

**DePauw University Faculty Meeting Minutes
September 7, 2015**

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

The meeting was called to order at 4:03 p.m. The Chair welcomed everyone to the first official faculty meeting of the 2015-16 academic year. She expressed her excitement to be formally launching the new governance structure today, and reminded everyone of our guiding principles moving forward was to avoid using abbreviations as a way to provide better context to our conversations. She also 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. Announcement of Fall Semester Quorum by VPAA (Anne Harris)

VPAA Anne Harris announced the official quorum for the semester.

274 voting faculty members

-35 part-time voting faculty members

-19 on leave academic year

- 7 on leave fall semester

214

x 0.4

85.6, rounded to 86 = quorum

3. Verification of Quorum (quorum is 86)

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

Jim Mills is back from sabbatical and agreed to help with ballots again. He has signaled that a quorum was reached around 4:03.

4. Faculty Remembrances for Clinton Burke Gass

Clinton 'Clint' Burke Gass, Professor Emeritus of Mathematics was a full-time faculty member at DePauw from 1954 to 1986. Clint passed away on July 27, 2015. Mark Kannowski, Professor of Mathematics wrote and read the remembrance found in Appendix A.

5. Faculty Remembrances Byron W. "Bill" Daynes

Byron W. "Bill" Daynes, Professor of Political Science served DePauw from 1971 to 1990. Bill passed away on July 27, 2015. Bruce Stinebrickner, Professor of Political Science wrote and read the remembrance found in Appendix B.

6. Consent Agenda

There were no requests to move anything from the consent agenda to a regular item of business. The consent agenda was approved.

A. Approve Minutes from the May 4, 2015 Faculty Meeting

Reports from Core Committees

Committee rosters are available at:

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

7. Faculty Priorities and Governance – (Pam Propsom)

As we moved into reports from committees the Chair shared a couple things. First understand that since today's meeting is the first of the academic year many of our committees haven't met yet so have little to report. As committees do meet we'll get updates from them about their agenda for the year. This month only a few are ready to share. 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.

For the Faculty Priorities and Governance, Pam Propsom, Department of Psychology, has agreed to serve as chair. Pam came to the podium and made the motion to approve by-laws and standing rule changes outlined on the agenda.

- A. Motion to be voted on: Faculty Priorities and Governances asks the faculty to approve the following additions to the new 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**. Advance notice was given in May 2015

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): **Sustainability Director 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 other part-time faculty colleagues, and (2) a request from last year's existing ad-hoc sustainability committee to recognize the role of our sustainability director in the new committee structure.

A question was asked if we could approve the two changes at the same time, there were no objections. The motion to approve both changes passed.

In addition to this one item of business, Pam had another announcement beyond those written announcements on the agenda.

The Governance Committee met with the president this summer after the announcement about the changes in administration. One of our committee's goals for the coming year is to develop procedural guidelines for faculty involvement in administrative hires and reviews that directly affect faculty. We are pleased that the Board of Trustees sought out faculty at the very start of the presidential search.

There were no questions for Faculty Priorities and Governance.

Written Announcements –

1. Faculty Priorities and Governance committee has already met several times this fall to address issues that came up over the summer and appoint to the Presidential Search Committee.
2. At our first meeting we elected Pam Propsom to serve as our committee chair for the year.
3. We have already received several items for our agenda for the year, those include helping to launch our new governance structure and address any loose ends, considering a suggestion of a steering committee for the Hubbard Center. If someone has an issue they would like the committee to address please be in contact with Pam Propsom (propsom@depauw.edu).

8. Curricular Policy and Planning – (Dave Guinee)

Curricular Policy and Planning has not yet met for the year. Dave Guinee has agreed to serve as the chair of the committee for the year. Their report is an offer to answer questions. There were no questions.

Written Announcements –

1. The Curricular Policy and Planning committee will have its first meeting of the semester next week.

9. Faculty Personnel Policy and Review (Mark Kannowski)

Currently Mark Kannowski is serving as interim chair of Faculty Personnel Policy and Review.

- A. Faculty Personnel Policy and Review still has need for volunteers to serve. Committee members must be tenured. Individuals may be from any department other than English.

There were no questions.

Written Announcements –

None

10. Faculty Development (Chair TBD)

The Faculty Development committee will hold their first meeting of the semester tomorrow, September 8, and elect their chair. For now Jeff Kenney our Faculty Development Coordinator will share announcements.

Written Announcements –

Jeff Kenney reminded everyone that Faculty Development supports reading groups dedicated to helping faculty think through works-in-progress. They started this opportunity last year, and would like to continue it if there is sufficient interest. Jeff has a list of people who expressed interest last year. If you have an article, book chapter or, perhaps, grant proposal that you wish to workshop, please let Jeff know.

The Faculty Development committee will hold firm to the stipulated page limits on proposals for the

various In the past, the committee has allowed people to submit proposals that exceeded--at times dramatically--the page limits. To ensure equity, the committee will not accept proposals that are clearly over the limit. We ask that the faculty understand our concern and stay within the stipulated limits.

DePauw has signed on to the Teagle-funded GLCA Center for Teaching and Learning, a virtual consortial center to assist GLCA schools in improving teaching and learning. As part of our obligation to support the virtual center, DePauw will appoint two individuals to coordinate efforts between the GLCA center and our campus. The first appointment is a "Campus Liaison," who will communicate the work of the consortial center to the DePauw campus. That individual's task will be fused with the responsibilities of the Faculty Development coordinator. The other position is that of "Teagle Pedagogy Fellow," defined as part of a group of "intellectual leaders" of the GLCA CTL who are "responsible for identifying core themes and setting the agenda for the work of the GLCA Center in each year." They will author essays related to pedagogical matters, and make presentations and facilitate discussions of teaching and learning – on their own campuses and at other GLCA colleges.

We are still unsure how these two positions will mesh with our existing CTL and FD programming, but we are committed to cooperating with the GLCA and will find ways to integrate the consortial center into our current programming.

Faculty interested in serving in the position of DePauw's Teagle Pedagogy Fellow may send Jeff an email. Jeff will be following up with a general announcement, which will include as an attachment the proposal that has been funded and the various responsibilities.

A reminder and clarification about the message sent on Saturday to invite faculty to follow-up conversation curricular areas General Education goals. The meeting will take place on Monday, 21 September, 4:00-5:30pm, in the Emerson Rooms at The Inn at DePauw. Instead of meeting separately, faculty from the three areas will meet together in the same room, affording them the chance to exchange ideas.

Wine and cheese will be provided.

There were no questions.

11. Student Academic Life (Khadija Stewart)

Our Student Academic Life committee held their first meeting of the year last week. Their report was an offer to answer questions. There were no questions.

Written Announcements –

1. Student Academic Life has set its meeting schedule for the year. Those meetings are on Thursdays at 4 pm. The first meeting was after the agenda deadline.

Reports from other Committees

Committee rosters are available at:

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

12. University Strategic Planning Committee – (Chair TBD)

It was noted by the Chair that as we move to reports from other committees, that core committees are to provide updates at every meeting, all other committees as they have business to share. We only have a couple of our other committees ready to provide updates today. Because the University Strategic Planning

committee is new concept for us and that Brian Casey shared during the Faculty Institute about some additional issues he would like input, it was listed on the agenda to let you know the status. The Chair anticipates they will be in action before month's end.

The University Strategic Planning committee has no report.

Written Announcements –

1. With the transition to the new governance structure happening so late in the year, University Strategic Planning has delayed meeting to allow committees to determine their representative in the coming week.

13. Honorary Degree and University Occasions – (Brooke Cox, reporting)

Our Honorary Degree and University Occasions committee combines the work of two previous committees. Two of our faculty representatives, continued from the predecessor committees to help with institutional memory about the respective roles of each group. Brook Cox, who served on our Honorary Degree committee last year, made some announcements. She shared the names of the honorary degree candidates the committee planned to forward to the Board of Trustees for their consideration, reminding colleagues to keep the names in confidence.

There were no questions for the committee.

Written Announcements

1. Honorary Degree Timeline for 2015-2016
Share results from spring faculty voting (Sept)
Present slate for approval to the Board of Trustees (Oct)
Call for nominees (Mar/Apr)
Faculty vote (May)
2. Committee Members: Catherine Fruhan, Carla Edwards, Brooke Cox, Brian Casey, Keith Nighthenheler.
Student members: Hannah Viti and Erin Mann. Ex officio: Ken Owen, Tiffany Hebb

14. Athletic Board (Pam Propsom)

On behalf of the Athletic Board, Pam Propsom, one of our Faculty Athletic Representatives with the NCAA asked to make a couple announcements since the agenda was released. It was explained why Pam is serving on two committees, since Faculty Athletic Representatives make a longer-term commitment to that role we didn't want to preclude those colleagues from governance participation.

