. If a change would represent a change in scope we would need to consider April as the start of advance notice for a vote in May.

In support of the new committee structure FGSC developed and refined the following guiding principles:

1. Core Faculty committees (Faculty Priorities and Governance (FPG), Curricular Policy and Planning (CPP), Faculty Personnel Policy and Review (FPPR), Faculty Development (FD) and Student Academic Life (SAL)) membership and Chair of the Faculty will be via election by all voting faculty members.
2. Grievance Committee membership will be via election by all voting faculty members.
3. Faculty membership on the University Strategic Planning Committee (USPC) will be either by direct election in the case of four elected members and the Chair of the Faculty or indirect election in the case of the Curricular Policy and Planning (CPP) and Faculty Development (FD) representatives.
4. Terms of service will be two years. To be eligible for service a faculty member may NOT have a leave scheduled during the term. Faculty representatives may run for re-election once (for a total of four years of service). After two consecutive terms a gap of at least a year is required before running for re-election.
5. There will be four divisions. Faculty colleagues will choose the division that best fits with their intellectual interests. In some departments it is likely that all faculty members will be in the same division, in others colleagues may be spread across multiple divisions. The divisions will exist to make sure committees where broad curricular perspectives are critical to the work of the committee (Curricular Policy and Planning (CPP), Faculty Personnel Policy and Review (FPPR), Faculty Development (FD), Course & Calendar Oversight (CCO)) have those perspectives represented. Divisions will be (a) arts, (b) humanities, (c) mathematical, computational and natural sciences, and (d) social sciences. Because broad-based representation is established via departmental representation rather than divisional representation divisions need not be similar in size.
6. Ballots will include a short description of the position to help individuals make informed choices with regard to their representatives.
7. Curricular Policy and Planning (CPP), Faculty Development (FD) and Student Academic Life (SAL) will have five (5) elected members. Faculty Personnel Policy and Review (FPPR) will have nine (9) elected members.
8. Members of the Grievance Committee and the Faculty Personnel Policy and Review (FPPR) committee must be tenured. Members of the other Core Faculty committees and the University Strategic Planning Committee must be tenured or in the seventh year of full time service.
9. Curricular Policy and Planning (CPP), Faculty Development (FD), Faculty Personnel Policy and Review

(FPPR) and Course and Calendar Oversight (CCO) will have at least one representative from each division.

10. Generally, committee members must come from different academic departments such that a committee of five would have representation from five different departments. There are two exceptions. Faculty Personnel Policy and Review (FPPR) will strive to have membership from seven different departments but may have no more than two representatives from a single department. The second exception is Grievance that will strive to have membership from sixteen different departments (eight members and eight alternates) but may have no more than two representatives from a single department.
11. Faculty Priorities and Governance (FPG) will be made up of one representative (*not the chair*) of Curricular Policy and Planning (CPP), Faculty Personnel Policy and Review (FPPR), Faculty Development (FD) and Student Academic Life (SAL), two (2) directly elected colleagues and the Chair of the Faculty (who is also elected) for a total of seven (7) faculty members all serving staggered two year terms.
12. The faculty representation on University Strategic Planning Committee will consist of the Chair of the Faculty, four (4) directly elected representatives and the chairs of Curricular Policy and Planning (CPP), and Faculty Development (FD) for a total of seven (7) faculty members.
13. Service on governance committees is expected; how often is based on balance of committee positions and eligible colleagues. Every February, data will be provided reminding faculty of the number of governance positions for tenured and untenured colleagues along with the number of faculty not-on-leave for the coming year. With 31 elected positions, each with terms two years in length, over the course of a six-year cycle there will be 93 positions being elected. Given there are currently approximately 170 tenured faculty, a rough calculation suggests that every tenured faculty member would be expected to serve one two year term between each sabbatical leave.
14. All faculty members not scheduled for a leave in either of the coming two academic years will submit a service statement listing any on-going service commitments, such as chair or program director duties, elected faculty committee responsibilities, and their interest regarding the list of appointed committees by approximately April 15 each year. Faculty Priorities and Governance (FPG) in consultation with Core Faculty committees will use these statements to populate the standing appointed committees and make potential lists for the committees appointed as needed (re-occurring ad-hoc) with colleagues NOT elected to the core committees.
15. Faculty Priorities and Governance (FPG) should strive to balance the overall committee representation on appointed committees parallel to the balance of tenured and untenured colleagues in the full-time faculty.
16. Representatives to committees will do their best to consider the broad needs of students, the faculty, the administration and the institution in making decisions.
17. In the interest of transparency, committee summary minutes will be posted to the faculty governance Moodle site within a week of being approved by the committee. Committees may withhold confidential data but should still provide a list of topics discussed. Committees should strive to approve minutes from one meeting at the next meeting.
18. Annually all committees will submit an approximately two page annual report, to include a bulleted list of decisions made, pending issues, and recommendations about issues that need to be revisited or assessed in the future and on what schedule that review is recommended.
19. Each committee should maintain a list of membership responsibilities that provide key nuts and bolts

information in support of the committee function, particularly critical for the committee chair and on Core Faculty committees and the representative to Faculty Priorities and Governance (FPG).

20. In addition to scheduled faculty meetings, there will be one scheduled time per month for open conversation announced in May along with the faculty meeting schedule for the coming year. If not needed, this meeting be canceled, still it provides a standing time for faculty wide discussions as needed but avoids governance meeting “burn out.”
21. With regard to **student membership** on committees the expectation is that membership will be similar to what currently exists. Student membership will be considered when forming new committees and whether appropriate for existing committees that currently have no student members.
22. With regard to **administrative** and **staff** membership on committees, the expectation is that membership will be similar to what currently exists. Membership will be considered when forming new committees and whether useful for existing committees currently have no administrative and/or staff members.
23. Elected faculty representatives should attend all meetings of the Board of Trustees. The Chair of the Faculty and the two other faculty members elected to Faculty Priorities and Governance (FPG) will serve as these representatives. These elected positions will be described as such on the ballot.
24. Since part-time faculty members contribute to the institution they should have a voting rights when teaching in a continuing position. In other words, they are eligible if teaching at least the equivalent of 50% of a full-time load, or in any active semester after 12 semesters of teaching to the University at any percentage.
25. No changes are being proposed to the personnel process as part of this proposal. Any future changes should maintain our current principles of transparency to the candidate.

Frequently Asked Questions:

This proposal doesn't seem revolutionary, where are the significant changes?

- For the first time, the faculty will have a formal mechanism for contributing to the setting of university strategic priorities. As has always been the case, priorities developed on campus will be shared with the Board of Trustees, in consultation with the President. Ultimately, it is the Board's responsibility to set the priorities and strategic directions for the University but the goal is to have a regularized mechanism for input.
- The number of major of committee positions is reduced.
- The number of all committee positions is reduced.
- More flexibility in how committees are populated should allow more faculty members to serve in roles that are meaningful.
- Removing the two tiered election structure of divisional elections followed by at-large elections simplifies the structure.
- Governance structure and committee charges are being adjusted to support more effective committee work.
- We are working to have standing connection/conversation between the faculty and the board of trustees.
- General policies are being established to facilitate more effective multi-way information flow between committees.

I suggested a committee go away but I don't see that function yet removed from the model, why not?

While some consolidation or effective dissolution has occurred, our current FGSC hasn't yet consulted with each committee and confirmed that all of their work no longer needs committee oversight. So, for the time being we have tried to keep from losing sight of that work until we can address the specific need. We have suggested a combination of a few committees where there seemed to be natural synergies in the nature of their work. These changes have resulted in a reduction of five committees so far.

I was under the impression that the faculty would be presented with multiple models and we could vote for our favorite model. Why the change?

As FGSC began to discover the deep inter-related issues that needed to be considered with each model it became too daunting to develop multiple complete models. Instead, we opted for several open conversations that helped direct us toward a model that we perceived likely to garner the broadest support. Additionally, in investigating why Robert's Rules only allows for one option to be voted up or down, amended or a substitute offered, we realized that offering multiple models and allowing the faculty to vote for one of multiple options we could end up in a situation where the "winning" model did not receive a majority of votes cast. It seems problematic to enact a model that doesn't have the support of a majority of the votes cast.

What if I am generally supportive of this new vision but I find one aspect that I simply cannot support?

We encourage you to share your concern with the FGSC and your colleagues broadly. Additionally, it will be important offer an alternative for what you see as a problematic aspect. If, during the month we can build consensus around an alternative, that alternative can be offered as an amendment to the motion and considered by the faculty. Our hope is before spring break we can provide any clarifications and/or anticipated amendments so everyone has a chance to carefully consider their position in advance of an April vote.

What is the current vision for the tenure-line committee, formerly RAS?

FGSC is still thinking about how to address the variety of concerns voiced. Our current Committee on Curricular Policy and Planning and Planning (CAPP), the parent committee that appoints the Resource Allocation Subcommittee (RAS), has had many conversations this year devoted to how best continue RAS's work moving forward. It is possible, that at a future time, a different model might be proposed, including the option of having the new Curricular Policy and Planning (CPP) committee doing this work themselves, rather than appointing a subcommittee as is done now. However, FGSC is sensitive to concerns raised generally about the consolidation of power into a small number of colleagues. FGSC and CAPP haven't fully resolved balancing consolidation of power concerns with the desire to have the process consider longer range broad institutional curricular needs that might be discussed.

How are we balancing the workload for the core faculty committees?

Where overlapping committee service supports affective governance we are recommending that representation be by someone other than the committee chair. Additionally, by reducing the number of positions and length of committee terms, along with establishing an expectation that all tenured colleagues serve colleagues should allow faculty to balance their committee service with their other professional interests and obligations.

Two-year terms of service seem short with regard to getting up to speed on the work of a committee, particularly the University Strategic Planning Committee (USPC). Were longer terms considered?

Yes, however, when trying to address the challenge committees face when there are few to no continuing members FGSC opted for the concept of a two-year term with no anticipated leave during the term and the possibility of re-election for one additional term. This problem stems from leaves that interrupt a colleagues' term of service or other unanticipated resignations. Re-election allows four (4) continuous years of service if there were no leaves but also allow individuals to move on if other professional interest were stronger. While it is true someone running might not be re-elected it allows individuals to vote their conscious about whether

having a recently experience colleague or a colleague new to the committee better represents their interests.

A previous draft of the restructure had all core faculty committees represented on the University Strategic Planning Committee (USPC), what was the rationale for the change?

Open meeting and other feedback indicated that faculty members were concerned about concentrating too much power in too few faculty representatives. The membership balance was changed to allow more direct representation, while keeping a voice from two Core Faculty committees. The two Core Faculty committees were chosen to most specifically represent a focus on faculty interests. Faculty Personnel Policy and Review (FPPR) was explicitly *not* chosen in order to respect AAUP (American Association of University Professors) guidelines that recommend promotion and tenure decisions be completely decoupled from budget processes. Again the recommendation is that the representatives from Curricular Policy and Planning (CPP) and Faculty Development (FD) will be different members of their respective committees than those who serve of Faculty Priorities and Governance (FPG).

How will the work of the University Strategic Planning Committee (USPC) be meaningful and not just another mildly advisory committee whose work is ignored?

As described in the committee description, “At the end of the fall semester after hearing reports on area needs and the status of new and proposed initiatives, USPC will deliver a report to the University President offering recommendations on University resource allocations and the status of funding for long-term needs and initiatives. The President will offer a timely response to the USPC report. The USPC report and the President’s response will be made available to the entire DePauw University community and will be forwarded to the Board of Trustees prior to their February Board meeting.” The availability of committee recommendations and President’s response to the community and the formal presentation of those recommendations to the Board of Trustees should make the work meaningful. Particularly, since the information is timed to be available to the Board of Trustees at the meeting they focus on budget and strategic planning.

Why does one have to be tenured or in at least the seventh year of full-time service to serve on an elected committee?

While we always hope conversations are cordial if difficult issues are raised, our current FGSC thought the value of protecting junior colleagues was important. Additionally, a healthy community supports allowing untenured colleagues time to both learn more about the culture of the institution and to establish their scholarly or creative agenda before taking on major committee service. The appointed committees will allow untenured colleagues to serve. Course & Calendar and Oversight (CCO), Diversity and Equity, Sustainability, and Honorary Degrees and University Occasions are just a few of the appointed committees with significant impact on our community. Our hope is the appointed process based on interest sheets will facilitate a more opportunities to serve than existed in the current elected processes where individuals wanting to show their willingness to serve often ran for every vacancy they were eligible to fill rather than strategically choosing service opportunities that were a match with individual interests. Finally, currently over 86% of our full-time faculty members are tenured or in at least the seventh year of full-time services so this requirement reminds tenured colleagues of the need to participate.

If the faculty wanted to open elected committee service to untenured colleagues, FGSC recommends that be considered for Student Academic Life (SAL) as the FGSC sees clear reasons why the work of the other elected committees needs to be completed by tenured colleagues or those in at least their seventh year of full time service.

Your preamble notes that one of our problems is that a smaller and smaller fraction of the faculty are currently completing our governance work suggesting the system is no longer representative, yet your solution is fewer committee positions. Doesn’t that just fuller consolidate the decision making in a small number of individuals?

By shortening the length of terms and adding an expectation that everyone serve one two-year elected term between sabbaticals, while fewer individuals are serving at any one moment, more colleagues are participating over a sabbatical cycle bring broader ideas into the conversation. Furthermore, reducing the number of committees on which one can serve simultaneously from three committees to one, a broader number of individuals should end up participating in committee service.

Why is the Admissions committee reporting to Curricular Policy and Planning (CPP) rather than Student Academic Life (SAL)?

FGSC felt strongly that the tie to academic entrance standards suggest Admissions needed to report to Curricular Policy and Planning (CPP).

Why are you requiring the University Strategic Planning Committee (USPC) to have their intense workload at a particularly busy time for faculty?

The timing of reporting by University Strategic Planning Committee (USPC) to the Board of Trustees is because February is when the Board of Trustees needs to set tuition and tentatively approves the next year's budget.

In some of the open discussions I heard conversation about a "twin" to the University Strategic Planning Committee (USPC) on the faculty side. What was meant by that phrase and which committee is it?

One of many ways to visualizing things is to recognize that the University Strategic Planning Committee (USPC) is place where we will take ideas focused broadly on university wide initiatives and where the committee think strategically about their recommendations to balance initiatives that, for example, support facilities needs that benefit us all with curricular initiatives that also benefit us all. If on the other hand we have ideas that are largely revenue neutral we will likely handle those within Core Faculty committees. Faculty Priorities and Governance (FPG) would be the place to orchestrate the communication between Core Faculty committees and subcommittees. Additionally, Faculty Priorities and Governance will help the faculty set strategic priorities about issues we want to address. Thus Faculty Priorities and Governance (FPG) would be consider the faculty "twin" to University Strategic Planning Committee (USPC).

Since the Committee on Administration (COA) does not exist in the new model, will the new University Strategic Planning Committee (USPC) handle all tasks historically addressed by COA?

Faculty Priorities and Governance (FPG) would address historic Committee on Administration (COA) functions not transferred to University Strategic Planning Committee (USPC). Faculty Priorities and Governance (FPG) would have the option of delegating a particular issue to another committee or handling it within Faculty Priorities and Governance (FPG) as they deem most appropriate.

Why are some committees listed and described using a grey font?

Committees in grey either exist, but are not currently defined within our elected committee structure, or do not yet exist. Either way they are not a formal piece of this proposal. Placing these committees within the model illustrates where committees that exist might fit into this new structure, allowing transparency and honesty about where faculty time and energy is going.

When would these changes take effect?

If approved at the April meeting the Chair of the Faculty and FGSC would enact logistics to complete elections before the end of the term and have the new committee structure take effect with the start of the fall semester. If a vote is taken until May, it is probable that the new structure would not take effect until the following academic year (AY16-17).