The Athletics Department provided an orientation for incoming student-athletes, among other things emphasizing the importance of academics and that they are students first and athletes second. Most of you will recognize that upper-class student-athletes are good about balancing academics and athletics, and working proactively with faculty to deal with any conflicts such as missed class time. Incoming first-year students might not be as good. They've been told how to approach faculty and have this conversation with them, although like anything, it may take them a while to learn. Please help educate them about the appropriate way to work with you.

The NCAA grants competitive Postgraduate Scholarships to students who excel both academically and athletically. These \$7500 awards help student-athletes pay for postgraduate study. DePauw has been very successful in receiving these and she thanked faculty who have taken the time to write recommendation letters for these students. Last spring we had two recipients: Cory Meixner and Maggie MacPhail. They were

two of 29 recipients nationally, competing with student-athletes from schools such as Stanford and Notre Dame. Additionally, Maggie MacPhail (a biochemistry major and tennis player) was selected as one of 30 (from 480 nominees nationally) for NCAA Woman of the Year honors, based on excellence in academics, athletics, community service, and leadership.

Once again, she encouraged everyone to sign up for the “Guest Coach” program.

Additional Business

14. Remarks from the President (Brian Casey)

I know that we still have a full agenda, and I know that you are going to break into groups in just a few minutes to discuss the desired qualities of DePauw’s next president.

I want, however, to take some time offering more context, and details, of those activities and objectives that are of the highest importance in this our last year of working together.

First, though. I want to thank this faculty for all the ways we have worked together on a number of things over these past several years, particularly through some very challenging financial times. But more importantly, I want thank you for our work together on key initiatives that have, I believe, set this institution up to welcome a new president with confidence and possibility.

Over the past few weeks, I have been working with the members of the Cabinet to develop a set of initiatives that will guide Cabinet and Board activities this year and I want to make sure this faculty is aware of them.

- Some of these initiatives are designed to push for continued progress in those areas in which the institution has shown strides in the past few years (Among these are admissions changes and improvements, capital project planning, and our Greencastle initiatives.)
- Others are crafted to direct new efforts in areas of continuing or emerging interest and concern (among these are the diversity and inclusion report and the launching of the DePauw health program.)
- Finally, there are a few initiatives that are aimed at preparing the institution for the arrival of a new president (these include launching our new shared governance structures, and securing gifts to the University’s endowment.)
- There are of course a series of continuing academic initiatives underway that Anne will speak about today and in the weeks and months ahead, so I will defer to her and her discussions about these.

With all these endeavors, all these initiatives, the aim must be to continue DePauw’s commitment to becoming a liberal arts institution of national scope and regard, one committed to excellence in teaching and scholarship, and one marked by outstanding academic and residential life programs. And, importantly, all these endeavors must be connected to an effort to ensure that the institution has the financial foundation required to meet its aspirations today and in the future.

This has been, and will remain, a remarkably hard path to pursue. It requires a faith in the liberal arts, a willingness to accept and to resolve in meaningful ways the tensions that often seem to arise between our student’s desires for career preparation and the call to engage in a traditional curriculum. It also calls for careful stewardship of available resources, and the perpetual work of obtaining more funds to allow us to operate at levels that meet our ambitions and mission. It also requires a significant effort to engage all

members of the community in the steps needed to strengthen the institution.

We will be presenting the Cabinet's draft initiatives and goals to the Board of Trustees Executive Committee this week for their consideration. They will then be made available to the faculty through the workings of the new Strategic Planning Committee as they begin their work.

So I want to highlight a few of the key proposed initiatives and goals of the year.

First, Admissions.

Every year, the Admissions and Financial Aid Office must determine what its priorities and strategies are for the year. As we know -- and as almost every admissions office across the country knows -- one cannot have all one wants with any admissions cycle given what are often competing priorities. This year, Cindy Babington will be called on, first, to meet the institution's revenue target—we cannot, as we have done, rely on increased endowment draws to meet any deficits that can be caused by low enrollments.

With that as a larger framing constraint, the Admissions Office is going to seek to reduce DePauw's acceptance rate through both an increase in applications and a more concerted effort to admit those who are more likely to accept DePauw back. With new admissions officers in place focused on increasing DePauw's diversity, we should also be able to continue a long-standing institutional priority to increase the diversity of the entering classes.

Through all this, Cindy will, and must, see how we can continue to strengthen the academic quality of the incoming class. This must be a goal for DePauw for many, many years to come.

A few years ago I indicated that DePauw would eventually move to precipice admissions in an effort to better allow us to strategically apply our aid to students. This is likely to be on hold for a while as we continue to "overlap" with institutions that "roll" their admissions. Further, our efforts to reduce our reliance on merit aid awards will continue to be under pressure as we overlap with a large number of institutions that offer very substantial merit packages – including Denison, Oberlin, Wabash and Miami of Ohio.

A key variable in this year's admissions cycle will be setting DePauw's tuition. Both IU and Purdue, major overlap application schools with DePauw, have announced multi-year tuition freezes. This will prevent us, I believe, from raising tuition at the percentage increases we have seen in past years.

This is the challenge before Cindy, the Cabinet, and the Board and the University. How can we continue to push our admissions efforts to increase academic quality, enhance diversity, and increase our national footprint while also meeting revenue needs....all in a context in which any efforts to increase tuition revenue is under profound pressure?

I have, however, tremendous faith in Cindy and the team she has developed in Emison to improve execution, better connect admission efforts to life on the campus, increase application, and apply available aid to meet institutional priorities.

Campus Projects

There are of course a number of major building projects to be managed this year and plans to be developed for new projects we have already announced.

Hoover Hall and the Wallace Stewart Faculty Commons are expected to be completed in the late fall of 2016.

Managing this project—and all its related endeavors-- falls primarily on Brad Kelsheimer and Dick Vance's shoulders. They, and others, will also have to coordinate this work with the planning of Stewart Plaza in the place of that part of the Union Building that will be removed a year from now. That plaza—a space roughly equal in size to Ubben Quad-- will open in the spring following the opening of Hoover.

Planning is now also underway for the renovation of Roy O West Library. Anne Harris, Rick Provine, Dick Vance and others are beginning this work, and I will ask the standing Faculty Committee on the Library and Technology to help with these planning efforts.

Finally, at some point this year, we will seek to engage students in planning the future look, feel and uses of the Hub once it is no longer used as the central dining space on campus.

The goal for all these projects is nothing short of creating new public spaces on this campus —spaces that will create a more connected social milieu, more chances for our students and this faculty to encounter each other both intentionally and serendipitously.

Great colleges and universities are always marked by great public spaces. DePauw will, within two years, have a variety of excellent spaces—both social and academic--- and I think the University will be significantly strengthened by them.

The completion of these projects, on time and on budget, remains a key undertaking for me, and for many, this year.

New Shared Governance system

Of key importance will be the work of the new Strategic Planning Committee. As I indicated at Faculty Institute, I will ask this committee to consider what DePauw has achieved under *DePauw 2020*, and what it has not. Five years into this ten-year plan and with the prospect of a new president being named in just a few months, we need to take an institutional-wide look at the initiatives and goals that document put forth.

That report imagined DePauw as a national liberal arts college with a leading School of Music. It also imagined a fundamental strengthening of our institutional finances. It called for a rebuilding of the campus. It called for a number of changes across the board.

We have achieved much of the plan, but we have left some areas behind. The Strategic Planning Committee will be charged to look at the progress we have made in all areas of the report, and will consider new areas that might now need attention. Crucially, that committee will be charged to consider how we can finance any changes DePauw will seek to make in the future.

Getting a wide group of people involved in the trade-offs required as we seek to bring DePauw more firmly into the nationally prominent institutions will be an excellent and healthy moment for this University.

The report of the Planning Committee is expected to be given to me, and the campus, by the end of this semester, and offered to the Board prior to their February meetings. The response of the campus, and the Board, to this Strategic Planning Committee report will be an excellent document for DePauw's new president to consider.

Fundraising

As I indicated at the Faculty Institute, I will be spending increasing amounts of time finishing up key fundraising

efforts – particularly those associated with raising endowment for student financial aid. Few things more directly affect the quality and diversity of the incoming class, and the overall health of the University than endowment. We have moved very briskly into to the upper ranks of the GLCA in terms of endowment per student. We need, though, considerably more endowment. This effort will take a considerable amount of my time and effort – and passion—this year.

I view this year as a time to keep the institution moving forward in important ways, as well as a time to shore up our finances so that DePauw can continue to imagine boldly.

It is also a time to support this faculty in conversations regarding our academic enterprise. This is the deep and long work of any University and college.

In closing, as I mentioned earlier, Anne Harris is working with the appropriate bodies on continuing curriculum conversations. She has also been working on other key issues that affect the academic program of the institution. Again, in this transitional year, I look forward to working with and supporting Anne and the faculty on these endeavors.

Question from faculty member-They noticed that Asbury Hall was not listed on President Casey's list of renovations. Is Asbury Hall still to be renovated, if so what is the timeframe for the renovations?

Response-President Casey directed the question to Brad Kelsheimer who explained that yes, Asbury was definitely still on the renovation list. He noted that this summer some key water issues were worked on and he indicated that the renovation would come before the library's renovation.

15. Remarks from the VPAA (Anne Harris)

Thank you for your labor on this day – and every other day.

I would like to provide updates on three continuing endeavors:

The external grants director - Support for curricular development - And the library

External Grants Director

- External Grant director search (thank you to committees, learning, continuing)
- Consultation with GLCA Deans reveals that this can be a long process – matter of finding the right person in a primarily R1 market – remain committed
- We present well in terms of our existing grants – this is about finding someone to make connections, to join and foster faculty-student research efforts, etc.
- If you're interested in serving on the search committee, please contact Carrie
- In the meantime, continue working with Valerie O'Hair (3 weeks prior, etc.)
- That work has been incredibly productive of late, with the announcement of the awarding of a NIH grant to Pascal Lafontant, and an American Sociological Association grant to Danielle Kane. Congratulations to them both!

Support for Curricular Development

- For members new to our community, I'd like to specify that at the May meeting, faculty voted in a two courses: one dedicated to "International Experience," and the other to "Power, Privilege, and Diversity."
- I'm waiting to hear at mid-month on an external source of funding for International Experience, and I will thus have an update at the October meeting about forthcoming support.
- Consequently, I will address the Power, Privilege, and Diversity course now.

- We have set aside funds within the Academic Affairs budget to allow for an institutional commitment that I believe we need to make towards curricular development. These do not constitute a redirection of existing funding and create new opportunities to support faculty development of the Power, Privilege, and Diversity course requirement.
- In consultation with Carrie Klaus and Jeff Kenney, I am now soliciting ideas from faculty for how you want to develop/engage your courses.
- Would ask that you send ideas (May workshop or reading groups; grants; outside speakers, potential conferences, embedding pedagogies) to Jeff
- He and the Faculty Development committee will decide on the distribution of the funds, with the understanding that they need not all be spent in one year.
- I want to quote John Caraher from the May faculty meeting minutes:
"[T]he 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."
- You may have a course you've already identified as contributing to the requirement, you may have a new course that you want to develop, you may be trying to make connections between what you teach and these efforts – please share what you need with the Faculty Development committee, what your interests are in this curricular development, and the ideas you have for this development.

The Library

- Conversations about renovations to the library are continuing and deepening.
- Researching and developing a narrative about the library as a space of "academic tradition" at DePauw.
- Wes Wilson and Rick Provine have been very gracious about providing access to the DePauw archives, and I have been moved by the resonance of purpose for the library reaching back to the earliest days of this tradition.
- A letter of introduction to Andrew Carnegie, who was personally solicited for a stand-alone library at DePauw cites the founders' and the faculty's commitment to DePauw as "an expression of their aspiration for opportunities, not for themselves, but for generations yet unborn." It was a more florid time.
- But the idea of an "aspiration for opportunities" is powerful – it drives the purpose of the library, of our teaching, of our academic enterprise – and we have an opportunity to talk about the library as a space that celebrates and frames that tradition...
- ... and that invites students into the academic tradition of DePauw (one of collaboration and access secured by faculty, staff, and students)
- I am working closely with President Casey, Rick Provine, Melanie Norton, Brad Kelsheimer, and Dick Vance to develop this conversation, and welcome your ideas.
- Dick Vance has brought in a consultant, Kevin Huse, who will be interviewing students and faculty this fall, in co-ordination with the Library and Academic Technology Committee.
- Planning is for a trajectory/proposal to be presented by February.

Thank you

- For conversations
- For initiatives – all the work that is happening right now

It was brought to VPAA Anne Harris that the faculty did not vote in "Local and Global Awareness" requirement. VPAA Harris acknowledged the correction and her remarks above have also been corrected.

16. Old Business

There was no old business.

17. New Business

The Chair reminded everyone faculty by-laws and standing rules are living documents. Faculty need to expect them to change as our needs change. It is important to publicly change discuss potential changes and then solidify them by voting. This transparent approach helps support open inclusive participation in governance.

As she mentioned at the Faculty Institute, she reiterated that she will be writing and formally asking each committee to review its function.

With that rather long introduction let me invite Jamie Stockton, Chair of Education Studies to the podium to formally announce the next proposed change on the agenda before you.

The Chair also noted that for some reason some formatting was lost when I made the pdf of the agenda and I didn't catch it, "Portfolio Review" will be dropped from the name, as Jamie will explain, and "Admissions" will be added. The text below reflects the change.

A. Proposed By-laws change

Jamie Stockton (Chair of Education Studies) gave advance notice of intent to ask the faculty to vote on the following changes to our by-laws at the October 2015 faculty meeting. Deletions ~~striketrough~~, additions in **bold**.

1. Teacher ~~Portfolio Review~~ **Admissions**
2. *Function:* ~~This committee will review the portfolios of students completing the bachelors of music education as required by the licensure requirements.~~ **This committee makes decisions regarding application materials and evaluates portfolios of students applying for admissions to the Educator Preparation Program.** This committee reports to Curricular Policy and Planning."
3. Membership
Faculty membership: Three (3) appointed representatives.
Administrative members: Voting: Two members of Education Studies, **one being the Chair of Education Studies or representative who chairs the committee.** Ex Officio (without vote): VPAA or representative.

Rationale

The proposed changes better reflect the work and role of the former TEC (Teacher Education Committee). The committee's work serves as the first of three checkpoints for students in DePauw's Educator Preparation Program. The role and work of the committee was reviewed and endorsed by SOM Music Teacher Education faculty (Caroline Jetton & Craig Pare') during summer working meetings.

Jamie Stockton provided additional context for the changes. As stated in part under the rationale, "The proposed changes better reflect the work and role of the former TEC (Teacher Education Committee). The committee's work serves as the first of three [review] checkpoints for students in DePauw's Educator Preparation Program." The changes would, in essence serve as an umbrella large enough to accommodate any future changes in DePauw's Educator Preparation Program as necessitated by:

- (1) State &/or national accrediting agencies, &/or
- (2) Internal pedagogical &/or best-practice changes.

Under the first checkpoint of review for students in DePauw's Educator Preparation Program, the committee reviews all materials for admissions. These *currently* include:

- (1) Student GPA
- (2) State CASA scores in the areas of reading, writing, and mathematics
- (3) 3 letters of recommendation (including an advisor and two other faculty)
- (4) Disposition sheets (completed by music education faculty)
- (5) Entry level portfolio on 10 InTASC standards, and
- (6) Application essay.

Twenty years ago, however, neither teacher candidates nor the programs that prepared them were assessed by utilizing portfolios. Disposition sheets on candidates were not completed by faculty teaching in education related courses. And, national Praxis scores, not state CASA scores, were utilized in addition to checking candidate's GPA. The history of Educator Preparation is riddled with changes and modifications, the purpose of which is to "hopefully" improve the teaching and learning of our P-12 population. One can only hypothesize as to what will be in vogue ten to twenty years from now in regards to teacher preparation. However, what has remained fairly consistent in modern history at DePauw is that the former TEC, now entitled Teacher Portfolio committee, serves as the "gateway for admission" into the program. Thus, the request for this broad-based change to better reflect the function of the committee.

Question from a faculty member

Where it says the committee makes decision, does the committee accept and decline applicants?

Response from Jamie Stockton

Yes, we have 3 checkpoints in educator preparation: admissions, student teaching, and program exit. Teacher licensure stands alone form the final checkpoint. Meaning, one could potentially pass the program, but not receive licensure from the state. And, the former TEC is the strongest of the three checkpoints in the program. Students have been "denied until acceptable Praxis/CASA scores are obtained, denied but encouraged to resubmit their portfolio given a list of modification, recommended with reservations to be checked again at the student teaching checkpoint, etc." So, yes, this committee serves as the "gateway" (accepting and denying) applications.

18. Announcements

There were no announcements other than those already on the agenda.

A. Engaging our new committee structure (Bridget Gourley, Chair of the Faculty)

Our new committee structure is underway. Some committees have already met, elected a chair and begun work for the year. Others are waiting for direction. Anyone with a business item for a committee is welcome to contact the members collectively until the chairs are elected and posted on the governance website. It would be helpful if individuals would copy the Chair of the Faculty to facilitate effective governance communication.