Several have suggested that release time be given for major committee service. Why isn't that included in this model?

There are several issues. Where do we draw the line between major and minor service, even on those

committees where this seems obvious the workload varies widely year-to-year. FGSC didn't want to do anything to further complicate eventually moving to a 3-2 load. Our current Committee on Faculty (COF) is working on updating promotion and tenure guidelines that might impact how committee service is viewed so such a recommendation seemed premature. Our current Committee on Administration has been discussing post-tenure review that again might impact how committee service is viewed.

It was suggested that the one compromise might be that the Chair of the Faculty be given a course release and that Faculty Personnel members earn 0.5 teaching load credits toward a next sabbatical ONLY in years when the number of reviews exceeded one per week during the fall and spring semester, however FGSC decided this change could be considered later and didn't need to complicate this proposal.

I made a suggestion but I don't see it reflected in the proposal, what happened?

There are a few suggestions received that FGSC felt would distract from the main goals of governance reform and could be addressed separately after this work concluded. Those suggestions included re-assigned time for committee service, input to the review of senior administrators, and scheduling of committee meetings.

How do other private liberal arts colleges structure their governance? What are the key committees?

While we had hoped to provide a summary of our GLCA, ACM and aspirant peer colleges that would allow us to compare their respective committee structures the task is not yet complete. As it turns out this is challenging because of differences in institution and language. We did look at the academic handbooks of a wide random (rather than systematic) range of private liberal arts institutions. What we gathered from those readings is that everyone has a curriculum committee and a personnel committee. Most have some sort of a budget/priorities committee. Beyond that it seems to vary depending on the resources, interests and history of the particular institution. Those with strong faculty development resources may have such a committee or it may be handled solely by the equivalent of the Dean of Faculty. Some seem to allow the faculty input into things that fall under our current Student Life and Academic Atmosphere Committee (SLAAC), others don't. Beyond that there are bunches of committees that reflect unique activities, programs, or initiatives of a particular institution with no particular overarching theme(s) across all or most institutions. For example, some have the equivalent of our view of a diversity and equity committee or sustainability committee, others list that work under one of the main committees and for others those topics don't expressly appear in their Academic Handbook. Additionally, we reviewed AAUP guidelines about shared governance.

I am concerned that the function for the Faculty Development Committee is too large because they have never "planned and executed faculty development programs," there are many groups that plan and execute faculty development activities.

Given the conversations of fall semester FGSC used the previous handbook language. Furthermore we recommend each committee revisit and tweak their charge in the coming year. We are prepared to propose that the statement be amended to read "This committee shall **oversee** faculty development programs within the University ..."

I recommended that if this proposal passes we assign all governance committee meetings for the same time block since colleagues would only be serving on at most one committee, what wasn't that added to this proposal?

While FGSC sees the merits of such a proposal we didn't think we needed to make that recommendation a requirement of this proposal. We do support the new Faculty Governance and Priorities Committee reviewing the idea. Similar ideas have been previously suggested by the January Intellectual Life Working Group.

What happens if someone doesn't turn in their form with their commitments and interests regarding appointed committees?

If faculty members aren't willing to participate and follow our rules and guiding principles we have a larger

problem that staffing committees.

Committee Types

- ***Core Faculty committees (elected)***

These committees will supervise and integrate, singly or in conjunction, the formulation and execution of policy in key areas for which the faculty has direct oversight:

- Faculty Priorities and Governance (FPG)
- Curricular Policy and Planning (CPP)
- Faculty Personnel Policy and Review (FPPR)
- Faculty Development (FD)
- Student Academic Life (SAL)
- Grievance

Core faculty committees should:

- Recommend all policies to the faculty for adoption
- Be responsible for the interpretation of policy in their respective areas
- Consider all issues submitted by the faculty members
or referred by the Chair of the Faculty and/or University administration
- Report to the faculty at each faculty meeting

- ***University-wide committees (elected and appointed)***

To be effective these committees need to have broad representation from most major constituencies on campus and address issues that are university wide.

- University Strategic Planning (faculty representation all elected)
- Diversity and Equity (faculty representation appointed by Faculty Priorities and Governance (FPG))
- Honorary Degrees & University Occasions (faculty representation appointed by Faculty Priorities and Governance (FPG))
- Sustainability (faculty representation appointed by Faculty Priorities and Governance (FPG))

- ***Standing appointed committees (appointed)***

These committees will carry out specific policies and programs in the areas of their respective assignments.

Standing executive committees shall:

- Submit their policy recommendations to the relevant core committees for feedback
- Report such recommendations directly to the faculty
- Present a report of their particular actions, upon request of the appropriate core committee
- Consider issues raised from the faculty related to the areas of their respective assignments
- Reporting to Curricular Policy and Planning
 - Tenure Line (formerly RAS) – 1 from each division
 - Course Oversight (formerly MAO/CEL-ES) – 1 from each division
 - W Program (formerly WPPC)
 - Q Program (currently exist but not in our governance structure)
 - S Program (currently exist but not in our governance structure)
- Reporting to Student Academic Life
 - Academic Standing and Petitions
 - Student Publications
 - Athletic Board
- Reporting to Faculty Development
 - Prindle Center (currently exists but not in our governance structure)
 - McDermond Center (doesn't currently exist)
 - Pulliam Center (doesn't currently exist)

- ***Committees appointed as needed (Re-occurring ad-hoc) (appointed)***

These committees will be constituted when needed for the length of time needed to address necessary business. Ones likely worth having a standing committee charge include:

- Reporting to Curricular Policy and Planning

- Admissions

- Library and Academic Technology

- Advising

- Teacher Portfolio Review

- Reporting to Faculty Priorities and Governance (FPG)

- Hartman Center

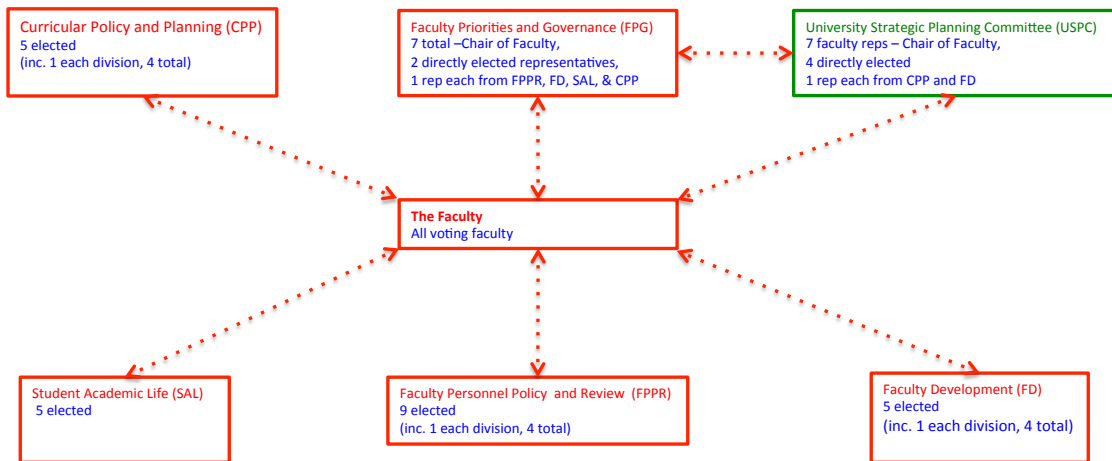
- Nature Park

- Arts Advisory Council

Appendix K: Ways to Visualize the Proposed Governance Structure (from FGSC)

(A copy of the models printed in landscape as full sheets are available as a separate document. This version serves as a way to be sure our agenda and minutes create an archive of what was included as part of the proposal.)

DRAFT 11 – Relationship to the Faculty (Focus is on elected committees)

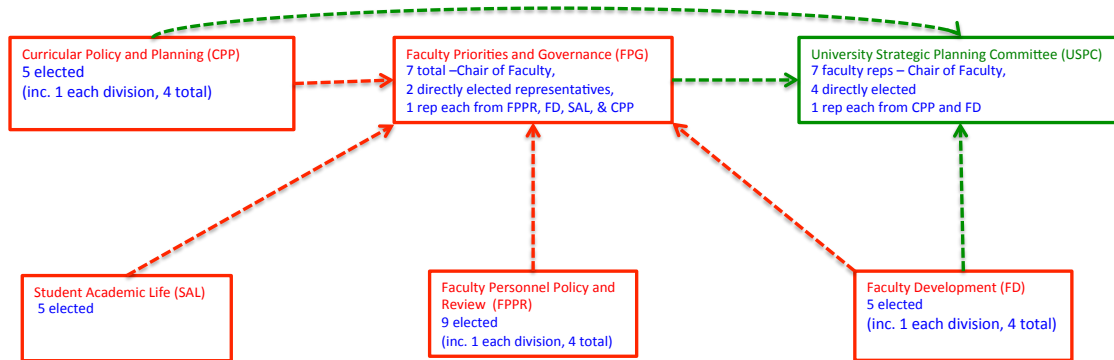


Core Faculty Committees
27 elected positions + Grievance

University-wide Committees
4 elected
9 add'l appointed by FPG

Summarizes FACULTY positions ONLY
Overall represents – 31 elected

DRAFT 11 – Overlapping Representative View (Focus is on elected committees)

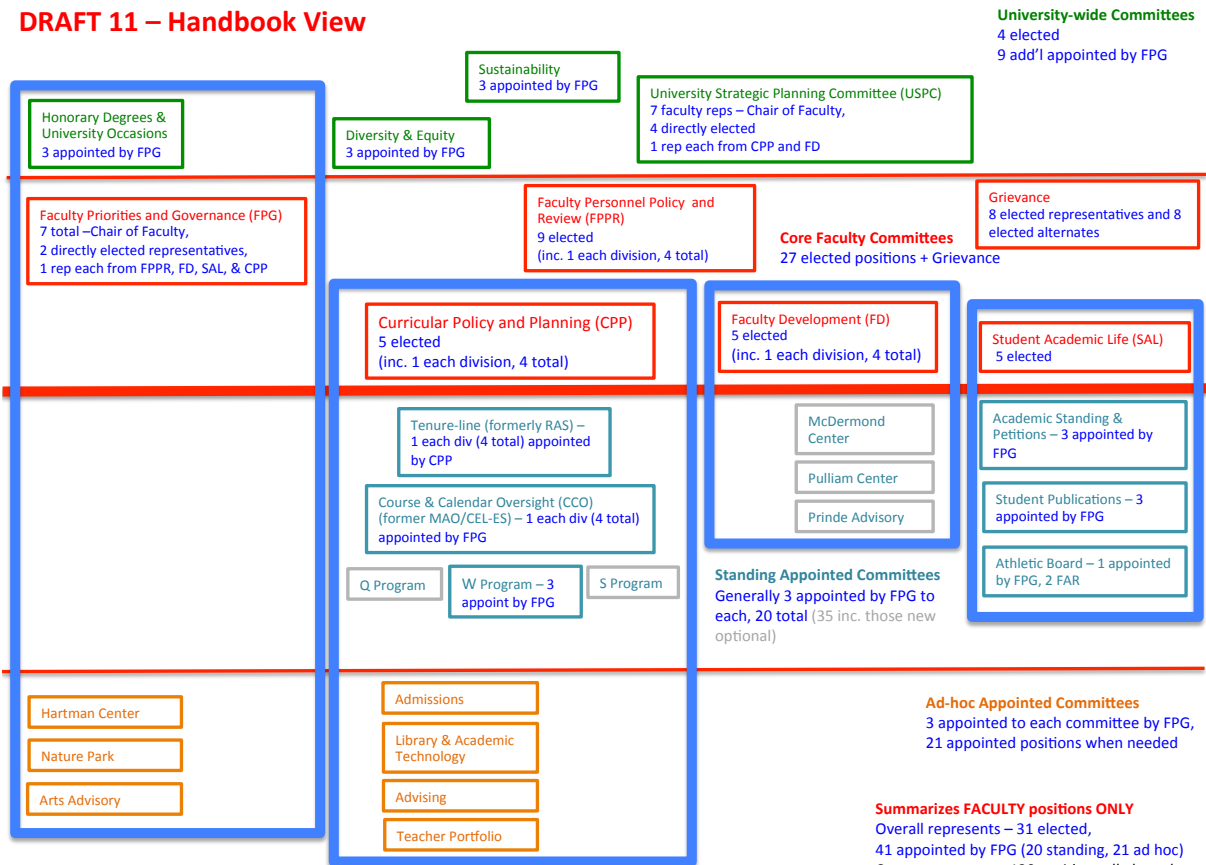


Core Faculty Committees
27 elected positions + Grievance

University-wide Committees
4 elected
9 add'l appointed by FPG

Summarizes FACULTY positions ONLY
Overall represents – 31 elected

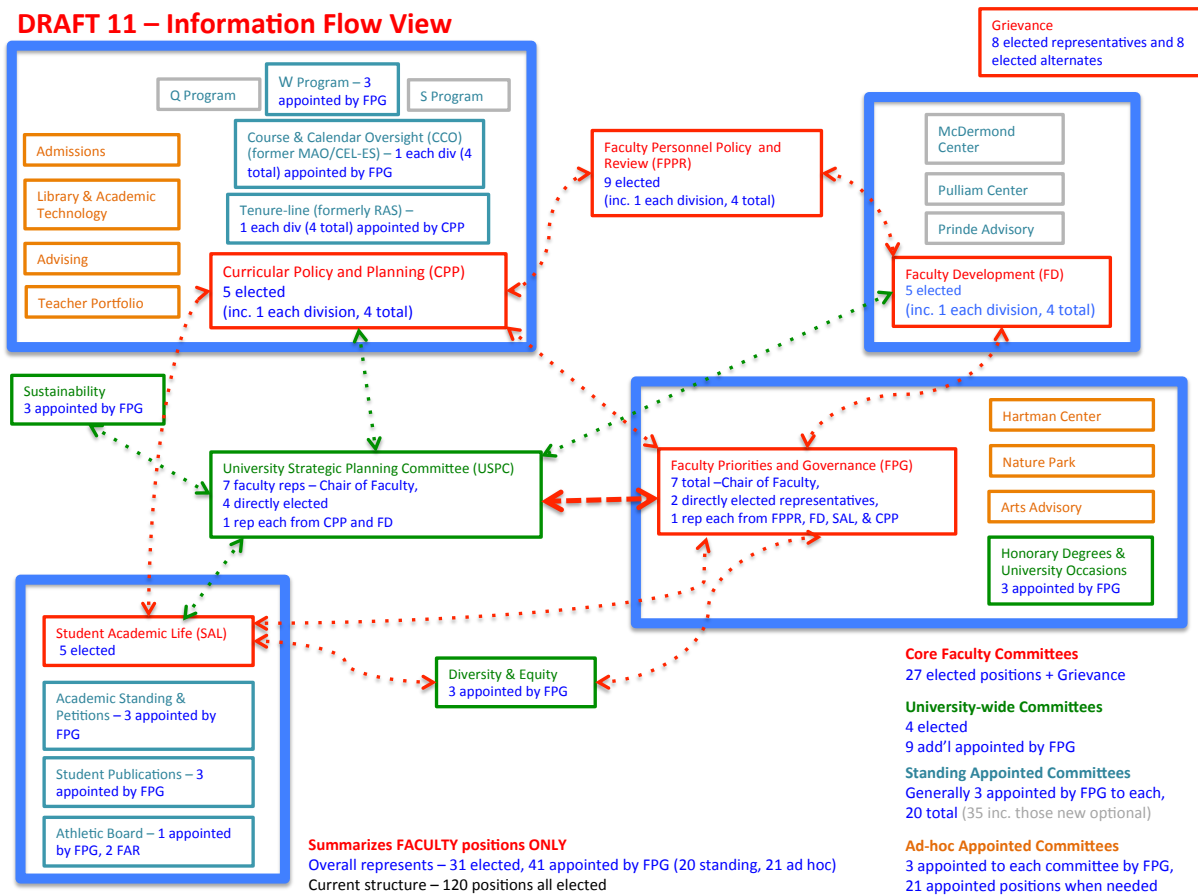
DRAFT 11 – Handbook View



Focus attention above bold red line

Summarizes FACULTY positions ONLY
Overall represents – 31 elected,
41 appointed by FPG (20 standing, 21 ad hoc)
Current structure – 120 positions all elected

DRAFT 11 – Information Flow View



**DePauw University Faculty Meeting Minutes
May 4, 2015**

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

The meeting was called to order at 4:05 p.m. The Chair welcomed everyone, and made the following reminders:

- If you don't like to be startled when your cell phone rings aloud, please check that it is silenced.
- When you step to a microphone Clay will turn up the sound, on occasion it takes a moment.

2. Verification of Quorum (quorum is 82)

Pam Propsom signaled that a quorum was reached around 4:05 p.m.

3. Faculty Remembrance for Ruth Lester

Ruth Lester, Professor Emerita of Health, Physical Education and Recreation and first women's tennis coach passed away on January 1, 2015. Professor Emerita Judith 'Judy' George wrote and read the remembrance found in Appendix A.

4. Consent Agenda

There were no requests to move anything from the consent agenda to a regular item of business.

The following consent agenda items were approved.

- A. Approve Minutes from the April 6, 2015 Faculty Meeting**
- B. Conferring of Degrees for May Graduates**
- C. Announcement of change in distribution designation – SS designation (approved by MAO)**
ML 295B – Topics in Modern Languages: Linguistics (1 credit)

Course description for consent agenda item C can be found in Appendix B.

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 (John Caraher)

Before asking John Caraher to step to the podium for the CAPP report, the chair announced that she received a request in advance of the meeting to vote by secret ballot on all CAPP motions before the faculty today. Those requests are automatically honored. She asked if in the rush of the moment she forgot for someone to please remind her.

For CAPP, John Caraher moved item A noting CAPP received and endorsed the proposal in the Appendices for an Environmental Biology major, endorsed in writing by the entire department. The new major offers a long-awaited option for students interested in both biology and environmental questions. The Chair noted the motion came from a coordinating committee and therefore needed a second and was before the faculty for discussion.

A. Motion (to be voted on): CAPP asks the faculty to approve the new major in Environmental Biology detailed in Appendix C. Advance notice was given at the April 2015 faculty meeting.

Summary and rationale

To understand critical environmental issues requires an education featuring both interdisciplinary breadth and disciplinary depth. Many current and prospective DePauw students have an abiding interest in both biology and environmental questions. This proposed major within the Biology department offers disciplinary grounding coupled with selected studies in allied disciplines, without requiring the commitment of additional new resources to faculty hiring and course development.

Question from faculty member

Wanted clarification on CAPP's discussion on these two topics in regard to how this was different than a normal biology major with some environmental courses from outside the department?

Response from John Caraher, Chair of CAPP

It would combine both requirements, distribution is for exploration in your first few years, if you take the same courses during your first few years towards your major you will still graduate on time.

Question from faculty member

Has CAPP discussed why courses like Human Anatomy, Neurobiology, Molecular Neurobiology, Molecular Biology, and others were allowed to be counted for the Environmental Biology major since they did not seem to have an obvious environmental emphasis?

From the department, Jim Benedix clarified

The philosophy is for students to explore the breath of what biology has to offer. It opens up more of an opportunity for students and advisors to explore a broad area, not making it restrictive to the options that are open to them.

There were no other questions or comments. The Chair asked everyone to use Vote 1 on their paper ballots noting a vote of yes is a vote to approve/add the new major. A vote of no is a vote against approving the new major. She asked everyone to pass the ballots toward the aisle and two or three individuals to come forward and help count.

While the ballots were counted the chair gave some reminders in anticipation of the next agenda item. She didn't want to fully move to the next business item because she felt it was best to focus on only one issue during the next discussion.

Action taken

The motion to approve the Environmental Biology major passed by a vote of 107 in favor and 20 against and 2 abstained.

As we move to the Committee on Academic Policy and Planning's motion regarding changes to graduation requirements, the Chair asked for cooperation in facilitating the discussion.

The microphones on stands are to facilitate everyone hearing and equally important everyone having a voice, if you wish to speak please come forward to one of the microphones. Please queue up behind the microphones on either the left or right side and we will alternate among them to try and allow as many individuals who want to speak to do so efficiently.

If someone has a comment, question or clarification that directly speaks to the most recent comment, please move to the microphone in the center and we'll take comments from you first to help with a cohesive conversation before we return to the those of you waiting to speak to a different albeit related point at either of the microphones to the right or left.

Please don't forget introduce yourself when you begin to speak. We are actually a bigger community than we realize and not all of us can recall every name.

A few other quick comments about Robert's Rules. We do have a Parliamentarian, Misti Shaw. The Chair asked Misti to come join her at the front table so if something came up related to parliamentary procedure Misti was ready to confer and perhaps look something up quickly. Misti prepared a handout, the last page of the agenda, reminding us all about common actions in Robert's Rules. The Chair and the Parliamentarian hoped the reminder would be helpful. It was noted this document was very similar to past Chair of the Faculty David Harvey's handout from years ago that resides on the faculty governance website.

The Chair also reminded everyone and asked for help in monitoring, noting self-monitoring is best rather than the anyone having to draw attention to it –

- In an effort to allow many voices Robert's Rules state you can only speak to a motion twice. While we are often lax about this rule if we have many individuals who wish to speak we may need to honor it.
- Someone who hasn't yet spoken should be heard from before someone speaks a second time.
- Comments are supposed to be germane. She expressed confidence that everyone would help us stay focused to the general issue at hand and noted it would be especially helpful if we are addressing an amendment that deals with a portion of the overall motion we deal with that before we move back to the broader issue.
- Lastly, she reminded the faculty to please debate issues not personalities.

With that she asked John Caraher to introduce CAPP's next motion.

Printed on the May agenda:

B. Motion (to be voted on): CAPP asks the faculty to approve changes to the general education requirements (detailed in Appendix D) for the College of Liberal Arts. Advance notice was given at the April 2015 faculty meeting. Data and a FAQ from CAPP can be found in Appendix E.

It was noted that CAPP is committed to providing data to inform voting on the curricular revisions scheduled for the faculty meeting of May 4, 2015. See Appendix E for a summary of queries CAPP has anticipated; feel free to send additional queries to Larry Stimpert by Friday May 1st at 3:00 p.m.

Summary and brief rationale:

The proposed distribution breaks requirements into two categories: Liberal Arts Foundation (requiring one course each of study in Natural Science, Arts & Literature, Mathematical & Logical Reasoning, Historical or Philosophical Understanding, and Creative Expression) and Global and Local Awareness (comprised of second-semester level Foreign Language and one course each in International Experience, Study of Society and Culture, and Privilege, Power and Diversity). This breakdown is similar to the "Six Experiences" proposal from 2009, with the addition of the International Experience and Privilege, Power and Diversity requirements. We continue to encourage early completion of all requirements. CAPP offers this proposal as a better-defined and more clearly-articulated alternative to our current requirements that incorporates, as essential elements, the academic experiences necessary to prepare students to live and work in an increasingly diverse world.

Chair's Note:

Curriculum is the central core of what we, as faculty, are responsible for and I know everyone takes that

responsibility seriously. There have been many conversations on campus this spring, and particularly this month about the make-up of our distribution requirements.

If you and/or a group of colleagues anticipate offering amendment(s) or substitution(s) to CAPP's proposal please consider sharing your language with the community in advance of the meeting. Also, it would help your colleagues to consider your proposal carefully if you provided printed copies at the meeting.

At the very least, please consider sending your proposed language to the Chair in advance of the meeting so it could be easily displayed on the screen IF you decide to offer an amendment or substitute motion. Your language will only be displayed IF you step forward to offer it to the faculty. Otherwise the Chair will not acknowledge alternatives.

Submitting possible language does NOT force you to move it for discussion but will help facilitate a more productive discussion if you decide to raise your option.

End of information from the printed agenda.

Framing presented by the Chair of CAPP, John Caraher:

As you are all well aware, CAPP has spent the year considering our general education curriculum, with a focus on distribution requirements. Our approach from the start has been to ask whether we can do a better job embodying and articulating the intellectual values of DePauw University, within the broad constraints of our institution. I'd like to comment specifically on a few aspects of our proposal.

A week ago Saturday I had the privilege of attending a symposium on minoritized populations in higher education. Two "wise Latina" DePauw students brought to my attention very different observations that illustrate CAPP's intentions.

One of these shared the results of some qualitative research she had done. The subjects were largely DePauw juniors and seniors; there were no first-year students. One question she asked was for students to define the terms "race" and "ethnicity." Responses from white students included, "race is defined by the color of your skin and ethnicity has to do more with your background and heritage" and "race is a biological composition. It is based on your skin color." By contrast, responses from students of color were generally more nuanced: "race is historically and socially constructed..." and "it is socially constructed but the common perception of it is skin color."

In the 21st century, an essential skill to negotiating an increasingly diverse world is to develop sophisticated, informed ways of understanding power relationships between dominant and marginalized groups (of all kinds – not just racial groups). We propose a Privilege, Power and Diversity requirement in order to ensure that all our graduates study at least once, in their academic program, these issues. It is not possible, of course, to demand in-depth study of every form of discrimination or privilege through every conceivable disciplinary lens. But requiring at least one course should help heighten alertness to these dynamics in a variety of settings, as well as provide a model for how to explore questions of privilege and inequality in contexts different from the settings explored in a particular Privilege, Power and Diversity course.

The second student spoke of her experience in Computer Science, a field she characterized as a secret, which took me aback. But as she explained further, that characterization made more sense. When she arrived at DePauw she was placed in Computer Science I, expecting to learn the mysteries of Microsoft Word and Excel. She described her view of it as a "filler course" in her schedule. Instead, she found a whole new world that captivated her, and it became her major.

I think we are in broad agreement that we want our students to engage in intellectual exploration, particularly

early in their DePauw careers. But we all have ways of limiting our horizons by confining ourselves to the comfortable, to the familiar, to where we imagine we belong. Sometimes we need to take something outside that zone. A set of “finer-grained” distribution requirements provides a more detailed roadmap of the possibilities for exploration. It allows us to draw clearer connections between the reason to take a particular kind of class and the set of classes that fulfill a given requirement. It may make it less likely that a student will miss some yet-undiscovered passion.

There are two important points I like to make in closing. The first is that the International Experience and Privilege, Power and Diversity requirements are not intended as, and must not be, the last word on these issues in the DePauw curriculum. Much as we have done with ethics, we should make every effort to infuse inclusivity and diversity throughout the curriculum. We must continue and expand faculty development efforts, and include reflection on our actions in these areas as part of our commitment to good teaching. CAPP does not conceive of these requirements as something we might finally “check off our list” but as a necessary beginning step.

The second is that we are placing this proposal in the hands of you, our faculty colleagues. We do not ask you to vote for this proposal as a way of honoring our work. We ask you to vote for this proposal if you agree that it represents a better embodiment of our intellectual values.

CAPP therefore moves that the faculty adopt the distribution requirements outlined in Appendix D of your agenda.

End of discussion framing on behalf of CAPP.

The Chair noted that CAPP’s motion needed no second and the floor was open for debate. She reminded the faculty to please queue up behind the microphones on the left and right side of the room to speak and use the center microphone to respond to the active comment.

Overview of structure related to presentation of the discussion and votes on the distribution requirements for graduation:

The conversation was complex. First, a motion was offered to split the motion considering two pieces related to the global and local awareness piece of the proposed requirements, particularly, the International Experience and Privilege, Power and Diversity pieces, separately. Limited discussion ensued and a vote supporting that portion of the requirements was taken. Details are found under the heading “International Experience and Privilege, Power and Diversity requirements discussion and vote.” Next, a substitute motion was offered that would keep the science and math requirement combined into one category. Summary of the discussion and vote taken related to the science and math portion of the requirement are found under the heading “Focus on the Science and Math requirement.” A broader discussion about the Liberal Arts Foundations part of the proposal then ensued with two votes taken during the course of that portion of the debate. Minutes summarizing that portion of the discussion and voting are found under “Related to the broader liberal arts foundations portion of the discussion.”

While ballots were counted at various stages during the discussion President Casey and VPAA Stimpert gave pieces of their respective reports. Details of their reports can be found under the heading for their report.

International Experience and Privilege, Power and Diversity requirements discussion and vote, Meryl Altman was the first to speak, reading a prepared statement.

I am asking that we consider separately and vote first on two components of the CAPP proposal that correspond most directly to the call of an “M” requirement.

Please turn to page 14 in your agenda and look at the table. The two relevant components that I wish to bring

forward first are in the column under “Global and Local Awareness,” and they are called “International Experience” and “Privilege, Power & Diversity.” They are described fully on page 17. John has pointed out that I should also move point 7 on page 18, which is a technicality dealing with the implementation of those requirements (how courses can be counted).

Let me emphasize that this is in no way a criticism of the overall CAPP proposal. I am enormously impressed with the work that CAPP has done, I’ve come to understand that the whole system was indeed in need of review and change, and indeed, the components I’m proposing to separate make more sense intellectually when seen in the context of the triple framework CAPP has devised. Why I’m doing this, is that I’ve become aware that there are some other components of the CAPP proposal about which reasonable people are continuing to strongly hold different opinions. I’m really hoping we can resolve those differences today and move forward with whole new set of excellent requirements. But sometimes that kind of thing takes us awhile to do.

And it seems urgent to me that we pass at least this part of it today, so that we can deliver on the promise we made to the students and indeed to ourselves in that highly impassioned meeting at the beginning of the year. People spoke so eloquently on that occasion that it seems unnecessary to repeat those arguments now. As the students have reminded us through Kya’s motion to student government, they have been waiting for this a very long time, and before we move on to fully discuss the points that may still be problematic, I want to make entirely sure that this core component is not delayed.

So the motion is:

“That the faculty add to the general education requirements for graduation as follows: [Quoted from Appendix D of the faculty meeting agenda and these minutes]

International Experience

Students earn at least one credit in a course that has, as its focus, the study of a culture foreign to their culture of origin. This may be earned in courses focusing on the politics, society, religion, history, or arts of a foreign culture or through a semester-long or longer study-abroad experience. International students fulfill this requirement through their study at DePauw.

Privilege, Power, and Diversity

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

[And then under policies in Appendix D point 7]

7. Some courses might meet the descriptions for International Experience or Privilege, Power, and Diversity as well as for one of the other distribution areas. In such cases, departments may designate those courses for whichever of International Experience or Privilege, Power and Diversity is appropriate and, in addition, for one other distribution area. Students can decide to count the course toward either eligible requirement. In no case may a single course be counted, for a given student, toward more than one requirement.”

The motion received a second. The Chair noted the motion before the faculty was effectively a motion to divide the question and generally not debatable. She noted we would vote on whether to divide the question. If the motion to divide passed then a discussion about these two components of the global and local

awareness portion would be held and a separate vote taken on whether or not to adopt these two requirements. If the motion to divide the question failed the faculty would move to a discussion of the overall motion that could include a discussion about the global and local awareness portion of the motion. A vote would then be taken on the overall proposal and/or any other amendments or substitutions offered.

Action taken

A secret ballot was taken on whether to divide the question passed with a vote of 96 in favor, 31 against and 1 abstention.

A discussion of the International Experiences and Privilege, Power and Diversity requirements ensued.

Question from faculty member

If these new requirements pass and none of the other changes are passed, how will the new requirements mesh with our current system?

Response

We would have the current arts and humanities, social science, science and mathematics and language requirements plus the proposed international experience and power, diversity and privilege requirements.

Furthermore it was clarified the motion did not suggest taking the entire global and local awareness column because it would not mesh with our current requirements.