The Chair of the Faculty is in the process of writing the collective members of each of committees, elected, standing and appointed ad hoc committees, asking them to meet, elect a chair (if they haven't already done so) and adding one agenda item to their work for the year.

All committees are being asked to review the charges we wrote for the committee and evaluate whether any tweaking is needed. Recommended by-laws changes should have an accompanying rationale. Please keep in mind that all changes require one month advance notice before a vote can be taken. It

would be helpful to have advance notice on changes by December so a vote could be taken in February in advance of working to populate committees for the following year.

B. Clarification regarding by-laws changes and Resource Allocation Subcommittee (RAS) (Bridget Gourley, Chair of the Faculty)

During the process of developing our new committee structure, changes to the Resource Allocation Subcommittee (RAS) were proposed named a Tenure Line committee. However, during our many open discussions and meetings involving the Faculty Governance Committee (FGSC), Committee on Academic Policy and Planning (CAPP), Committee on Administration (COA) it was clear we did NOT have consensus on changes to that part of our structure. As a result the Tenure Line committee was removed from the proposal. In the April 2015 minutes the following exchange on the bottom of page 7 and top of page 8,

“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.”

confirms that intent. Unfortunately the tenure line committee did NOT get deleted from April 2015 Faculty Meeting Minutes Appendix I. None of us caught the inconsistency in the minutes and the minutes were approved. This announcement serves as official notification to the faculty that we are following the intent of this quote and the understanding at the April 2015 faculty meeting. The Tenure Line committee will NOT appear in our by-laws our unchanged Resource Allocation Committee will appear.

Faculty Priorities and Governance will continue conversations with Curricular Policy and Planning as to whether changes will be brought forward regarding the Resource Allocation Subcommittee (RAS) for consideration in the future.

Written Announcements

None.

19. Adjournment

If there is no other business to come before the faculty, let's adjourn the formal meeting and move to a discussion about characteristics we think will be important in our next President and initiatives that President should be focused toward.

As a reminder, ultimately the Board of Trustees is responsible for hiring the President. They have put together a search committee of trustees, faculty, students and staff as well as hired a search firm to help develop a highly competitive pool. To help frame the leadership profile we are being given the opportunity to share our thoughts about four questions the search firm is using. Often we benefit from interacting with one another rather than each responding to the questions individually so we are taking advantage of our time together to discuss these questions. Faculty representatives on the search committee, Karin Wimbley, Howard Brooks, Jeff Kenney and Caroline Smith, along with members of the Faculty Priorities and Governance committee have

agreed to capture summarizing remarks from each group. Those notes will be compiled and shared with the faculty, search firm and search committee.

To be efficient I recommend we get into groups of about 10-15 near those seated around you. Feel free to move chairs to create a circle. If it gets too loud and a few groups want to migrate out into the lobby we understand. Please be sure you are clear who is capturing notes for your group.

The meeting was adjourned shortly before 5:30 p.m and the discussion followed.

Appendices

Appendix A: Tribute to Professor Emeritus Clinton 'Clint' Burke Gass (1920-2015) Written by Professor Mark Kannowski

Clinton Burke Gass, professor emeritus of mathematics at DePauw University, where he taught for more than three decades, died on July 27th in Logan, Utah. He was 95 years old.

Clint came to DePauw in 1954 having earned his A.B., magna cum laude, from Gustavus Adolphus College in 1941, his M.A. and his Ph.D. from the University of Nebraska in 1943 and 1954, respectively. Prior to coming to DePauw, Clint was an instructor in mathematics at the University of Nebraska (1942-43), an associate professor of mathematics at Nebraska Wesleyan University (1943-44), and then completed two years in the U.S. Army, being assigned to the Atomic Bomb Project (theoretical physics) at Los Alamos, New Mexico, where he worked as part of a theoretical physics unit on the top secret Manhattan Project, helping to build the atomic bomb. He taught until his retirement in 1986 as John T. and Margaret Deal Professor of Mathematics.

Clint served as chair of the mathematics department from 1960 to 1984. In 1972, he and his wife, Myrtle, along with Professor Forst Fuller, led DePauw's first Winter Term in Mission. The team erected a church hall on the island of Anguilla while Myrtle volunteered as a nurse at the island hospital. Clint led Winter Term in Mission projects in Central America and the Caribbean for the following four years.

In 1968 and 1969 he directed and taught in National Science Foundation supported Summer Institutes for teachers held in Munich, Germany, and from 1972 to 1994 he lectured in Germany, Italy, Spain and England on behalf of Challenge, a summer program supported by the U.S. Department of Defense, which Gass co-founded with Paul Kissinger. Throughout his life, Clint was active in the Masons, Shriners, Rotary Club, Gobin Methodist Church, Boy Scouts and many other organizations in the Greencastle community. A photography hobbyist, Professor Gass took a photo of each and every class of students he taught; many of his vintage images of DePauw reside in the University's Archives. Some of us feel like we knew Clint before we ever set foot on campus because of the warmth of the stories about Clint that many of our professors in graduate school shared with us about their experiences with him. His impact on his students was both profound and long-lasting.

At his retirement party 29 years ago, fellow faculty members presented Gass with two large scrapbooks filled with letters and photos from about 200 former students, who included former astronaut Joe Allen ('59). "I'm going to read and re-read every one of them this summer," the professor said at the time. Clint was a beneficiary of DePauw's program for pre-retirement leave. He used his leave to learn about clocks and clock repair. After his retirement, he helped maintain many of DePauw's clocks on campus including the sidereal clocks housed in the Mathematics Department offices. He also helped faculty with their clocks. It was a unique experience to bring a clock to Clint's house at a time when his collection of more than one hundred clocks would strike the hour!

Outside of the classroom, Clint was a wonderful friend and mentor. Always ready with an idea for the classroom and always willing to help out with a home project, Clint helped to build our department into a community. When helping out with home plumbing or an electrical or woodworking project, payment was pretty standard- a cup of coffee, if the project was in the morning, a beer (only one- after the job was done), if it was later in the day. He was always willing to help and wasn't shy when asking for help on one of his projects too. If, while enjoying our beverage, we noticed that something was slightly off, he'd offer a suggestion for how to improve things, but also offer what became a standard phrase, "well, it's good enough for who it's for." This remembrance is not "good enough," but Clint's legacy and his impact on students speak more eloquently than these words.

Appendix B: Tribute to Professor Bryron W. “Bill” Daynes (1937-2015)
Written by Professor Bruce Stinebrickner

Byron W. “Bill” Daynes was a member of DePauw’s Political Science Department from 1971 to 1990. He earned his B.A. and M.A. from Brigham Young University (BYU) and his Ph.D. from the University of Chicago. In 1990 he accepted a tenured full professorship at BYU and returned with his family to his alma mater and to his Utah roots.

Bill was an Americanist and taught, in addition to the department’s introductory American government course, upper-level courses on the presidency, Congress, civil rights and civil liberties, and a “politics and fiction” course. He also served as the University’s pre-law advisor during his entire nineteen years at DePauw.

At a time when DePauw in general and perhaps its Department of Political Science in particular had less interest in research and scholarly publication than they have today, Bill published three books and authored an impressive number of conference papers and scholarly articles over nineteen DePauw years. During his subsequent twenty-four years at BYU, he published an additional thirteen books, including revised editions. Bill served as department chair for ten consecutive years from 1978 until 1988 at DePauw and tried to bring much-needed professionalism and stability to the Department of Political Science. A serious and kind man with a nice sense of humor, he was devoted not only to his professional work but also to his family and his church.

Bill left DePauw and Greencastle not because he was unhappy here, but because of an opportunity to return to his Mormon roots in his native state. He once described his decision to accept BYU’s offer as “essentially a decision about where I want to be buried.”

In June 2015, at the age of 77, Bill died and was buried in Provo, Utah. Survivors include his wife Kathy, three adult children, and three grandchildren. With Bill’s strong encouragement and support, his wife Kathy earned a DePauw degree with a History major in 1973, and later earned a Ph.D. in history and had an academic career of her own. Sunil Sahu and Bruce Stinebrickner, the only two current members of DePauw’s Department of Political Science who were departmental colleagues with Bill, were disappointed when Bill left the department in 1990 to return to Utah, and they now join his family in mourning his passing. He was a good colleague and political scientist; he was also a good person.

**DePauw University Faculty Meeting Minutes
October 5, 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 expressed her goal in moving through the business efficiently in order to take advantage of time set aside to interact with our library consultants. She also made the following reminders:

- Let's continue to be inclusive in our conversations by always introducing ourselves when we speak.
- If you'd like to speak please come to one of the microphones so everyone can hear you.
- If you don't like to be startled when your cell phone rings aloud, please check that it is silenced.