Question from faculty member

I would like to have some clarification about the International Experience component. What exactly is meant by this and how would studying in a European culture fit? The faculty member was curious what others think and whether such an experience would be seen as sufficiently diverse.

Response

CAPP did discuss the issue but felt the goal of the requirement was about studying *within* a different culture not necessarily about studying a culture different one's own.

There was no further discussion raised.

A secret ballot was used and the vote to pass the international experience and privilege, power, and diversity requirements passed by a vote of 111 in favor, 17 against and 1 abstention.

The Chair reminded everyone that given the timing of the vote, these requirements take effect with the class entering in the fall of 2016.

End of section about the International experience and privilege, power and diversity requirements discussion and vote.

Focus on the Science and Math requirement

Next, Pam Propsom offered a substitution for a portion of the liberal arts foundations part of CAPP's General Education Proposal. She referred everyone to a blue sheet of paper that had been distributed on chairs around the room the content of which was emailed to the faculty distribution list Sunday evening from Jackie Roberts. The content of that document is found in Appendix G of these minutes. Pam then overviewed the narrative on the handout and made the specific motion to substitute the current catalog language for the Science and Math General Education requirement, which reads

“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.”

for CAPP’s two categories, ‘Mathematical and Logical Reasoning’ and ‘Natural Sciences.’

The Chair noted that the motion had a second and was before the faculty. She also noted the substitute motion was debatable.

As the discussion ensued the key issues that arose were whether or not the faculty should allow the science and math division to finish their work before changing the graduation requirement, whether CAPP’s proposal impinged on the division’s work, whether there should be a lab requirement, the impact of CAPP’s model on our Q (quantitative reasoning) requirement, and whether there were sufficient seats in courses.

Question from faculty member:

Can someone describe the difference between the two models?

Response from Pam Propsom

The CAPP proposal calls for one course with a lab in the Natural Sciences and one course in Mathematical and Logical Reasoning. Our proposal is to retain for the moment the current requirement, which is two courses in the joint grouping of "Natural Science and Math" and does not require a lab.

Comment from faculty member

Wanted to clarify that the rationale for this new model was to get away from the balkanization of general education such that students could carefully avoid taking certain important subjects. Does this [referring to the proposal to collapse natural science and math back into a single category] now leave us with something that would still make balkanization possible? Students could still avoid taking courses in areas that this [new] model frames as being important.

Response from Chair of CAPP, John Caraher

CAPP did not explicitly address whether leaving the science and mathematics requirement as it is would allow students to avoid taking courses in areas that the new model frames as important. He noted CAPP was not hostile to the proposal nor endorsing the proposal. He commented, as Pam pointed out, there is a lot of work that science and math division faculty have been doing.

Comment from faculty member

Before our science and math colleagues complete their work would we be requiring classes that don’t really achieve our general education goals nor do students really understand the content? If so, is that really in the best interest of our students? If allowing our colleagues in science and math to complete their work would prevent this from happening the faculty member supports the delay in changing this part of the requirement.

Comment from faculty member

Particularly, regarding whether to require a lab, we have changed back and forth a number of times. I think we owe it to both ourselves and our students, on such a serious issue, to not pass incremental changes and future promises, but to vote on a well-thought-out system of requirements that fit together neatly. I agree that more discussion is necessary with respect to the science requirement, and I think these discussions ought to happen at the committee level. Therefore I would like to send the proposal back to CAPP or its replacement next year. [There was no second for the motion to return the issue to committee at this point in the meeting.]

Comment from a member of CAPP, Dave Guinee

CAPP was supportive of a lab requirement and he doesn't see why CAPP's model gets in the way of the discussions being led by Pam Propsom and Jackie Roberts and wondered shouldn't they be able to continue that work within CAPP's proposed framework.

Question from a faculty member

He asked what is the motivation from this group of faculty supporting the substitution offered by Pam Propsom and Jackie Roberts? It seemed to him that the same work could go forward with the new model proposed by CAPP.

Comment from Jackie Roberts

As part of the discussions that have been underway for the past 18 months, the new general education class that Michael Roberts' and other faculty are piloting in the fall will not fit the model proposed by CAPP. It may never have a lab, depending on who is teaching it. This is why we need to stay with our current model so that we have some flexibility as we continue to develop science and math general education courses. The same is true with the Anthropology class that currently fulfills the science and math requirement that currently doesn't have a lab.

Comment from a faculty member

Additionally there are current courses now that meet the science and math requirement that wouldn't have anywhere to go under the proposed model from CAPP.

Comments from several faculty members

Several comments and questions centered on the question of adding a lab requirement, both benefits and constraints.

Responses from a variety of faculty members involved in planning the pilot course and discussing what the science and math requirement should be more generally

In developing models that might fit our "big ideas" course a lot of ideas bridged sciences and math making it hard to propose whether the course would fit the new "natural sciences" or "computational and mathematical reasoning" requirement. Our conversations focused on our learning goals and how to achieve them. While some of us think that to achieve those goals students have to experience doing science, that doesn't always happen just in a traditional "lab" setting. New pedagogies in the sciences often blur the lines.

Question from a faculty member

If this substitute motion passes will there still be a lab requirement?

Response

In our current model there is no lab requirement, students can fulfill their two courses in the science and mathematics area without taking a lab. The substitute motion would maintain that option. Whether the division would propose a specific lab requirement once the work in progress completes remains to be seen.

Question from a few faculty members

Individuals wanted clarification the difference between Q, or quantitative reasoning competency, and the liberal arts foundational course in mathematical and logical reasoning.

Response from John Caraher for CAPP

John noted that it is in fine distinctions. If the substitute motion passes then it won't affect the quantitative reasoning area. If CAPP's proposal passes there are some issues to be addressed.

Response from Q Director, Rich Martoglio

Our language for the Q requirement can be strengthened. I would like to see our student do more Q requirements. Under the CAPP proposal students would likely take a math or computer science course that is also designated as Q. I think this would make many other Q courses that are currently offered less important with regards to quantitative reasoning, and the opportunity to work with numbers across disciplines (or across the curriculum) would be diminished. I think that one of the strengths of the Q is working with numbers across the curriculum.

Question from faculty member

Since there are courses that are being developed in Division 3 and some that are currently taught that do not fit the scheme proposed by CAPP, can you provide some idea of where you see science and math requirements fitting in future?

Response from Pam Prompson

We want to find out first, what faculty members believe students should get from their science and math general education, and then develop a requirement that achieves those goals. We are not in the position to make that decision yet.

Comment from a faculty member

If there were a clear time line for completion I would support this substitution to allow the faculty in Division 3 to finish their work. Otherwise I am concerned it will continue to be extended, never finalized and a new model won't necessarily be brought forward.

Comments from several faculty members

There was concern about how seats were counted and whether there were in fact sufficient seats for all students to meet the natural sciences and mathematical and logical reasoning requirement if CAPP's model were accepted rather than this substitution.

Response from the Registrar, Ken Kirkpatrick

Math and logical reasoning would not be a problem with slots open to students. There are a few courses where we see first-year students moving into an advanced level. Math has a lot of room. Lab science we worry about. You can't just say that you need one course for each student because a number of students, such as pre-meds, will take multiple entry-level lab courses. Ken referred to the yellow handout on chairs, with updated data. That information can be found in Appendices H and I of this agenda. The data in Appendix H is particularly relevant to this question.

Action taken:

The vote on whether to the substitute language into the liberal arts foundation part of the proposal that would keep the existing science and math requirement was taken by secret ballot. The vote to substitute passed with 76 votes in favor, 39 votes against and 1 abstention.

End of the section focused on the science and math requirement.

Related to the broader liberal arts foundations portion of the discussion

The Chair noted the faculty was now discussing a motion with the substituted language for the science and math portion of the liberal arts foundations, the remaining portions of the global and local awareness pieces and the competencies, W, Q and S.

Issues that were raised during discussion centered around concerns regarding the titles of categories within the liberal arts foundations, whether we had the staffing to meet the needs of certain aspects of the proposal,

whether the proposal in its current form should be sent back to committee and more generally thoughts speaking for our against the proposal. Comments related to these central ideas are grouped together below.

Comment from Faculty Development Coordinator, Jeff Kinney

A chairs meeting was held at the President's house in the fall, at which Pam and Jackie mapped out the work they were doing in Division 3 to make the science and math requirement at DePauw more accessible. The intent of the meeting was to encourage faculty in other divisions to consider the possibility of having similar discussions--about, for example, what a required social science course or humanities course should highlight. Chairs were supposed to share the ideas and concerns outlined by Jackie and Pam with their colleagues, but there is no evidence that any conversations have emerged. So, before we vote in a new curriculum, it would perhaps be wise if departments and divisions began to have such some of the same discussions.

Comment from faculty member

A faculty member voiced concern on how the process had appeared to be neither transparent nor comprehensive. That their department was never asked to provide input on any changes other than on a new multicultural requirement. The department felt the faculty was assured, when we passed the current curriculum, that it would be assessed. In the absence of such an assessment, we have no idea what problems exist with the current model and therefor, could not assess whether this new proposal corrected or addressed those problems. The current model invites discussion with students about the disciplines, their modes of inquiry, and their various discourses that the proposed model doesn't. The new model underestimates our students. Also, the title "creative expression" is outmoded and marginalizes the creative and performing arts.

Response from faculty member

I agree and speak against the motion. My additional objection is the mercenary aspect of the categories. Where would courses count that could fit into multiple categories? I worry that we will put the courses where we will get the most students, not necessarily where they best fit pedagogically. We had similar problems with the old system, which is why we abandoned it a few years ago. I like the freedom and broader approach we have now.

Comment from a member of CAPP, Francesca Seaman

The labels are not meant to be set in stone. We talk about having a story to tell, this proposal gives us a clear identity: we are a college with a liberal arts foundation, competencies in quantitative reasoning, speaking, and writing, and an interest in global and local awareness. The proposal is not perfect, but the process was open and transparent. CAPP discussed the proposal with all departments and asked for feedback. We have a whole year to work on it. It was not CAPP's intent to offend anyone. Those labels may be changed. In previous models for general education, students just seemed to have to check boxes, while this proposal give us an identity with a story to tell. Some have raised the problem that a course may or may not fit as a requirement within this proposal. That's true for many courses now, but if a course doesn't fit in the model, students will still take it because they are interested in it.

Comments from several faculty members

There was a question about how it was determined where courses would count and whether there were in fact sufficient seats for all students to meet the requirements.

Response from the Registrar, Ken Kirkpatrick

Ken referred to the yellow handout on chairs and noted that there were a number of big intro sections of things that he counted under Society and Culture that if one got more detailed would lower the number of seats there.

Question from a faculty member

There was a question related to note 7 in Appendix D about courses counting in both the liberal arts foundation and global and local awareness and whether students could have the course count for both requirements.

Response

While departments can list both designations a student must choose which requirement they are applying the course toward.

Action suggested

An amendment was suggested and seconded. A colleague objected to a lack of clarity in the amendment expressing concern about whether the suggestion in its current form would lead to graduation requirements that were unclear and asked to see the language in writing. The suggested amendment was withdrawn.

Question from a faculty member

What happens to the requirements if we vote this proposal down?

Response from the Chair, Bridget Gourley

Our requirements remain the same until we change them. We have approved the addition of an international experience and a privilege, power and diversity requirement. Those are added to our current requirements beginning with the entering class of 2015. Nothing else would change.

Comment from a faculty member

A faculty member supported the comment from earlier in the discussion that we return the proposal to committee. There was some ensuing discussion about if it was sent back should it be sent back with a time line and/or other directions.

Response from a member of CAPP, Scott Thede

I don't see the point of sending it back to committee, if you don't like it vote it down, if you like it vote for it. Others suggested even with more time in committee we would likely just be back to this discussion because the trouble individuals were having with it at this point were quite philosophical.

Action taken:

A motion to send the proposal back to committee, in other words, ask the new Curricular Policy and Planning committee to revisit the issue next year, with no specific time line for finishing their work was made and seconded. The question was called. Calling the question is a non-debatable motion. The Chair began to ask colleagues to complete a ballot as to whether they wanted to cease debate on sending the proposal back to committee. A point of order was raised that colleagues felt we didn't need a secret ballot to decide whether to cease debate. The Chair asked the faculty that since she had announced a secret ballot for all votes related to the graduation requirement discussion based on a request received before the meeting would they please vote to allow these procedural votes be via a show of hands.

There was a two-thirds majority via a show of hands to over-rule the Chair and take procedural votes via a show of hands and other votes on the issue via secret ballot.

The vote to cease debate on whether or not to send the proposal back to committee passed via a show of hands.

The vote via secret ballot on whether to send the proposal back to committee failed by a vote of 22 in favor and 68 against.

The Chair noted we were back to discussing the proposal with the liberal arts foundational courses in math and science as a combined category and the global and local awareness international experience and privilege, power and diversity categories previous approved.

Comment from a faculty member

Would like to speak against the motion. I never think of our requirements as 2/2/2 and I never use that language with my students. I feel that our current system is more open and allows me to have open conversations with them about the direction of their education. What is attractive about the CAPP motion is the language that frames it but we also have language that goes with our current system. Look at the DePauw 4-year advising guide. I do think that we have forgotten how to talk to our students about a liberal arts education. Whatever we do with our requirements advising has to be a critical component.
End of the section related to the broader liberal arts foundations portion of the discussion.

Action taken:

The question was called. Calling the question is a non-debatable motion.

The vote to cease debate passed by a show of hands.

The vote via secret ballot on the overall question of the new graduation requirements with the substitute language regarding math and science and the international experience and privilege, power and diversity requirements already approved failed by a vote of 35 in favor and 59 against and 6 abstentions.

The Chair clarified that our current graduation requirements with the addition of the international experience and privilege, power and diversity components would be effective for the incoming class of 2016.

End of the discussion about general graduation requirements.

CAPP had no additional announcements other than the written announcements on the agenda copied below. There were no additional questions for CAPP.

The Chair asked everyone to join her in thanking our entire Committee on Academic Policy and Planning. They've had a rather full plate both this year and the last few.

Written Announcement –

1. **Resource Allocation Subcommittee (RAS) membership**

CAPP still needs to complete the roster for RAS for this May, including at least one at-large seat. Faculty members who are not in departments submitting a proposal to RAS who are interested in participating in this year's RAS process should contact John Caraher regarding the possibility of serving on the subcommittee.

2. Current CAPP members thank those colleagues who have already volunteered to serve on any of our new committees and note that if you are tenured, consider social sciences your curricular home, haven't yet volunteered to serve and won't be on leave in the coming year we are still looking for a volunteer.

6. Management of Academic Operations – MAO (Jennifer Adams)

The Chair asked for everyone's continued participation as we addressed the remaining business the agenda for the year. For Management of Academic Operations, Jen Adams from Communication and Theatre came to the podium and made the following motion.

A. Motion (to be voted on): MAO asks the faculty to vote to approve addition of a Language Certificate to the description of Modern Languages Major and Minors (to appear at the end of the current description):

Language Certificate: A student who completes a modern language course at DePauw at the fourth-semester level with a C or better (or places beyond the fourth-semester level on a DePauw placement exam) will earn a Language Proficiency Certificate in recognition of having attained a basic proficiency in that language.

Rationale

This is a way of recognizing basic proficiency on the transcript. This was suggested to ML by Association of Foreign Languages Departments representative, something that's being done elsewhere. ML will institute a petitions process for certification to be placed on their transcript. The description of what it takes to be certified will be found in the department description in the course catalog, below the information on placement, retroactive credit and heritage speakers.

The Chair noted coming from a coordinating committee this needs no second. She asked if there were any comments, questions or discussion.

Question from faculty member

I encouraged students to take as many language courses as possible. You mention this was suggested as a model that is being done elsewhere. Do they have positive results? The C is the grade of proficiency, are we in danger of giving students a false positive when they can't even read or write the language?

Response from the Chair of Modern Languages, Alex Puga

Apologized to colleagues in Classical Studies for being late in communicating intent to propose a Modern Language certificate. In terms of the certificate being done in other institutions, it is a new means of stimulating enrollment and stimulating students to broaden their foreign language experience at DePauw. It is such a new idea that, shortly after suggesting it, the Association of Departments of Foreign Languages (ADFL) wrote to institutions asking what the outcomes have been. This is a pilot proposal, we know that it will have to be adjusted.

Response from faculty member in Modern Languages, Francesca Seaman

Explained that in order to get a minor in Italian it takes 4 years. Feels that it is fair to recognize a student's gained proficiency in a language after 2 years of study, especially when there is no time for a student to finish the minor.

Question from a faculty member

Why wouldn't we want to make the certification automatic?

Response

This will not happen automatically, there is a process that the students have to work through. We might have some students who meet the requirement based on past skills, for example, those already fluent in another language, who would not want their transcript to carry the designation because it might suggest a lower proficiency than they actually have.

Question from faculty member

There may be some professional definitions to look at. Is there any consideration of raising it above a C?

Response from the Chair of Modern Languages, Alex Puga

That is a grade that we assigned because it was consistent with minimum grades for major, minor, and language proficiency requirements.

There were no other questions. The motion passed.

There were no announcements from MAO other than the written announcements below and those as part of the consent agenda. There were no additional questions for MAO. Again, the Chair asked that we thank all our MAO colleagues for their work this year, with working out our new Extended Studies program, they've been busy.

Written Announcements – (in addition to those on the consent agenda)

1. MAO announces the approval of the AY 2018-2019 calendar.
2. Current MAO members thank those colleagues who have already volunteered to serve on the new Course and Calendar Oversight committee and encourages all colleagues not going on leave to consider volunteering to serve on this or one of our other appointed or elected committees.

7. Committee on Faculty – COF (Susan Hahn)

There were no questions for COF.

The Chair asked the faculty to join her in thanking our COF colleagues for their work this year. They always have a full plate.

Also, she ask that we consider this round of applause a thank you to all our colleagues who have done committee service on any committee this year. Everyone has worked hard to keep our best interest at heart during somewhat tense times throughout the year.

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

Written Announcements –

Current COF members thank those colleagues who have already volunteered to serve on the new Faculty Policy and Personnel Review committee and encourage tenured colleagues not going on leave to consider volunteering for one of the two remaining vacancies.

8. Student Life and Academic Atmosphere Committee – SLAAC (Smita Rahman)

There were no questions for SLAAC.

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

Written Announcements –

Current SLAAC members thank those colleagues who have already volunteered to serve on the new Student Academic Life committee and encourage tenured colleagues to consider volunteering to volunteer for the remaining one-year vacancy.

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

As is no surprise, we already have a couple small tweaks to our governance structure. One comes directly from the conversation during the vote last month. FGSC is also aware of other clarity that is required and we

will be asking the new Faculty Priorities and Governance committee to take up and address. How we handle voting on new committee chairs has always been muddy and becomes more so in light of the new model. Also, how a committee selects their representatives and liaisons with other committees needs to be clarified. For now we ask each committee to do their best to do what makes sense given the context of your particular work and who has experience with your charge or the charge of the representative or liaison.

We officially give advance notice of these two details we know how we think we should best address. We will ask the faculty to vote in September. There was a lack of clarity regarding the sustainability committee issues, the Sustainability Director (currently Anthony Barrata was listed in the new structure) but the **Faculty Sustainability Coordinator** (currently Jeane Pope) was not.

- A. FGSC gives advance notice that it plans to ask the faculty to approve the following additions to the By-Laws and Standing Rules approved in April 2015 to address two loose ends with regard to the new governance structure. (Additions shown in bold.)

Addition to Section II.C. Voting.

"2. Faculty members in Part-time Faculty Positions with Academic Rank may vote in any semester that their teaching load exceeds the equivalent of 1.5 courses or in any active teaching semester after 12 semesters of teaching service to the University. **Librarians serving as part-time renewable term faculty may vote in any semester that their load exceeds the equivalent of 50% of full-time, or in any active semester after 12 semesters of librarianship at the University.** All other faculty members in part-time positions may attend faculty meetings and participate in debate, but not vote; however, Senior (Emeriti) Professors are eligible to vote during any semester in which they are teaching at least one course."

Addition to Article IX University-wide Committees Section C:

"C. Sustainability

1. *Function:* Coordinates the University's sustainability efforts.
2. *Membership*

Faculty membership: Three (3) appointed representatives.

Administrative members:

Voting: Director of Sustainability.

Ex officio (without vote): **Faculty Sustainability Coordinator** and VPAA or representative.

Student members: two (2) appointed by Student Congress."

Rationale

As expected we knew loose ends would arise as we worked through such a complete change to the governance structure. These changes address two things, (1) the clarification that we wanted to treat our part-time professional library colleagues in parallel to our part-time teaching colleagues, and (2) a request from the existing ad-hoc sustainability committee to recognize the role of our **faculty sustainability coordinator** in the new committee structure.

Please note FGSC's written announcements, we met earlier today and have another meeting scheduled for next week. We'll communicate the outcomes of appointed committees as soon as we can, hopefully before the term concludes.

Written Announcements –

1. A subgroup of the FGSC is meeting with Board of Trustee leadership during their visit to campus for the May Board of Trustees meeting to begin formal conversations about an official faculty presence at Board of Trustee meetings.
2. Current FGSC members thank those colleagues who have already volunteered to serve on one of our

new elected or appointed committees. We were pleased to see contested elections for some positions. If you haven't already volunteered for one of our remaining elected vacancies or completed your service statement related appointed opportunities we ask that you do so right away.

3. FGSC is working to complete appointments to appointed committees before the semester ends.

Reports from other Committees

Committee rosters are available at:

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

10. Internal Grants Committee – IGC (Tim Good)

There were no questions for the internal grants committee. They had two written announcements below.

- A. The Internal Grants Committee report is an offer to answer questions.

Written Announcements –

1. Current IGC members thank those colleagues who have already volunteered to serve on the new Faculty Development committee and encourage tenured colleagues whose curricular home is in the social sciences to consider volunteering for the remaining one-year vacancy.
2. IGC completed reviews for the Ferid Murad Medal, Faculty Summer Stipends, and the Howes Grant.

11. Committee on Administration – COA (Francesca Seaman)

The Chair noted that in keeping with the goals of our new governance structure, the Committee on Administration wrote a nice succinct memo to us and our new Faculty Priorities and Governance and University Strategic Planning committees. I draw your attention to it now and promise that I will make sure these committees formally receive it as they consider their work in the coming year.

There were no questions for COA.

- A. The Committee on Administration report is their memo below to all faculty colleagues and the new University Strategic Planning committee. COA would be happy to answer questions.

Written Announcements –

Date: May 2015

To: Faculty, University Strategic Planning committee

From: COA

As we close the Committee on Administration business for the 2014/15 academic year, the members of COA, in the spirit of the new committee structure reporting requirements, and in the interest of continuing important issues and ideas that we cannot advance this year, make the following recommendations:

- 1) COA recommends that the administration and faculty resolve whether DePauw will make the effort to go to a 3-2 teaching load or not. COA has discussed this for some time, but no firm proposals have come before the faculty or the Board of Trustees.
- 2) COA notes that with the change in committee structure there is no committee designated to address salary and benefit areas. COA acknowledges that developing a budget implies a series of trade-offs, but recommends that the new University Priorities Committee carefully consider faculty remuneration as an important priority as they undertake their new charge.

- a. Salary considerations need to be addressed. Based on the current model the administration has planned for 3% raises into the foreseeable future.¹ Each year a number is presented to COA and the faculty as a whole as *the* number; however, there is no known plan to address faculty salary concerns. Compensation rates remain stagnant and COA believes that this issue ought to be addressed transparently. COA would like to emphasize that salaries are linked to how the university is perceived and ranked by outside bodies, and play a role in attracting and retaining faculty members. Our overall average places us at number 3 among the GLCA schools, but we are outside the top quartile in the full professor and associate professor ranks, representing a departure from DePauw's faculty salary policy as stated by the VPAA.
 - b. At 8%, the DePauw contribution to 403b retirement plans is below all but four colleges in the top 50 liberal arts colleges that offer defined contribution plans.² The consequences are more years worked before retirement and financial fear and instability during financially difficult periods. COA urges the governing bodies to begin a gradual increase in the contribution to a standard of 10%, and perhaps higher after an employee turns 50. There are a variety of ways this program could work, but we find it important that retirement planning improve. COA suggests that a specific schedule may be put in place, with a gradual increase of .5% every year until we reach 10%, and perhaps a higher percentage for employees more than 50 years old.³
 - c. We urge the Priorities Committee to also attend to healthcare and emeriti issues with vigilance.
- 3) COA notes that the university has consistently made efforts to minimize the use of adjunct faculty, both for reasons of fairness and in the interest of our students. We encourage the administration to continue offering full-time and multi-year contracts to term faculty where possible, to give as much advance notice as possible of teaching assignments, and to seek ways to extend other benefits.

As DePauw moves towards a new model of faculty governance, a move many on COA supported as a more agreeable system, we encourage the new planning committee to take up these issues that deeply impact the quality of life for university faculty and other employees.

Footnotes:

¹COA has recommended that the increase for 2015-2016 in salary be applied as an equal percentage (rather than an identical amount) across all faculty ranks.

²The median employer contribution across the top 50 liberal arts colleges is 10%.

³This would imply an increase in the expenditures of approximately \$210,000 per year for four years to reach the stated goal.

12. Extended Studies Implementation Team Report (Dave Berque)

- A. Report consists of an offer to answer questions.

Question from a faculty member

Her May term course and others are empty and she was concerned. May term is listed separately from winter term in the schedule of classes and that seems tragic. It is in the interest of DePauw and students to have a strong May term as well as Winter term. In the past May term courses had filled. She encouraged that we reconsider what works and does not looking at facts not just theory.

Response from Dave Berque

The way courses were listed this year was the same as last year. Still we will be open to looking at the issue.

Written Announcements

The Extended Studies Implementation team has no announcements. They will be working on their final report for the year in early June after May term completes.

Additional Business**13. Remarks from the President (Brian Casey)****Admissions**

First, I am happy to report that we have a good Class of 2019 coming to campus next year.

We ended Friday, May 1, with 612 deposits. Things are still very much in flux and will obviously change over the course of this next week, as there are about a dozen or so first year applicants still in play. And matters can change through the summer.

But here is a very preliminary look at how that breaks down:

303 males and 309 females (49.5% male)

GPA 3.76

ACT 27

SAT 1180

Student of color will represent 18% of the class at 110 students (a slight increase from last year of 107)

-African American 28 (25 last year)

-Latino 21 (15 last year)

-Asian American 17 (21 last year)

-Native American 2 (2 last year)

-Multiracial 42 (44 last year)

Loutfi Jirardi in his first year as Coordinator of our International Recruiting did a remarkable job in diversifying that pool of students. International Students will represent 8% of the class (51 students) Countries represented: Vietnam, Pakistan, China, Nepal, Myanmar, Kenya, India, Ghana, Brazil, Japan, France, Spain, Germany, Italy, South Korea, Ecuador, Taiwan.

9 Permanent Residents: from United Kingdom, Italy, the Dominican Republic, South Korea, Philippines, Pakistan, Colombia and Egypt.

6 students who are dual citizens: Malaysia, United Kingdom, Ghana, Germany, Pakistan and India.

We also will see an increase in religious diversity with an increase in Jewish, Muslim and Hindu students.

School of Music 44

Honor Scholar 38

Environmental Fellows 9

Science Research Fellows 9

Management Fellows 59

Media Fellows 20

The class produced a total net tuition at an amount that is slightly below the budgeted tuition dollars needed

to make the 2015-16 budget work. (\$11.1 M vs a budgeted \$11.2M)

- Net tuition revenue per student \$18,502
- Discount rate 57.9%

I am extremely grateful for the work of Cindy Babington during this her first admissions cycle and I want to thank Jonathan Coffin for his work in fundamentally altering our communications strategies with applicants, Craig Slaughter for his work in Financial Aid, and Brad Kelsheimer for his work with the financial modeling for this entire effort.

Looking forward, we must, make applicants better aware of our Fellows Programs and Honor Scholar Program (which still attract a significant number of our academically strongest students.) We are looking at our diversity numbers and I have asked Cindy to consider what steps she must take to continue diversifying our student population.

I believe that we are going to have a challenging time increasing net tuition per students in the years ahead. We serve a region of the country in which families have shown a lack of capacity to spend more on tuition that we are currently charging, after discounts. So, in order to increase the resources that the institution will need to continue to fund its ambitions, and given the size of our infrastructure, our academic program and our general operating expenses, we will likely need to consider how to increase enrollments by some modest amount in the years ahead. This will probably call for an increase in number of students we attract to the Fellows Programs and increase in the number of admissions counselors assigned to regions of the country with growing populations. DePauw will need to become increasingly national, increasingly diverse, and increasingly attractive to those who seek an intense academic experience that promises pathways to lives of accomplishment after college.

We will also need to increase endowment. In short, we have to subsidize this form of education for an increasing number of applicants. I am happy to report that we are now nearing \$60M in new funds for student financial aid in this campaign with an eventual goal of \$100M.

Of interest: Cindy was able to begin using some of new student aid endowment dollars to help meet the full need of number of our applicants, which certainly helped with overall enrollment and with increasing socioeconomic diversity.

Upcoming Board Meetings

Board and the Faculty

On Thursday of this week, the current Board Chair, Marshall Reavis, and the two prior Board Chairs, Dave Hoover and Sarah Wallace, will meet with Chair of the Faculty Bridget Gourley, COA Chair Francesca Seaman, and Chair of Chairs Harry Brown, along with myself and Renee Madison to discuss how best to engage the faculty with the Board and with major strategic directions of the University.

I have asked Renee to consult with the Association of Governing Boards, the national body that considers best practices for Board Governance as well as the Great Lakes Colleges Offices, to see what we can learn from other institutions and from those who consider matters of Board Governance about engaging faculty with the Board.

The Board has received briefing materials on the new Faculty Governance structure, and is fully aware, and is very pleased with, the new University Strategic Planning Committee. They know that they will receive a priorities report from this committee, as well as my response, in time for them to consider its recommendations at their February strategic meetings. I have spoken to the Board Chair about this and he,

and I, are very optimistic about how this new committee will work with the Board.

Inclusions Planning

The Board will consider the 2015-16 Inclusion Plan at its upcoming meetings. They will also participate in next year's efforts to develop a long term University Inclusion Plan. Four members of the Board will be appointed to the planning committee on campus. The Board Chair will be one of the members of this subcommittee.

Capital Projects

The Board will consider the ongoing capital projects. Although I cannot reveal the details at this time, we will be announcing gifts to ensure that all the ongoing capital projects are fully funded from external gifts. This includes Hoover Hall and the new University Plaza that will be created between Hoover Hall and the Union Building. I do believe that this plaza will become a key gathering place for our students, faculty, and their guests.

At this meeting, the Board will consider plans for investments in the Library and in Asbury Hall. I hope to have something to report on this in short order.

Fundraising

We have had a very good few months of fundraising since the last Board meeting, increasing funds for Student Financial Aid, raising funds necessary to meet all costs for Hoover Hall and the Wallace Stewart Faculty Commons as well as the emerging plaza between the Union Building and Hoover Hall. I hope to announce new gift early next week as the Board meetings conclude.

The Current and 2015-16 Budget

The Board will hear updates on the 14-15 budget and consider a preliminary budget for 15-16.

For this year, we expected a \$2.7M shortfall. The Board approved an incremental draw of \$1.0M, and we have managed the remainder of the shortfall so are expecting to balance the current budget. The positives in the budget were upper class retention was better than expects (\$500K), Annual Giving (The Fund for DePauw) is expected to produce \$250K better than expected, health care claims are lower than expected, and we have reduced the number of staff and administrators through attrition that wasn't replaced.