2. Verification of Quorum (86 for fall semester)

Jim Mills signaled that a quorum was reached at 4:05 p.m.

3. Faculty Remembrances for Ned Brown McPhail

Ned McPhail, Professor Emeritus of Education was a full-time faculty member at DePauw from 1962 to 1988. Ned passed away on August 30, 2015. Marcelle McVorrán, Professor of Education Studies 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 consent agenda was approved.

- A. Approve Minutes from the September 7, 2015 Faculty Meeting**
- B. Approve changes to the Japanese and Biology minors (recommended by Course and Calendar Oversight):**
(Descriptions can be found in Appendix B.)
- C. Approve the following new course (recommended by Course and Calendar Oversight):**
CHIN 369: Topics, cross-listed with Asian Studies (variable credit)
- D. Announcement of change in course number (approved by Course and Calendar Oversight)**
ECON 210 [Formerly ECON 310] The History of Economic Thought (1 credit)
- E. Announcement of change in course number and prerequisites (approved by Course and Calendar Oversight)**
BIO 275 Biostatistics to BIO 375 Biostatistics
- F. Announcement of change in course title and prerequisites (approved by Course and Calendar Oversight)**
ECON 393 Corporate Finance [formerly Managerial Finance] (1 credit)
- G. Announcement of change in course credit (approved by Course and Calendar Oversight)**
CFT 390 Topics in Conflict Studies (variable credit) [formerly 1 credit]
- H. Announcement of change in area studies designation (approved by Course and Calendar Oversight)**
ECON 350 Statistics for Economics and Management (1 credit) – SM designation
- I. One-time authorization of area studies designation (approved by Course and Calendar Oversight)**
PHIL 209C Topics: Immigration: Boundaries and Birthrights (1 credit) – one-time SS designation

Course descriptions for all courses listed in Consent Agenda items C. through I. can be found in Appendix B.

Reports from Core Committees

Committee rosters are available at:

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

5. Faculty Priorities and Governance – (Pam Propsom)

Pam Propsom reported for Governance and began by asking President Casey to come forward and share a brief report.

- A. Given the controversy over Brother Jed's campus visit and the reactions it generated, the Governance Committee has asked President Casey to provide a concise summary regarding these events, the University response, and plans for future activities. So that we can also proceed with other University governance issues, this report will be brief. There will be multiple future opportunities for continued discussion.

Remarks from President Casey

Thank you to the Governance committee for allowing this opportunity to speak about recent events both on and off the campus. I will briefly describe what happened on September 23rd, discuss the resulting responses from students, faculty and the community, and then touch on next steps. Due to the constraints of a faculty meeting, the Governance committee has asked that my comments to be concise and I will do all I can to meet that request, recognizing, of course, that the events of two Wednesdays ago are profoundly complex and are part of larger campus-wide and nation-wide events, narratives and concerns. A number of faculty members have asked, though, for a basic timeline.

On Wednesday, Sept. 23, a group of protestors from Terre Haute, known to visit college campuses, came to Greencastle and positioned themselves on the sidewalk next to Bowman Park, at the southeast corner of Locust and Hanna Streets. From that point, they began to yell at students, screaming accusations and waving "You'll burn in hell," and other posters and signs.

DePauw students quickly learned of the protest and gathered at the site. Our students responded to the protestors through chants and music as well as direct comments. The students were largely in Bowman Park, though many stood up on the wall next to the sidewalk where the protestors were. Others moved onto the nearby streets. As the crowd grew larger, officers from DePauw's Office of Public Safety called the Greencastle police to close down the intersection of Hanna and Locust Streets. Word of the events reached both the county sheriff and the state police, both of which sent marked vehicles to the site. The layers of police units at the site proved to be confusing, and frankly, deeply frightening and concerning to those assembled, particularly students and most particularly students of color. A significant number of students perceived the police presence as designed to "protect" the protestors, rather than the students. Exchanges between students and the protesting visitors heated up as the crowds grew larger and as the police presence grew more visible. When one student threw coffee into the crowd and hit a police officer, events quickly escalated. This student, a white student, was taken from the scene through the use of an arm hold. She was detained and released at the site.

Following their prescribed procedures when a gathering moves into the category of "unlawful" protest—that is, when the police determine that safety concerns give them license to move protestors-- the Greencastle police and sheriff's officers moved in to separate the protestors from the students. In that process, one DePauw student of color was "taken down" (to use a police term), handcuffed, and detained. At the same time, a black staff member was also "taken down" though not formally detained. The student was moved by the police to a site just outside the scene and released. As the police continued their efforts to move the visiting protestors to a now secured protest site across Locust Street, the visiting protestors chose to leave the

scene rather than be moved to the secured site. Shortly thereafter the crowds dispersed.

As everyone in this room knows, these incidents generated significant discussion by students and faculty, through social media, traditional media, messages sent to me directly and, of course, through comments offered during the campus gathering that occurred in Ubben Quad, roughly 90 minutes after the protestors had left Greencastle.

At the rally, and after, I was roundly criticized for focusing on the rights of free speech, rather than the behavior of the police -- and my critics were right. What rose to the surface of the discourse and in the days following the incident, was a message about DePauw's need to more actively create an environment of safety for its students, particularly students of color and LGBTQ students, as well as messages of concern about the police treatment of persons of color both on and off campus.

The forum extended for nearly three hours. At the risk of significantly over-simplifying the afternoon's discussion, black students expressed deep concern that the "take-down" of two persons of color by police within the boundaries or on the perimeter of the DePauw University's campus provided evidence to them that the University is insufficiently committed to supporting and providing an inclusive, and safe, environment for students of color. For these students -- who have previously expressed concerns about their interactions within the Greencastle community, including with the police -- the day's events represented only the latest reason for them to question their own security and safety, indeed their very welcomeness, at DePauw.

In the days following the events of September 23, I have had meetings with the Mayor of Greencastle, the City Attorney, the Chief of the Greencastle Police and the Assistant Chief of Police. During those meetings we discussed the events of Sept 23rd and the implications of police action for our students, staff and faculty.

On Thursday of last week -- four days ago -- the Mayor, the city attorney, the Greencastle Police Chief and DePauw all agreed to the establishment of a external review panel to examine the events and actions of that day, and to offer recommendations to both the University and the city regarding University practices, police protocols and procedures, and the ways in which we can work to create a safer campus and town environment for all who live and work in our community. A draft charge to this committee has been written and was circulated yesterday, Sunday. I will bring this draft charge to faculty and students in the days ahead, as the Mayor brings the draft language to various city groups, agencies and offices. We are also assembling a list of names of possible members of this review committee--all from outside the University and the City and all with the experience to develop meaningful and specific recommendations.

As I noted in my letter to the editor of *The DePauw* on Friday, we have also worked with the police and the city to provide a way for the two students and the administrator specifically involved with the police on September 23rd to review the events of the day with the city and the city attorney, should they wish. Human Resources and Student Life are working with the affected members of this community to support them in these conversations.

Again, work had begun and will continue in earnest to assemble an external committee to review that day, and to offer a set of recommendations for DePauw and for Greencastle offices and units. The Mayor and I will work hard to keep all parties at the table, and working, as we begin this review. I will be meeting with these groups again tomorrow to discuss the charge and the review.

There are many conversations taking place on this campus about these events, and about the larger issues of racism, inclusivity and safety and about the state of life for students and faculty of color. They must happen with this faculty, and through Academic Affairs, and with students and through Student Life, some of which Anne and Christopher will speak about both today and in the days ahead.

As I discussed with a faculty member last week, there are thus now two conversations that must be sustained on this campus. One, most immediately, about the safety and security of our students, faculty and staff, particularly our students and staff of color. The other, of longer and deeper concern, about the state of the University and its commitment to inclusiveness now and in the years ahead.

As it is important, I would like, in this venue, to acknowledge, and thank, the willingness of the Mayor and the city attorney to meet with me and others over the past several days, and their help in getting all to come to this table for this review. I look forward to continuing this work with them.

I will gladly offer an opportunity for questions or comments.

Question from a faculty member: Do you have any ideas when this external committee will give a report?

Response from President Casey: Approximately December 1.

Question from a faculty member: Can you give us any information about internal investigations of the city police?

Response from President Casey: Since there were no formal arrests made and the Greencastle Police Department believes that they followed their policies, no internal investigation would be launched unless one of the individuals detained requests an investigation. We just received the report on Friday. We did not want to ask our students and staff to initiate an investigation and put themselves through that additional questioning by a police review board.

Statement from a faculty member: Let's not refer to Brother Jed group as protesters. They are calling students what they perceive, that is not a proper protest.