For next year, we will need to ask the Board to continue the \$1M extra draw on the endowment to allow for a 3% salary pool, build in the costs associated with the seven new faculty members, and to keep health care premiums flat. So total Faculty Salary Expense increases will be approximately 4%. Staff salary increase will be about 2.8%

Summer Mailings

With the creation of the new University Strategic Planning Committee as well as the Curricular Policy and Planning Committee, I believe we have strong new ways to engage the administration, faculty, and Board in the next significant round of strategic planning.

I plan on sending to the faculty, first, a report on admissions and diversity, over the summer.

And as we get closer to the new 2015-16 academic year, I plan on sending to these two new committees, detailed information on some of the major planning issues before the University. These include:

- Funding investments in the faculty and faculty development
- How to increase funding for our infrastructure

- How to make investments in Admissions to drive enrollments and increase our national footprint and our diversity.

I also plan, for the first time in the seven years I have been here, to leave campus for a period this summer to work on some planning documents so I can share them with the faculty and the Board this summer and fall. I want to organize some thoughts on our curriculum, faculty life, admissions and the marketplace, how to ensure the long-term strength of the institution. I hope they can be part of the conversations of our new faculty committees.

In 2010, we saw DePauw 2020 emerge as a planning framework. Halfway to what was to be the end of that plan, I look forward to using our new faculty system to develop our plans further in service for the University's needs and ambitions.

14. Remarks from the VPAA (Larry Stimpert)

The VPAA began his remarks by thanking everyone who participated in the senior showcase and Honors Convocation. This has been another banner year for students receiving Fulbright and other prestigious graduate scholarships and fellowships. Much thanks goes to Kate Knaul and the many faculty members who mentored and worked with student applicants.

The year also demonstrated the vitality and creativity of our faculty. Nine faculty members authored books during this year, and over 150 faculty members presented their work at conferences, exhibitions, and performances. All faculty members are invited to celebrate these accomplishments by attending the annual Faculty Achievement Program on Thursday, May 7 and the Faculty Recognition Reception on May 8.

The VPAA also thanked faculty members who had served on key committees, and offered a special thank you to members of the FGSC, who worked tirelessly to overhaul our committee structure; CAPP, who worked very hard on our general education requirements; and COF, which met nearly every week throughout the year to carry out its important work.

- The VPAA then shared information with the faculty on a number of initiatives,
- Both the Education Studies and Communication and Theatre Departments prepared self-studies and hosted external review teams. We are currently awaiting reports and recommendations from both external review teams. The Modern Languages Department is now working on a self-study and will host an external review team next fall.
- A grant from the Arthur Vining Davis Foundations allowed us to fund more summer research opportunities for students and faculty this summer, and we were also able to increase student stipends. Our aim is to make it affordable for our students to take advantage of this high impact learning practice. Much appreciation goes to those faculty members who work so tirelessly with our research students.
- Working with Brad Kelsheimer and Kevin Kessinger, we now have in place a plan to fund investments in labs, studios, and other facilities on an ongoing basis. The library renovation is on track to move forward in the coming year, and we will also begin work on renovating Asbury. Work planned for Asbury this summer includes addressing structural problems that cause leaking.
- A series of informal meetings with faculty members from across the campus provided much feedback on the most positive aspects of our work while also identifying some elements that hold us back. Many faculty members cite our faculty development programs and opportunities as a key advantage of working at DePauw. At the same time, many faculty members cited a lack of community and questions about institutional identity and mission as concerns. The VPAA is confident that the coming year will provide opportunities to articulate more unified statements of our university's identity, the

mission of our academic program, and our university, faculty, and student cultures.

Question from a faculty member

It seems that we are having conversations about vision why isn't everyone involved?

Response

We are discussing effective ways to include everyone in the conversations.

Question from a faculty member

What is happening with the McDermond Center Task Force and report?

Response

The task force was charged to give their report to the Board of Trustees. The task force will be ratifying their report in a meeting on Wednesday before the formal Board meeting begins. The report will then be shared with the Board of Trustees during the meeting. After the Board has officially received the report it will be shared with the community.

15. Old Business

The Chair noted that the faculty had business before it in April when a quorum count was called. We no longer had a quorum so the item became old business. She invited Professor of Modern Languages Bob Hershberger to the podium since it was originally his motion. Bob stated that what the group organizing the statement was hoping for was an endorsement of our principles. He also reminded the faculty that the timing relative to last faculty meeting meant the language was put together quickly and noted we should have a "Q" added to "GLBT", i.e., "GLBTQ."

A. Statement as a result of the March 2015 Indiana SB101 (Bob Hershberger)

Motion (to be voted on): That the faculty approve the following resolution.

"We the faculty of DePauw University were CONCERNED by the March 2015 passage of Indiana SB101, the so-called Religious Freedom Restoration Act. As our [Catalog](#) states,

A DePauw education asserts that developing a global perspective and an appreciation and tolerance for a more diverse society are vital for living in an increasingly interdependent world.

Since its founding by frontier Methodists, DePauw has sought to foster moral reflection and humane values among its students. Its strong tradition of service to humanity – whether in the Greencastle community or around the world – manifests its belief that *moral engagement and civic responsibility should guide our actions and commitments* (emphasis added).

We strongly affirm that DePauw is and will remain a living and learning community that welcomes and respects GLBT students and colleagues along with those from all racial, ethnic, RELIGIOUS and national backgrounds, and we support President Casey's statement (March 29th, 2015) calling on the Governor and legislature to do all in their power to affirm that the State of Indiana is equally welcoming."

Chair's agenda note:

This item of business was under discussion during the April 2015 when a quorum was called. We no longer had a quorum so discussion ceased. Before the quorum was called to edits to the original language were approved and those edits are noted by the capitalized words CONCERNED and RELIGIOUS above. CONCERNED

was a change in language and RELIGIOUS was an added word.

The Chair asked those who seconded the motion to confirm it was ok to add Q. There was agreement. So the Chair noted the motion before the faculty was the one printed on the agenda with “GLBTQ” in place of “GLBT.”

Question from a faculty member

At the last meeting, I made the motion to change the first sentence to read “We the faculty of DePauw University, in light of Indiana SB101 note that our catalog states, ...” He also supported the addition of the Q.

Response from the Chair

I’m sorry we missed that in the minutes. Since it wasn’t recorded I think it is important that we use Robert’s Rules as a way to formalize the change.

Bob Hershberger, who originally made the motion and Meryl Altman one of those who seconded the motion support the change and agreed that the language the wanted put forward to the faculty read,

“We the faculty of DePauw University, in light of Indiana SB101 note that our [Catalog](#) states,

‘A DePauw education asserts that developing a global perspective and an appreciation and tolerance for a more diverse society are vital for living in an increasingly interdependent world.

Since its founding by frontier Methodists, DePauw has sought to foster moral reflection and humane values among its students. Its strong tradition of service to humanity – whether in the Greencastle community or around the world – manifests its belief that *moral engagement and civic responsibility should guide our actions and commitments* (emphasis added).’

We strongly affirm that DePauw is and will remain a living and learning community that welcomes and respects GLBTQ students and colleagues along with those from all racial, ethnic, religious and national backgrounds, and we support President Casey’s statement (March 29th, 2015) calling on the Governor and legislature to do all in their power to affirm that the State of Indiana is equally welcoming.”

In speaking to the motion Prof. Hershberger noted the goal was to have a strong statement the faculty can get behind.

The Chair stated that since he was asked for a secret ballot on this issue last month she assumed that request still stood. The faculty asked if we could see if there was still a desire for a secret ballot. No one requested it.

A vote was taken and the resolution with the edited first sentence and addition of the letter Q passed.

16. New Business

There was no new business brought to the faculty.

17. Announcements

A. Announcement about faculty forums and teaching roundtables (Jeff Kenney, Faculty Development Coordinator)

Jeff Kenney announced new goals for faculty forums and teaching roundtables to be held on first and third Wednesdays over lunch in the UB Ballroom. He asked departments and programs to avoid scheduling at these

times and encouraged everyone to plan to participate. This shift is an effort to create a stronger sense of community. Research forums will be on the first Wednesdays of the month and teaching forums on the third Wednesday of the month.

B. Announcement about faculty meetings and open forum dates for AY15-16 (Bridget Gourley, Chair of the Faculty)

The Chair of the Faculty reminded everyone the dates for faculty meetings for AY15-16:

Monday September 7, 2015

Monday October 5, 2015

Monday November 2, 2015

Monday December 7, 2015

Monday February 8, 2016

Monday March 7, 2016

Monday April 4, 2016

Monday May 2, 2016

She also noted the scheduled open meeting times noting that discussion topics will be announced in advance of the meetings:

Monday September 21

Tuesday October 27

Tuesday November 17

Tuesday February 23

Tuesday March 29

Tuesday April 19

All meetings are scheduled for 4 p.m. in the Union Building Ballroom. She directed attention to her email dated May 1, 2015 for more details.

Also, as she mentioned last month the chair noted if you left an iDevice at the March faculty meeting, please see me after the meeting to claim it.

Lastly she drew attention to the written announcement about the new tradition for seniors. It will help us get important exit survey data and assessment that will help us with grant proposals to funding agencies and provide a fun way for seniors to get together and efficiently pick up their cap and gown.

Written Announcements –

1. Assessment Announcement (Jackie Roberts and Pam Proppom)

DePauw is starting a new tradition of having seniors go through an exit process before leaving DePauw. This event is occurring on Study Day, Friday, May 8th from 11 a.m. -1 p.m. in Julian. During this time all seniors will obtain their caps and gowns, have pizza, be entered into drawings for a number of prizes, take a final assessment, and the Hubbard Center will gather information on post-graduation plans. This year we are including a Science Literacy test to gather baseline data on our science/math general education.

In planning for final departmental or programmatic functions for this year, we wanted to make sure each of you was aware of this new event being held on study day. Your encouragement of seniors to attend this session would be appreciated.

Thank you for helping support efforts to assess and improve DePauw's educational experience.

2. Robert's Rules "Cheat Sheet" (Misti Shaw, Parliamentarian)

At the end of the agenda you will find a cheat sheet for Robert's Rules. This document has the same type of information as the document "Some Commonly Used Motions at Faculty Meeting" prepared by David Harvey in 2007 during his service Chair of the Faculty that has been and continues to reside on the Faculty Governance website (below the list of faculty meeting dates for the year). Hopefully these documents will help you feel more confident in participating in the debate and bringing forward actionable requests. The Parliamentarian and Chair of the Faculty are both happy to answer questions and offer suggestions about items you'd like to submit for the agenda and/or if you would like advice about how best to address an item on the agenda.

The Chair of the Faculty has asked the Parliamentarian to join her at the front table during complex debates to be readily available to consult the details of Robert's Rules if we need them.

18. Adjournment

The Chair thanked everyone for participation and staying through many long meetings throughout the year. The meeting was adjourned between 6:00 and 6:30 p.m.

Appendices

Appendix A: Tribute to Professor Emerita Ruth Louise Lester (1929-2015) Written by Professor Emerita Judith George

Ruth Lester's career spanned thirty eventful years at DePauw University. She arrived in Greencastle in 1962 with prior teaching experiences in the Lebanon, Pennsylvania, school system and camp administration with the Girl Scouts of New York City. With a baccalaureate degree from the University of Louisville and a Master's degree from Temple University she subsequently completed a director's degree from Indiana University. Her educational emphases were in health, physical education and pedagogy and she delighted in talking about the early history of higher education. Ruth possessed an analytical mind and this quality blended well with the breakdown of the fundamentals of movement skills, which was typical of this era of instruction in physical education.

Upon first arriving at DePauw, Ruth found the department of physical education involved in a two-year requirement in physical education, which entailed a liberal education in various aspects of traditional physical education. Each student was required to select one course from the following areas: fundamental movement, dance, aquatics, team sports, and individual sport leaving three open choices. Students were required uniforms and the women's uniform consisted of one-piece bright yellow/orange outfits in which no one wanted to be seen. As the years passed and the requirement was whittled down, it became increasingly harder to justify such a requirement in a more open university curriculum, but one could proudly reflect upon how almost all of our students knew how to swim and were knowledgeable about and could perform in at least one or more lifetime sports.

Ruth's specialization at DePauw was instruction in racquet sports, more especially tennis. As women's collegiate sports evolved into women's athletics she became involved as an advocate for women's competitive opportunities but her interest was directed more toward teaching than coaching. She coached tennis in the early 1970s, was the first women's basketball coach and served on the first state board for the Indiana Women's Intercollegiate Organization but her passion was primarily with advising the Women's Recreation Association, which provided various intramural sports opportunities for the DePauw co-eds. The women, especially with competition centered around living units, turned out in large numbers to support their teams in rivalries on the basketball or volleyball court. Sorority membership was popular in the 60s and 70s and the clack of sorority paddles along with cheering rocked the rafters of the old Bowman Gym.

In these years the women and men were divided into divisions: the men's department and the women's department. Even though the department was one department it operated under two schemas. James Loveless was department head for physical education and athletics but Charlie Erdmann and Mary Lou Miller provided leadership for the physical education programs. It is now difficult to comprehend but there were some hostile feelings that some of the men seemed to harbor about female presence in the department. One of the wives commented that her husband had reservations about accepting a job at DePauw because he would have to work with women. Probably because of the dearth of women's athletics and the lively personality of Mary Lou, the men and women did peacefully co-exist under one roof. Miss Miller, as women's head, wielded a lot of influence over several other women in the department. Women were instructed not only about teaching procedures but behavior on campus and in the community, social graces in attending weekend sorority teas were emphasized as well as our being told to be supportive of the Dinosaur faculty political alliance and we were expected to be seen in public wearing skirts and heaven forbid to stay away from Old Topper's Tavern.

When Ruth followed Mary Lou as head of the women's department it was a kinder and gentler era. We were in the new Lilly Center and she was the de-facto head of programming in physical education rather than the

women's head. She also acted as the assistant for women's athletics under the men's athletic director and there were now mixed classes with men and women in physical education classes. However, in spite of Title IX, men increasingly became the "head" coaches and "the head" administrators of women's athletics. It was a sad day when the Association of Intercollegiate Athletics for Women succumbed to the National Collegiate Athletic Association. Gone was the dream of a new direction in athletics shaped for women by women. This action in the early 1980s began to phase out Ruth's contributions to athletics, but now she could do some innovative things in the classroom.

Today we hear about diminishing the town-gown gap and Ruth was doing just this during the 70s until her retirement in 1992. Her class, Teaching Physical Education in the elementary School, involved corollary teaching experience with Ridpath Elementary School. Ruth's students were well prepared and she received numerous comments of praise and gratitude from the Ridpath teachers and Principal Avery. Another class, which she began in Winter Term, was Emergency Medical Technician. Students from this class went on to become the early EMT's in Greencastle. Her interest in founding this group evolved from the First Aid course, which she taught within the department. Ironically the admitting emergency room physician at Putnam County when she entered the hospital was one of her early trainees.

Ruth was very interested in teacher education and she capably served on the Teacher Education Committee, MAO, CAPP, and Committee on Faculty. She was available to students and maintained post-graduate contacts with many. As we all do, she had her niche and left her mark on this university.

During retirement she served on the Operation Life Board of Directors and did volunteer work for Habitat for Humanity. Her Kentucky-Pennsylvania Dutch accent will be remembered by all that knew her as well as her adventuresome spirit which prompted her to rappel down the side of the science building under the guidance of an ROTC officer and also to drive her truck with sidekick Amy the poodle through the back roads of Putnam County. Since her passing many have commented about how they will miss Ruth's stories. She was a master at telling stories, which she drew from her experiences and opinions, and she spun the description with intent focus and color, an ability which made her a born teacher.

Gone now are the stories of the high waters from a hurricane which threatened the safety of the Hudson Valley Girl Scout Camp which she directed, as well as the emotional story of the downfall of the Hershey Company candy makers when they moved part of the operation to Mexico from her native Lebanon Valley, Pennsylvania, and her cure from a childhood back injury with patent smoke. We will greatly miss the colorful personality of Ruth Lester.

Appendix B: Course Descriptions for MAO Consent Agenda Items

Related to Consent Agenda Item C – Change in Distribution Designation

ML 295 B – Topics in Modern Languages: Linguistics (1 credit) – SS Designation - Courses in specific topics, such as culture, literary movements or genres, linguistics or film. *Taught in English. May be repeated for credit with a different topic. May count towards European Studies minor.*

Appendix C: Proposed new major in Environmental Biology (from CAPP)

The Need for an Environmental Biology Major

Some of the foremost problems facing humanity now and in the future are environmental in nature. These include climate change, loss of biodiversity, and the stability of ecosystems that are necessary to sustain our species. None of these problems can be approached effectively from within the boundaries of a single traditional academic discipline. Liberal arts colleges have a responsibility to produce graduates who are prepared to deal with such complex issues, and in particular to send some of those graduates into the world trained to deal directly with these interdisciplinary challenges. The proposed major is designed to produce this type of graduate.

An interdisciplinary major should give students a breadth of experience across disciplines, while giving them adequate depth of understanding that it prepares them for what comes next (graduate programs, the job market, etc.). By requiring a range of classes focusing on the environment from different perspectives as well as a creating a depth of understanding in the biological sciences, the Environmental Biology major will serve as a strong preparation for students who wish to go on to graduate programs in biology, ecology, or environmental science/studies, as well as preparing them for directly entering the job market (e.g. environmental NGOs, government agencies, environmental consulting).

An increasing number of students are arriving at DePauw with an interest in environmental science with a focus on biology. Some become Biology majors, some choose Environmental Geoscience, and still others design their own interdisciplinary majors. During conversations with prospective students, it has also become clear that we are losing students with interests in environmental studies and science to other colleges in part because they perceive (inaccurately, we believe) that DePauw's curricular offerings in this area are somewhat limited. The proposed Environmental Biology major would offer a good option for students we already have and will help, along with the Environmental Geoscience major and the Environmental Fellows Program, to attract more strong students with environmental interests to DePauw.

Structure of the Major

Environmental Biology majors should gain an in-depth understanding of biology, an understanding of basic chemistry, and an exposure to environmentally-oriented work in other disciplines that will allow them to effectively communicate and collaborate on complex environmental issues. Thus these students will be asked to complete seven and a half biology courses, a course in chemistry, and four environmentally-focused courses in allied disciplines.¹ The biology courses will include classes in ecology and biostatistics, both of which are core subjects for field biology. To allow the students to further explore an area of interest, they will also take one additional elective course from biology, chemistry, or from the list of allied courses. The total number of courses required for the major will be 13.5.

Student Outcomes

In proposing this model, we have assumed the following:

- Environmental biologists should have a firm knowledge of basic biology (both biology introductory courses required).
- Environmental biologists should be exposed to advanced ecology and organismal biology, as well as some laboratory biology techniques (additional BIO requirements).
- Environmental biologists should be able to understand and use statistics (BIO 275 Biostatistics or equivalent required).
- Environmental biologists should understand basic chemistry (CHEM 130 required).

- Environmental biologists should have some knowledge of the physical environment and geological processes (GEOS requirements).
- Environmental biologists should be exposed to ways in which disciplines outside the sciences approach environmental problems so that they are able to converse with experts in these disciplines (allied course requirements).
- Environmental biology majors should have a capstone seminar that is interdisciplinary, in order to demonstrate and solidify their ability to approach environmental issues from a variety of disciplinary perspectives.
- Environmental biology majors should be prepared to go on to a relevant graduate program (e.g. Biology, Ecology, Environmental Science, Environmental Policy) or to enter the environmental job market.

Development - This proposal was developed by Jim Benedix in conversation with the members of the Department of Biology. Other departments and individual faculty members that might be affected (i.e. that offer courses that may be taken as part of the Environmental Biology major) have also been consulted. Versions of this proposal have been considered by the Department of Biology a number of times over the last 10-12 years. This proposal now has the support of the Department, as indicated by the signatures on the final page.

Staffing - The proposed major requires no additional staffing beyond what is currently present in the Biology department, and has no staffing implications for other departments. It requires only courses that are currently taught or will likely be developed² regardless of whether the new major exists. The only possible impact would be on future staffing; in the unlikely event the major causes a very large increase in the number of students declaring majors within the Department of Biology, the Department may need to request additional faculty positions. If the new major is approved we anticipate only a modest increase in the number of majors within Biology.

Budget - Other impacts of the new major will also be minor. Because the courses for the major are already in place, no change in budget or patterns of offerings will be necessary. Most of the courses outside of Biology that will count for the major are also courses that count for credit within the Environmental Fellows Program, and so any planned staffing or budgetary changes that result in the loss of a number of these courses would already result in negotiations with Environmental Fellows. Thus the University has already agreed, in a real sense, to maintain these courses. The creation of an Environmental Biology major simply reinforces this, but creates no new “obligations” on the part of the University or its various academic departments.

Footnotes:

1. Examples of currently/recently offered allied courses: Science - GEOS 110, GEOS 125, GEOS 230; Social science, Arts & Humanities - PHIL 232, WS 362, ANTH 253, and topics courses such as Nature Writing, Environmental Crisis Narratives, Political Economy Global Environment, Political Ecology, and Environmental Policy. An ongoing list of courses that will count for the major will be kept by the Department of Biology.
2. Sarah Lee, who is an aquatic ecologist entering a tenure-track position in Biology in fall 2015, will likely develop an advanced course that would count for the Environmental Biology major.

Catalog Text

Requirements for a major

Environmental Biology

Total courses required	7.5 BIO + CHEM 130 + 4.0 allied course credits + one elective course credit
Core courses	BIO 101, BIO 102, BIO 450
Other required	Five upper level Biology courses. Must include BIO 275 and either BIO 342 or BIO 345

courses (or a similar approved topics course)

Four allied courses from outside of Biology (minimum two from the social sciences, humanities or arts; minimum one from the sciences). At least one of these must be at or above the 200 level. These courses are selected from a list of environmental course offerings maintained by the Department of Biology.

One additional elective course, which may be in Biology, Chemistry, or from the list of allied courses.

Number 300 and 400 level courses Three

Senior requirement and capstone experience The senior requirement consists of the completion of BIO 450 with a grade of C- or better.

Additional information No more than two courses from off-campus programs can count toward the major. Environmental biology majors are encouraged to also take courses in physics and computer science.

Recent changes in major In this Fall 2014 version of the major, the introductory sequence, BIO 101 and BIO 102, replaces the former introductory sequence, BIO 135, BIO 145 and BIO 215.

Writing in the Major Biologists must write clear, compelling prose to describe and explain complex patterns and processes. They must also present data graphically and verbally to inform and engage other scientists and the public. Good writing in biology is usually concise and precise, conveying information effectively without relying heavily on emotion. Biological inquiry and writing are both collaborative endeavors. Writing collaboratively requires practice, so in many of our courses, students work together to produce co-authored reports describing their experimental results. Drafts, revisions, and peer reviews are important steps in the process of writing polished prose in biology. Although the Biology Department does not require a specific course that emphasizes writing in biology, almost all upper-level classes in biology require one or more types of writing. Students in upper-level biology courses will write many of the following:

- Project proposals
- Lab reports
- Response papers
- Review papers
- Research posters

As part of the senior seminar capstone experience, the department may ask students to organize a portfolio of their previous written work.

Note on the plan for the capstone of the proposed major:

The capstone for the Environmental Biology major will initially be taught under the same course number as the Biology senior seminar. Once the new major becomes established the Department will have separate sections of seminar for students in each of the two majors, and may eventually propose the second seminar as a separate, distinctly numbered course. This plan will allow some flexibility as the new major develops, since it may initially have too few students for a full seminar section.

Appendix D: Proposed Changes to the Graduation Requirements (from CAPP)

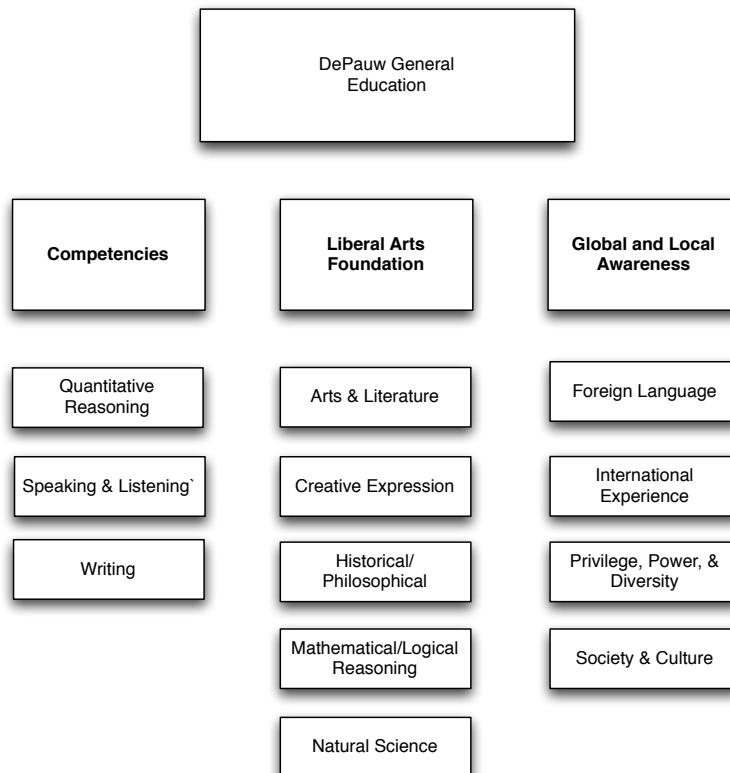
Summary: CAPP proposes adoption of the following Distribution requirements. This is a variant of the ‘Six Experiences’ model originally proposed during the last round of Gen Ed discussions.

Where does it differ from the current system of requirements? Like the Six Experiences model, this General Education model is more prescriptive, in that it directs students to take a science course, to take an arts and literature course, etc., rather than to simply take any two courses within a broad range of “humanities” or “social science” courses. This responds to both the feeling of many faculty that our current set of requirements has become too weak and from data that shows students are tending to balkanize their courses so that ‘science students’ are tending to avoid literature and ‘arts’ students are avoiding science.

The proposal differs from the original ‘Six Experiences’ model mainly in two respects:

1. It adds two courses that deal with diversity and multiculturalism. One is an international experience (defined as either a course or study-abroad experience) and the other is a course specifically directed at issues of power, diversity, and difference.
2. It divides the general education program into two forks: Liberal Arts Foundations and Global and Local Awareness. Part of the goal of this division is to tell a more coherent story about what we are doing. Foreign language, in particular, comes out from the cold as an oddball add-on to the Six Experiences and forms part of the Global and Local Awareness category.

We estimate that, although this plan does add two courses to the existing “six experiences” model it will, in fact, not add much to the load students current take. The new “international experience,” in particular, can be fulfilled in many ways.



Catalog Language

[The following text will completely replace the text struck through below. Text in red, when viewed on screen or when the agenda is printed in color, are changes made since advance notice was given in April 2015. These changes represent NO change in scope, just tightening or clarifying language as a result of feedback over the past month.]

Fall 2016

These requirements are effective starting with the Fall 2016 entering class.

DePauw University's general education requirements aim at producing both an exciting and fulfilling undergraduate educational experience and at preparing our students for a life of engaged, thoughtful, reasoned choices. The University's Competency Requirements (in Writing, Quantitative Reasoning, and Speaking and Listening) develop students' abilities in overarching skills of analysis and communication, while the Distribution Requirements allow students to investigate a broad range of means of inquiry and look critically at the world.

Although many entering students view distribution requirements as a series of hoops to jump through, the General Education program in fact creates a network of skills and abilities that successful students will draw on throughout their college experience and their careers after DePauw.

The Distribution Requirements are organized into two overarching umbrellas:

1. Liberal Arts Foundations
2. Global and Local Awareness

The University holds an abiding belief in the value of the core liberal arts and that students learn best when they are able to approach problems from a variety of perspectives. In their lives after DePauw, students will constantly draw upon their liberal arts training. Doctors and scientific researchers need to critically examine ethical positions. Social justice activists need not only rhetorical training, but understanding of statistics and sampling. Business leaders will succeed in the global economy only if they understand the societies of their markets. Politicians need to understand historical processes and how science works. The liberal arts provide a crucial foundation for life and for a dynamic undergraduate curriculum, so students will complete five courses in **Liberal Arts Foundations**.

At the same time students broaden their **Global and Local Awareness**. We live in a world that feels more or less natural to us, but that world is constructed by, among other things, the language or languages we speak, the exercise of power, and attitudes and prejudices we inherit from friends, family, teachers, and the media. To begin seeing beyond our limited perspectives, students will study foreign language and foreign cultures, the dynamics of human societies and cultures, and how inequities of power shape the world.

Liberal Arts Foundations

Arts and Literature

The study of literature and the arts reveals a culture's histories, values, institutions and aspirations. Through analyzing the complexities of artist and community, of a work of art and the system producing the work, students develop cultural literacy, critical skills, and an understanding of artistic heritage.

Each student earns at least one credit in courses that have as a major component the careful, in-depth study of

important literary or artistic works, and which pay particular attention to the literary or artistic aspects of such works.

Creative Expression

Creative Expression formalizes our impulse to create through the musical, performing, visual and rhetorical arts. Thinking creatively, giving expressive shape to abstract and concrete ideas, and communicating those ideas imaginatively, complements traditional academic pursuits and fosters understanding within the broader context of human cultures.

Each student earns at least one credit in courses that develop the capacity for creative expression. A major component of these courses is participation in creative activity of a literary, artistic, rhetorical, or musical nature. Students can also earn credit toward this experience by participating in co-curricular activities that involve creative activity of this sort. Credits earned through co-curricular participation do not count toward the 31 credits required for graduation and are limited to a maximum of 0.5 earned distribution credits per semester.

Historical and Philosophical Understanding

To make informed and effective decisions we need more than our opinions and an appraisal of current trends; we also need to understand where we came from, how our beliefs have developed over time, and how the stories we tell ourselves about our past came to be. We need to be able to examine our own thinking and assumptions.

Each student earns at least one credit in courses that have as a major component the careful, in-depth study of primary sources of historical, philosophical, or religious importance, and which pay particular attention to the historical, philosophical, or religious aspects of such sources.

Mathematical and Logical Reasoning

Logic and mathematics are among the most powerful tools the human mind has devised for comprehending and interacting with the world. Students engaged in their study learn foundational critical thinking skills. They develop habits of rigorous thought that empower them to engage in sound analyses of questions amenable to the tools of logic and mathematics throughout their lives.

Each student earns at least one credit in courses that develop the capacity for logical reasoning through the exploration of techniques in mathematical reasoning, computational reasoning, or reasoning with formal languages. A major component of these courses is the practice of such techniques.

Natural Sciences

The methods of the Natural Sciences provide a distinctive and efficacious path to understanding the natural world. Informed citizen engagement with critical challenges posed by technology, modern medicine, environmental problems, etc. demands an understanding of the way natural sciences work.

Each student earns at least one credit in a laboratory course that has as a major component the scientific investigation of the natural world. The laboratory work will emphasize the role of experiment and observation in the formulation and testing of scientific hypotheses.

Global and Local Awareness

Becoming a global citizen requires empathy and understanding that comes from deep immersion in another culture, through the study of its language and culture. At the same time, exposure to other cultures and linguistic systems introduces students to a variety of perspectives; the ability to take different approaches is a hallmark of a liberal arts education. For these reasons DePauw invites all students to study a foreign language and to gain experience in a foreign culture.