Question from a faculty member: Are they coming back this Wednesday?

Response for VP for Student Life Christopher Wells: We are not aware of their return at this time. Student Life staff has been considering ways to respect the protesters' legal right to be on public property while providing safe space for our students.

Question from a faculty member: What is the point of this external review? What is the University using as influence to push the city? The University can't say that this is a great offense? Might there be a public apology from the police department?

Response from President Casey: The external review is to find out what happened, when to call the authorities, what protocols need to be taken/ followed and how we as a University can work together with the students and the City of Greencastle. The typical option in these situations would be for the city to conduct it's own internal investigation, an administrative review. We believe that this panel is a better way to go.

Question from a faculty member: Is there any legal recourse as far as a civil rights violation? I would like to see the University to take a strong position on the students' behalf. Many people in this committee believe that the University says one thing but does another.

Response from President Casey: I truly believe that that the best strategy is come to the table for discussion of how we move forward as a collective community, both DePauw and Greencastle. I am committed to doing what it takes to keep all voices at the table and in communication. I don't want to have our approach create

twenty years of difficult relations between the area police agencies and our community. In the long run that serves no one well, particularly not our students and faculty of color.

Question from a faculty member: Did I misunderstand Christopher Wells about providing a proper place for the protesters? Are we really planning to accommodate them?

Response from Christopher Wells: Our goal is not to accommodate them, our goal is to be prepared for the safety of members of our community, particularly our students. We can close the street to traffic providing a physical buffer between our community and the protestors. Student Life is making broad plans to support our students in the event the group returns.

Question from a faculty member: I believe people are anxious and not optimistic, we want to know what the actions are going to be of the University ahead of the talks. What is the voice of Brian Casey?

Response from President Casey: I understand this point.

I will switch voices on this, I really want to test myself on this. In that crowd on that day, was a student who I have the privilege to mentor during his four years here, and I stopped to think, "What would happen if Andrew had been put on the ground?" My response was that it would have been personally and profoundly awful for me to have seen him on the ground being restrained by the police. So I need to adopt that frame when I think about all these events. Through that I believe that to make the changes with the city and for us to say that we are progressing on building a positive and welcoming community we must approach this incident together with the city. I believe that if we have the right people, that if we have right forum, that this is our best chance to make deep cultural changes. If we do it wrong I am afraid that we will push the city away from the table.

Question from a faculty member: I've heard a rumor that there is body-cam footage. 1) Is that true? 2) What does it show? 3) Will it be made available to the faculty/public?

Response from President Casey: It was about 15 minutes of chaos, lots of rapidly moving blurred shots. The police say that they followed their protocol as the events unfolded.

Question from a faculty member: There is a lot of frustration. You have received information on campus climate before, and much of the response stems from concerns from before this event happened. It is sad that we had to have this happen to push us forward. How do I know that this next step is legitimate, given your past response?

Response from President Casey: I will not be the one doing the review. I have had more students telling me their experiences. I have heard them. With the mayor and other external constituencies involved it will provide a sound foundation for the next President to continue to build a positive sense of community.

Question from a faculty member: President Casey, we have spent time together, we have broken bread together. During our University Day of Dialogue (Inclusion Day) in February you made the claim that 'DePauw was an anti-racist university.' I applaud you for that sentiment. I'm not quite sure you fully understand what anti-racism means. I am afraid of walking alone on the streets at night. I have had trouble at Walmart, I do not go to Wal-Mart anymore. I don't care about your fear, I care about your actions. We live in Indiana, and this state's history can't be ignored in this context. We are using back channeling, and this is unfortunate. Make the incoming President be responsible. Follow though without silence. What do you have to lose?

Response from President Casey: The opportunity for great change is now. I can say all that I want, I do believe that we can make changes and this is the way to do it.

Comment from a faculty member: I am really grateful to my colleagues for teaching me about racism, and I am trying to understand it better. I agree with your approach, and I think it is the right one. When I hear that you are afraid, I don't hear you fearing for yourself, but that we do live in Indiana and this is a big issue. I think conversation matters, this is not the same DePauw that those reports describe. I want to be seen as a person who supports our students and I feel that an external review will be a good way to show DePauw where they stand.

For the Governance committee Pam Propsom noted that the committee is looking for other appropriate times and venues for discussion. If there is enough new information available for a productive discussion we might use our scheduled open meeting time on Tuesday, October 27 at 4 pm as a time where we might next gather as a community to discuss these events.

At this point Pam Propsom moved to the next item of business from the Governance committee.

B. Faculty Priorities and Governances gives advance notice of intent to ask the faculty to approve the following changes new By-Laws and Standing Rules approved in April 2015. Deletions ~~strikethrough~~, additions in **bold**.

1. Changes to the description of the Petitions and Academic Standing committee.

"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.

2. Membership

Faculty membership: Three (3) appointed representatives.

***Other members (voting):* Registrar or representative, VPAA or representative, Dean of Academic Life or representative, Dean of the School of Music (for music students only) or representative**

~~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."

Rationale

Changes to the membership of Petitions and Academic Standing were requested by members of the AY14-15 committee. Changes reflect that those with supporting roles in Academic Services and Academic Affairs often have useful perspectives and with only three faculty members appointed by governance if one faculty member has a conflict of interest it is better to have additional votes. All additional voting members have faculty status and a vote at faculty meeting. The change to the function of the committee avoids needing to list all kinds of University documents since the committee doesn't deal exclusively with policies there were once in the University Bulletin (Catalog).

2. Changes to the description ex officio members of Library and Technology Advisory committee.

"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.

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 Registrar.”

Rationale

The change to Library and Technology Advisory committee fixes a typographical error that might have causes a question about interpretation.

All these changes reflect addressing additional loose ends resulting in such a complete change to the governance structure.

A typographical error was noted with regard to the struck through text that has been corrected above and will appear corrected on the November agenda. There we no other clarifying questions.

There were no other questions for the Governance committee.

Written Announcements –

None.

6. Curricular Policy and Planning – (Dave Guinee)

Dave Guinee reported for Curricular Policy and Planning.

A. Update on committee work

At the May faculty meeting last year CAPP brought forward a motion to change the general education requirements. The overall proposal was something of an extended version of the 'six experiences' model that had been proposed during the last round of general education discussions. The proposal added an 'international experience' course a course in 'power, privilege, and diversity' and reframed general education as three pillars of competencies, foundational liberal arts, and 'global and local understanding.' The faculty voted to split the motion and ended up passing only the two new courses (international experience and power, privilege, and diversity) and the additional footnote #7 which explained how departments would be able to designate those classes.

One task the current curriculum committee is working on is fitting those new courses and footnote into existing catalog language. They were not written as part of the current system, but as part of a redesigned whole, so the language is not consistent with the presentation in the catalog as it stands. Predictably, there are far more details that have to be corrected than it seemed at first. The committee, however, plans to bring forward language that the faculty can (hopefully) adopt as being simple clarification rather than an entirely new motion that will have to go on the table for a month.

At any rate the integration of these components needs to be done soon, but not immediately, as only the incoming class next year will be affected by the changes.

Although CAPP's plan last year did not pass as a whole, one feature of the proposal that seemed to garner wide support was the reframing of the general education requirements. We are considering whether to bring back the language that depicted the general education requirements as a mutually reinforcing system of competencies, liberal arts foundations, and global and local awareness.

B. Curricular Policy and Planning gives advance notice of intent to ask the faculty to approve a new major in Cellular and Molecular Biology (CMB).

Rationale:

Biology today has evolved into a highly multidisciplinary science, spanning the scales of atoms to ecosystems. As part of the overall changes in the Biology curriculum undertaken these past three years, we are offering a plan for a new major in the Biology department: Cell & Molecular Biology, or CMB. This proposed major leverages the wealth of expertise currently residing in the Biology, Mathematics and Computer Science departments.

Breakthroughs in genomics, proteomics, cellular visualization and modeling will continue to be strongly dependent on computational methods. Such methods offer new tools necessary for accessing and analyzing large amounts of data from sequenced genomes and large-scale proteomics. In this regard, biological 'evidence' in these fields frequently consists of data in large sets or databases, and processing this information requires quantitative analyses by computational and statistical techniques. Understanding the theories and practices underlying these computational approaches is becoming more important both at the graduate and undergraduate levels in biology. Consequently, many biology departments in national liberal arts institutions have developed new majors to allow their students to pursue these expanding areas of biology. We have designed the CMB curriculum to be flexible and interdisciplinary, while providing depth of knowledge within a particular focus. The new major will meet the interest of students with interdisciplinary interests. These will include students interested in Biology at the molecular and cellular scale, Math and Computer Science students interested in Biological applications and pursuits, as well as students interested in pursuing graduate studies in these evolving and expanding areas of biology. The course-plan aims to provide these students with a pedagogical strategy for focusing on cellular, molecular, genomic, and proteomic areas of biology, to allow them to develop a strong foundation in logical and quantitative reasoning, and to become familiar with computational and data-driven approaches to biology. The proposed CMB major will enhance the pedagogical strengths within the department and help to establish and maintain meaningful relationships with the affiliated departments for the continued benefit of our students.