Foreign Language

Students attain second-semester ability in a language other than English.¹ 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.

International Experience

Students earn at least one credit in a course that has, as its focus, the study of a culture foreign to their culture of origin. This may be earned in courses focusing on the politics, society, religion, history, or arts of a foreign culture or through a semester-long or longer study-abroad experience. International students fulfill this requirement through their study at DePauw.

Understanding Society and the Dynamics of Power

Living and working in an interconnected world brings us into interaction with people of diverse identities. Making a contribution to this world requires both a deep understanding of a society as well as a basic understanding of the dynamics of inequality. The Study of Society and Culture grounds students in the inner workings of a specific society, while Privilege, Power and Diversity courses offer students a variety of lenses through which they can learn about these dynamics at a more conceptual level.

Privilege, Power, and Diversity

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

Study of Society and Culture

Each student earns at least one credit in courses that have as a major component the analysis of the dynamics of human societies or cultures, or of the relationship(s) between individuals and human societies or cultures.

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 Natural Science, Society and Culture, Art and Literature, History and Philosophy, Mathematical and Logical Reasoning, and Creative Expression 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 Natural Science, Society and Culture, Art and Literature, History and Philosophy, Mathematical and Logical Reasoning, and Creative Expression distribution requirements must be from different course listing areas. The course listing area is denoted by the text code preceding the course number in the schedule of classes and on the transcript.
3. **Courses ordinarily may not satisfy more than one distribution requirement (see 7. below for exceptions).**
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, apart from Foreign Language, must be earned through courses offered at DePauw. Advanced placement and transfer credit do not apply to completing distribution area requirements.
6. Individual departments, programs, and the School of Music, with the guidance and approval of the Curricular Policy and Planning Committee (or of any subcommittee to which the Curricular Policy and Planning Committee may delegate this responsibility), determine which of their courses meet distribution area requirements. These courses should be foundational courses. Foundational courses typically will be at the 100 or 200 level and have no or minimal prerequisites.
7. Some courses might meet the descriptions for International Experience or Privilege, Power, and Diversity as well as for one of the other distribution areas. In such cases, departments may designate those courses for whichever of International Experience or Privilege, Power and Diversity is appropriate and, in addition, for one other distribution area. Students can decide to count the course toward either eligible requirement. In no case may a single course be counted, **for a given student**, toward more than one requirement.

Footnotes:

¹Languages regularly offered at DePauw University include Arabic, Chinese, French, German, Ancient Greek, Italian, Japanese, Latin, Russian, and Spanish.

[Old catalogue language below that will be replaced.]

~~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 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 from different course listing areas. The course listing area is denoted by the text code preceding 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 area 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 area requirements.

Appendix E: Data regarding recent history, current offerings in response to Frequently Asked Questions (FAQ) related to changes to graduation requirements (from CAPP)

CAPP is committed to providing data to inform voting on the curricular revisions scheduled for the faculty meeting of May 4, 2015. See below a summary of queries CAPP has anticipated; feel free to send additional queries to Larry Stimpert by Friday May 1st at 3:00 p.m.

1. Number of graduating students who take two or more courses from the Natural Science category and none from the Mathematics and Logical Reasoning category.

2013	275
2014	280

2. Number of graduating students who take two or more courses from the Mathematics and Logical Reasoning category and none from the Natural Science category.

2013	74
2014	63

3. Number of graduating students who take at least one each of courses in the Natural Science and Mathematics and Logical Reasoning categories

2013	215
2014	250

4. Number of graduating students who took courses from neither Mathematics nor Computer Science

2013	198
2014	223

5. Number of graduating students who took no courses from the departments of Biology, Chemistry & Biochemistry, Geosciences, Kinesiology, Physics and Astronomy or Psychology

2013	75
2014	48

6. In general, do students graduate with more than one Q?

2013	360
2014	279

7. Estimate of the "seats" available in lab courses.

440 lab spaces, including introduction to computer science and courses such as PSY 215

348 lab spaces limited to natural sciences (BIO, CHEM, GEOS, and PHYS)

Each pre med student will take at least six introductory lab science courses.

8. Can a course taken to satisfy one of the competencies also count toward one of the proposed experiences?

Yes

9. Might the Math and Logic requirement make Q redundant and unnecessary?

It is likely to create pressure for some changes CAPP believes may strengthen the quantitative reasoning requirement. Rather than considering Q to reside in just a single course, a student could take a foundational course in Mathematical and Logical Reasoning followed by a capital-Q course that focuses on quantitative reasoning within a particular discipline. This parallels in some ways the structure of the writing program, featuring a "little w" in the First-Year Seminar followed by the capital W in the sophomore year. CAPP would

consider UNIV 101, Introduction to Quantitative Reasoning, a suitable course for the Mathematical and Logical Reasoning requirement.

10. Are there currently enough credits available for....

	Fall 2015 credits
Liberal Arts Foundations	
Natural Science	857.5
Arts and Literature	374.75
Historical and Philosophical Understanding	778
Mathematical and Logical Reasoning	414
Creative Expression	358
Global and Local Awareness	
Foreign Language	255
International Experience	409
Study of Society and Culture	280
Privilege, Power, and Diversity	810

Double these values for a rough sense of annual totals. Does not include Extended Studies offerings. Based on tentative course codings by the Registrar of 100 and 200 level courses with no prerequisites or minimal prerequisites.

11. How will the proposed core curriculum affect science offerings at DePauw?

In contrast to our present requirements, this proposal would ask every DPU graduate to take at least one laboratory science course. This will create a demand for more lab science offerings, particularly those designed for “gen ed” audiences. It would also eliminate certain combinations of courses that fulfill the current “Science and Mathematics” requirement that many faculty, particularly in the physical sciences, have found problematic. In short, it changes the requirement for the student from two courses in science or mathematics - which for a few students could include no science courses at all, or no mathematics courses at all - to requiring at least one science course, with laboratory.

12. Must courses meeting the Privilege, Power and Diversity requirement be focused on the present, the US, issues of race, or a particular conceptual framework?

No. Our intention is that courses on Privilege, Power and Diversity will use many possible disciplinary lenses and will not be restricted to contemporary topics or to the United States. While we expect and welcome courses that inform students regarding the vocabulary and conceptual frameworks essential to understanding contemporary race relations in the United States, the heart of the requirement is not so much a particular set of content goals as the experience of grappling with problems of inequality - whether through works of literature, historical analyses, or the tools of sociology and anthropology, to provide a non-exhaustive list.

13. Regarding the International Experience... doesn't the requirement presume a student is a domestic student? And would, say, a Latino literature course count, if some or all of the writing were done in the US or in English?

Part of the requirement does indeed presume students are from the United States, but that is justified, as the rest of the requirement states that international students, by virtue of coming to the US to study at DePauw, are already engaged (deeply!) in an international experience. A course focused on Latino culture in the US would not ordinarily count toward the International Experience, as doing otherwise would wrongly imply that the experience of Latinos in the US is something “foreign” to the US. We leave to the judgment of the instructor, department and/or supervising committees whether a course with a mix of “domestic” and “international” content would be suitable. The language of the materials studied in a course does not define whether or not the subject matter of the course is “international.”

14. Doesn't applying International Experience and Privilege, Power and Diversity labels to a certain set of courses free a large swath of faculty from having to be aware and otherwise address race, gender, sexuality, and social class in their courses, the operations of their field of study, or the experiences of our students, when our curriculum needs to address these issues in every single class and academic situation?

CAPP is sensitive to this concern, but does not believe it applies uniquely to this proposed requirement. For instance, simply because only a subset of courses carry a "W" does not imply faculty members are "off the hook" when it comes to writing instruction in their other courses. We offer these proposed requirements as a tangible commitment to the integration of these issues into each student's academic program. CAPP regards this explicit requirement as but a single first step, rather than a complete solution to fuller integration of these issues in the curriculum, and expects ongoing faculty and curricular development efforts will be needed in the coming years to ensure all disciplines engage these questions fully.

15. Further data regarding lab science courses.

Lab Science Courses

The following table shows the percentage of CLA graduates 2008-2014 who completed a lab science course. This includes Computer Science courses.

Graduation Year	Graduates	Took Lab Science	Percent
2008	572	325	57%
2009	491	403	82%
2010	455	384	84%
2011	496	426	86%
2012	469	418	89%
2013	564	440	78%
2014	506	374	74%
Grand Total	3553	2770	78%

The Class of 2008, which entered Fall 2004, had to complete a course in each of the six groups but could drop one course from two of the groups. To complete Group 1 students had to complete two courses, one of which had to be a lab science. As the table suggests, they often chose not to complete the lab science.

The Class of 2009, which entered Fall 2005, had to complete all six groups. The percentage of students completing a lab science course at DePauw jumped. This table only reports on courses taken at DePauw. Some students chose to complete their Group 1 lab science at other institutions. We allowed transfer credit to count toward meeting the distribution requirements.

In Fall 2010 the distribution area requirements replaced the distribution group requirements. Students who entered prior to Fall 2010 could select which set of requirements they would follow. The percentage of students completing a lab science course continued to climb through 2012. Since students tend to complete their distribution requirements in their first two years, students in the Class of 2012 would have completed their lab science before the new distribution area requirements were published.

The distribution area requirements did not require a lab science. There is an obvious decline in the percentage of students who complete a lab science, but even for the Class of 2014, which was under the new requirements when they entered in Fall 2010, the percentage is well above what we saw in the era when students could drop the lab science from their requirements.

Appendix F: Roberts Rules Cheat Sheet

§ indicates the section from Robert's Rules.

Incidental Motions. These motions are listed in order of precedence. A motion can be introduced if it is higher on the chart than the pending motion.

§	PURPOSE	YOU SAY:	INTERRUPT?	2 nd ?	DEBATE?	AMEND?	VOTE?
§23	Enforce rules	Point of order	Yes	No	No	No	None
§25	Suspend rules	I move to suspend the rules ...	No	Yes	No	No	2/3
§33	Parliamentary law question	Parliamentary inquiry	Yes	No	No	No	None

Main Motions. These motions are listed in order of precedence. A motion can be introduced if it is higher on the chart than the pending motion.

§	PURPOSE	YOU SAY:	INTERRUPT?	2 nd ?	DEBATE?	AMEND?	VOTE?
§19	Register complaint	I rise to a question of privilege	Yes	No	No	No	None
§17	Lay aside temporarily	I move to lay the question on the table	No	Yes	No	No	Majority
§16	Close debate/call question	I move the previous question/call the question	No	Yes	No	No	2/3
§15	Limit or extend debate	I move that debate be limited to ...	No	Yes	No	Yes	2/3
§14	Postpone to a certain time	I move to postpone the motion ...	No	Yes	Yes	Yes	Majority
§13	Refer to committee	I move to refer the motion ...	No	Yes	Yes	Yes	Majority
§12	Modify wording of motion	I move to amend/substitute	No	Yes	Yes	Yes	Majority
§11	Kill main motion	I move that the motion be postponed indefinitely	No	Yes	Yes	No	Majority
§10	Bring business before assembly (a main motion)	I move that [or "to"]	No	Yes	Yes	Yes	Majority

Appendix G: Substitute language and rationale regarding a change to CAPP's liberal arts foundations in science and mathematics

(provided by Pam Propsom and Jackie Roberts)

We would like to offer a substitution for a portion of CAPP's General Education Proposal. We believe that the "Natural Science and Mathematical/Logical Reasoning" component of CAPP's proposal is premature as it comes at a time when faculty members teaching courses in this area are in the midst of working to develop a mutual vision for what it means to be liberally educated in the behavioral, computational, mathematical, and natural sciences. We move, therefore, to substitute the current catalog language for the Science and Math General Education requirement, which reads

"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."

for CAPP's two categories, 'Mathematical and Logical Reasoning' and 'Natural Sciences.'

Rationale:

For the past 18 months, faculty members teaching courses in the behavioral, computational, mathematical, and natural sciences (SM) have met to discuss scientific and mathematical literacy with a goal of developing a shared vision for general education. This work has been supported by the university through sabbatical leaves in fall 2013 that allowed two of us, Jackie Roberts and Pam Propsom, to spend time working at CU-Boulder learning about best practices in science and math education. Since our return, we have worked with the faculty in Division III to develop this shared vision; more specifically, during the last 18 months we have:

- surveyed DePauw's science and math faculty regarding pedagogical goals for SM gen ed courses, finding consensus that the process of doing science and math, and science and math as ways of knowing are more important than a core content or sets of facts
- hosted 6 evening meetings to discuss SM general education
- established a SM liaison group with one faculty representative from each of the 8 SM departments. This group that has met numerous times and has provided feedback to all departments as it works to develop learning goals with broad-based support
- hosted monthly Brown Bag lunches to create a place to discuss SM general education
- arranged, with support from student life and the administration, to gather benchmark assessment data on the scientific literacy of our incoming students (first completed in fall 2014) and, this Friday, on this year's graduating class
- completed a science and math attitudes survey in a large number of introductory SM classes
- submitted an National Science Foundation--Improving Undergraduate STEM Education (NSF-IUSE) grant (prepared by JR, PP, and Michael Roberts) on transforming Science/Math general education, which includes the end goal of developing new general education requirements, along with both curricular and pedagogical reform
- hosted a one-day teaching workshop last summer on evidence-based teaching practices and will host another one this summer on developing learning goals and using innovative teaching strategies, both conducted by outside science education experts (last year 24 SM faculty attended)
- Michael Roberts has spearheaded the development of a team-taught SM gen ed course (Paradigm Shifts in Science) and faculty will pilot two sections this fall

We want to be clear that we are not speaking for the entire science and math division, but for a large number of faculty. While the division has not yet reached unanimity, we have had a good deal of consensus on the main ideas. We would like our colleagues across campus to support our process and allow us time to complete

our discussion before deciding on general education requirements. We believe it would be confusing for students to adopt one set of new requirements and then potentially change them again in a year or two. Our goal is to bring forward a new science and math general education requirement in the next two years. We trust that CAPP will revisit this aspect of the general education requirement if the current motion does not pass or our suggested revision does not come forward.

Appendix H: Revised Data for Appendix E

The information below was on one side a yellow sheet of paper placed on chairs at the May 2015 Faculty Meeting. It has been reformatted to appear in portrait rather than landscape.

	AY 2012-13	% AY 2012-13	AY 2013-14	% AY 2013-14
CLA Graduates	567		501	
1. Number of graduating seniors who take two or more SM courses from the Natural Science category and none from the Mathematics and Logical Reasoning	165	29%	136	27%
2. Number of graduating students who take two or more SM courses from the mathematics and Logical Reasoning category and none for the Natural Science category	46	8%	36	7%
3. Number of graduating students who take at least one each of SM courses in the Natural Science and Mathematics and Logical Reasoning category.	356	63%	329	66%
4. Number of graduating students who took SM courses from neither Mathematics, Philosophy nor Computer Science.	402	71%	365	73%
5. Number of graduating students who took no SM courses from the departments of Biology, Chemistry & Biochemistry, Geosciences, Kinesiology, Physics & Astronomy or Psychology.	46	8%	36	7%
6. In general, do students graduate with more than one Q?	389	69%	338	67%

Appendix I: Credit in Entry Level Distribution Courses: Fall 2015

Second side of yellow sheet distributed on chairs during faculty meeting

Credit in Entry Level Distribution Courses: Fall 2015

Liberal Arts Foundation	Credit Enrollment
Arts and Literature	857.5
Creative Expression	374.75
History and Philosophy	778
Mathematical and Logical Reasoning	414
Natural Science	358

Global and Local Awareness	Credit Enrollment
International Experience	255
Foreign Language	409
Privilege, Power and Diversity	280
Society and Culture	810

Note: Credit rather than seat is used as the unit of capacity. This prevents quarter and half credit courses from skewing the data.