A complete description may be found in Appendix C.

Notes from the Chair: Since the change for Biostatistics to be number 375 instead of 275 was approved on the Consent Agenda that change will be made throughout the description of the major. Discussion of the motion will happen in November, but if there are clarifying questions let's take them now so you feel prepared to consider the motion in November. If something comes to mind during the month don't hesitate to be in touch with Curricular Policy and Planning and/or the Biological Sciences Department. There were no clarifying questions.

There were no other items from the Curriculum committee or any additional questions for the committee.

Written Announcements –

None

7. Faculty Personnel Policy and Review (Mark Kannowski)

It was announced that we are still short members of Faculty Personnel Policy and Review (formerly COF), if you **are** tenured, **not** in the English department and **not** already serving on a committee please consider whether you could step forward and serve. We need one more representative for fall and two for spring.

A. Written update on committee activities

The committee has been advising the administration on search committee members, looking at alternative student evaluations, preparing candidates for their upcoming review, and discussing future appointments for department chairs. We will be meeting with members of the Faculty Development committee to discuss interactions and implications of that committee's work with the Review committee's work on Tenure and Promotion standards.

Written Announcements –

1. Faculty Personnel Policy and Review committee still has need for volunteers to serve. Committee members must be tenured. Individuals may be from any department other than English.

7. Faculty Development (Jim Mills)

First, it is my sincere pleasure to announce the recipient of this year's Fisher Fellowship Award for AY2016-2017. The recipient of this award will receive *'a one-semester paid leave to work on a scholarly, creative, teaching, or curricular project. In addition to the regular salary, he or she shall receive a \$5000 stipend as well as \$1000 for project expenses.'*

The Development Committee received three very strong Fisher Fellowship proposals this year. If the Development Committee had had access to a much larger budget, we would have without question, funded all three.

This year's recipient is David Alvarez, Associate Professor of English.

David's project is titled *"Enlightening Shaftesbury: Collaborating on a Scholarly Edition of the Complete Works of the Third Earl of Shaftesbury"*

David has been invited by the lead scholars and editors of the Shaftesbury Project at the Das Institut fur Anglistik und Amerikanistik in Erlangen, Germany to assist with the completion of the last two complete volumes of Shaftesbury's work. David will work on the annotations and commentaries for at least two sections of the *Characteristics of Men, Manners, Opinions, Times* (1711) and provide commentary on Shaftesbury's early satirical works on religion, *The Adept Ladys*, or *The Angelick Sect*.

The Third Earl of Shaftesbury (1671-1713) as David notes, and I paraphrase, *'an essayist, philosopher, and critic and was an important thinker of the Enlightenment. Shaftesbury sought to promote open, polite dialogue and debate, and his works championed the power of wit to reveal truth.'* Shaftesbury has been a main focus of David's scholarship and forms an integral part of David's coursework. It is a true honor for David to be invited to contribute to these volumes on Shaftesbury.

Please join me once again in congratulating David.

As you will note in Item 1 of the Written Announcements, the Development Committee has decided to suspend indefinitely the requirement for written reports for all Professional Development Grants received by a Faculty member beginning with reports due on the first day of the spring semester 2016 (Monday, February 1st).

The Development Committee discussed this proposal during the AY2014-2015 but did not have time to move on a formal policy change. Since many Faculty Members have received Professional Development Grants above the amount of \$1001 during the past year (spring semester 2015 through June 14th 2015), reports for these grants are still due, and most reports have been turned in. In order to be fair to Faculty Members that have already completed, or are in the process of completing the reporting process over the remainder of the semester and into January, the Committee decided to implement the new report policy beginning with the first day of classes next semester. **Therefore, to be clear, any Faculty Member that has received a Professional Development Grant for \$1001 or more beginning June 15th, 2015 or later (which then had a report due date at the beginning of the spring 2016 semester), will NOT have to turn in a report.**

As noted in the written announcement, the Development Committee strongly encourages Faculty Members to include Faculty Development Grants in their personnel review files and also place a report on the outcome of these grants in their personnel files, if applicable.

As a corollary, the Development Committee will hold its first joint meeting with the Personnel Policy and Review Committee this week to continue discussions that were begun in the spring 2015 semester about the regular placement of certain Faculty Development grants in personnel review files. The Development Committee will update the Faculty on these discussions, and, ask for feedback in the coming months.

As noted in the written announcements, the conference fund per diem rate for food has increased from \$46/day to \$51/day due to a change in IRS taxable income rules.

There were no questions for Faculty Development.

Written Announcements –

1. Beginning with the spring semester of 2016, FDC will no longer require recipients of Professional Development Funds, for any amount, to submit a final report to the committee. FDC however, strongly encourages Faculty members to include evidence of FDC funding, products, and any subsequent reports in their Personnel Review file.
2. Beginning in October, the conference per diem rate will increase from the current amount of \$46.00/day to \$51.00/day due to a change in Internal Revenue Service rules.

Upcoming FDC deadlines:

Faculty Fellowship applications due – October 7th
Sabbatical/Pre-tenure leave applications due – October 28th
Fisher Course Reassignment applications due – November 4th
Student/Faculty Summer Research – March 9th
Faculty Summer Stipends – April 6th
Howes Summer Student Grant applications due – April 13th
Faculty Fellowship year 1 and year 2 reports due – May 4th

8. Student Academic Life (Khadija Stewart)

Student Academic Life committee's report is an offer to answer questions. There were no questions.

Written Announcements –

None.

Reports from other Committees

Committee rosters are available at:

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

9. University Strategic Planning committee – (David Newman)

Membership: David Newman , Julia Bruggemann Jackie Roberts, Greg Schwipps [all directly elected]; Bridget Gourley (Chair of Faculty), Francesca Seaman (Representative from Curricular Policy and Planning), Susan Anthony (Representative from Faculty Development). Administrative members: Anne Harris (VPAA), Brad Kelsheimer (VP Finance & Administration), Cindy Babington (VP for Admission & Financial Aid), Melanie Norton (VP Development & Alumni Engagement), Christopher Wells (VP for Student Life), Dick Vance (Associate VP for Facilities), Renee Madison (Senior Adviser to President for Diversity & Compliance). Student members: Craig Carter (Student Body President), Katie Kondry (Student Body VP).

The committee met for the first time Friday afternoon. We formulated a plan of action in addressing our charge from the President: to assess progress made in achieving the goals set out in *DePauw 2020: A plan for DePauw* and accompanying long-term planning documents (Financial model; Campus master plan)—now at the halfway point in a 10 year planning cycle.

Our task is two-fold:

1. To finalize an assessment of progress in time for the Board of Trustees meeting in late January. This assessment will focus on the key areas of the plan:
 - a. curriculum
 - b. faculty
 - c. admissions
 - d. student life
 - e. the campus
 - f. endowment and alumni support
2. To make recommendations for the remaining five years of the plan:
 - a. identify (and rank) institutional priorities and unmet goals (those that are urgent; those that are long-term)
 - b. identify any aspects of the original plan that , for whatever reason, are no longer goals or no longer priorities
 - c. identify new, innovative directions for the University that don't appear in the original plan

The committee decided to take a strategy perspective first THEN address the finances.

Of the two major tasks, the second, making recommendations for the remaining five years of the plan, will eventually involve input from the faculty as well as various constituencies in the larger campus community. We'll let you know how input will be solicited when the time comes.

The other day while in the produce section at Kroger's, a faculty member asked me if this committee's work is just an "**exercise in vanity.**" I think I speak for the entire committee when I say, "NO." Our hope is to come away with specific, tangible (and ambitious) recommendations rather than an amorphous wish list of vague generalities. Our ultimate goal is to provide the incoming President with a clear, strategic road map of institutional priorities. She or he may choose a different direction, but we feel it is essential to provide a thoughtful starting point to chart the future course of the University.

There were no questions for the committee.

Written Announcements –

<p>1. The first meeting of University Strategic Planning committee is scheduled for October 2 (after the agenda was released).</p>
<p>10. Diversity and Equity committee – (Caroline Jetton)</p> <p>A. Diversity and Equity committee’s report is an offer to answer questions</p> <p>Written Announcements</p> <ol style="list-style-type: none"> On August 3, members of the committee attended a full day retreat. During the retreat, broad categories for the 2016-21 Campus Inclusion Plan were identified, initial working groups were formed, and discussions about vision, diversity, and inclusion commenced. At our first committee meeting on September 9, we reviewed a draft of the faculty and staff campus inclusion survey that will be disseminated around fall break and refined the vision statement and definitions of diversity and inclusion. Community input will be sought on the vision and definitions of diversity and inclusion. Working groups have already begun their work. In an effort to determine action steps for the long-term inclusion plan, working groups will need to meet with members of departments and offices, please make time to meet with them. The Vice President for Academic Affairs (Anne Harris), representative from Human Resources (Jana Grimes), and representative from Diversity and Equity (Caroline Jetton) will meet with each search committee undertaking a tenure-track search to share best practices for inclusive search processes. The committee members for the year are as follows: Lexy Burton, Craig Carter, Marius Conceatu, Mac Dixon-Fyle, Maggie Donohue, Vince Greer, Amy Haug, Caroline Jetton (chair), Carrie Klaus, Renee Madison, Heidi Menzel, Veronica Pejril, Kate Smanik, and Christopher Wells.
<p>Additional Business</p>
<p>11. Remarks from the President (Brian Casey)</p> <p>I want to offer the faculty a sense of the upcoming Board meetings agendas and purposes. This will be the first meeting of the Board since the August announcements regarding presidential transitions, so I expect that much time and energy will be spent on the impending presidential search. The Board will, however, hear updates on the Library planning efforts, as well as fundraising updates. This will also afford the Board the first chance to hear from Anne Harris, who will offer her impressions as the new VPAA. It is expected that the Board will take few formal actions or votes this meeting.</p>
<p>12. Remarks from the VPAA (Anne Harris)</p> <p>Introduction</p> <ul style="list-style-type: none"> Being here together today is both good and difficult. The pain of the hate group's targeted viciousness, of the use of force against two black men in our community, and of the shattering of expectations of safety for many of our students in the past two weeks bring with them an exhaustion that affects both work and well-being – and so I thank you for your presence and your participation this afternoon. <p>Thank yous</p> <ul style="list-style-type: none"> Staff (heroes) of Student Life: Vince Greer, Myrna Hernandez, Jeanette Johnson Licon, Vivie Nguyen, Aliza Frame, Yug Gill, Valerie Rudolph, Sarah Ryan, Kate Smanik, Megan Johnston, Cara Setchell, Dorian Shager, Julia Sutherlin, Greg Dillon – thank you. All members of the faculty, and especially faculty of color and LGBTQ faculty, who crisis mentored students

whose college experience was derailed by the events of September 23rd.

Strategies and Actions

- I have been thinking my way through the kinds of actions and strategies that we will commit to as a body, not only in responding to campus events, but also in supporting the very structures that empower us to be more responsive and better prepared as teachers, scholars, and community members.
- I would like to discuss our faculty data and the faculty development for our multicultural requirements in this light.

Faculty Data + Faculty Development

(the PowerPoint slides that accompany these remarks are found in Appendix D)

- Thank Jane Griswold and Bill Tobin for their work assembling this data over the past weeks
- As you will see, we are faced with a series of institutional choices.
- This **faculty data** gives us a narrative of our institution, a sense of its direction
- We are largely tenured; with long lengths of hire (we are mature)
 - How can we be responsive to this narrative?
 - (fac. dev. & mid-career question)
- Most importantly: faculty of color data – alarming drop in sustaining of faculty of color – draw attention to specific numbers
- We are not using a hiring process that allows us to be the kind of community we have committed to being.
- Every college and university in America will educate more and more students of color, and we are not ready; the way these numbers read now, our disparity will only grow. (OK for women)
- I am here to propose a series of actions:
 - I will be meeting with the chair of the Resource Allocation Subcommittee (RAS), Rich Cameron, to research and strategize other means of hiring – ours is not an unusual situation and we can look to the innovations of other universities such as cluster hires across departments and interdisciplinary programs that connect multiple departments in our deliberations.
 - Carrie has just returned from a Consortium for Faculty Diversity (CFD) meeting – more that we can do: connect CFD to opportunity hire process (RAS disc.)
 - DePauw had, at one time, a faculty mentoring relationship with Howard University similar to the one we have with IU – we will reinitiate it and find others
 - We can be strategic about our endowed professorships
 - And of course, this year's hires need to be shaped by these numbers, this trajectory
 - We will continually report back – this is now a matter of institutional preparedness

The multicultural requirements are also a matter of preparedness – **faculty development**

I'll be meeting with Jim Mills, chair of the Faculty Development committee and its members to present a slate of options through which the faculty can develop pedagogical strategies and priorities over the next four years – specifically for the Power, Privilege and Diversity (PPD) course.

- My goal is to have a series of dates for workshops and application deadlines available by the end of the semester. Please continue to send your ideas, lists of topics you'd like to see covered, and any and all specific workshops and speakers you'd want to recommend.
- I think that there is some good potential here for thinking about fellowship application formats such as cluster grants in which two or three faculty members would apply to teach a course that shares a specific pedagogy they wish to explore together; or shares a syllabus structure they want to design together. Such an approach would increase the number of recipients and encourage collaborative work on power, privilege and diversity – it would foster the inter-departmental conversations we need to have on this course, conversations which our competencies, FYS, and interdisciplinary and honors programs have established for us. These are all under discussion only,

News about the International Experience course (I'll end with this)

- Big, complicated GLCA grant, but with tremendous potential
- I was asked over the summer to appoint a liaison for the grant from among our faculty, preferably someone with grant management experience. The liaison will provide explanations and information about the grant, connect faculty projects, and gather proposals over the four-year duration of the grant.
- In my review, the grant awards and management experience of David Alvarez recommended him highly as our institutional liaison. He brings experience garnered from
 - his Fulbright award at Delhi University in Spring of 2009
 - and his management of a Mellon Inter-Institutional Grant in 2008, in which he led eight scholars from four U.S. liberal arts colleges to interview academics and public intellectuals in India, Egypt, and Turkey on the reception, resistance to, and transformation of Enlightenment ideas.
 - An interim liaison will be appointed during the tenure of his Fisher Fellowship. I thank David for his service and for the conversations and planning he will initiate this fall.
 - In preparation, he and I attended a two-day grant explanation meeting
 - \$5.75 million dollars over 4 years
 - several different elements that campuses can opt into
 - \$37K a year for 4 years directly to our campus (more, dep. what we opt in to)

The Power, Privilege, and Diversity courses and pedagogies coming out of Faculty Development; and the International Experience courses and pedagogies coming out of the GLCA Mellon Global Crossroads grant can operate in parallel and intersection over the next four years, for transformative change not only in our curriculum and coursework, but also in our pedagogy and in the community we want to be.

I wish you all a restorative fall break in two weeks, with many moments of respite and partnership until then – and I now welcome your questions.

Question from faculty member: I'm not sure about our faculty demographics at this time, 19% of faculty of color looks depressing. What is our target goal?

Response: The numbers indeed do not indicate a positive trend; hires of faculty of colors are slowing down, and doing so faster than other institutions. We need to look at more support for faculty – demographics show that faculty have 30-40 year career: what kind of support can be provided for the duration of that career? Some institutions have gone to the Mellon Foundation to garner funds that would incentivize late career faculty to retire. We need to look at our hiring practices, in conjunction with our faculty development to provide both support and change.

Question from faculty member: A couple of weeks ago Karla Erickson spoke as part of the American Whiteness Lecture Series organized by Tamara Beauboeuf. In talking about increasing faculty diversity, she said that it was not enough to just bring in more faculty of color. We have to change the institutional structure once they're here. We can bring in a million faculty of color, but if our rigid white institution stays the same, what have we gained?

Response: In those workshops we can talk and work together, we can better understand workload not only in terms of teaching, but also as working with students in times of crisis. What are other interconnections that we can think about between the work of teaching and the culture of campus climate?

Comment from faculty member: One issue of retention that seems missing is a conversation about the lack of a hospitable environment. People are having a hard time finding housing. We used to have new faculty housing. We used to do new faculty mentoring. We are not as strong with regard to collaboration as we could

be, our curriculum does not connect our classes to cultural issues present in our own community.

Response: A lot of our work will be about shifting and meeting our future students where they are: the number of white students applying to college is on the decline, and that of students of color are increasing. How can we teach our classes so that power, privilege and diversity are a sustained and diffused conversation? Regarding housing: the work that Brad Kelsheimer has been spearheading with Greencastle will open up important possibilities for the current lack of housing for faculty. We need to create a hospitable environment in the town: people will live where they thrive.

13. Unfinished Business

A. Motion to be voted on: Jamie Stockton (Chair of Education Studies) asks the faculty to approve the following changes to our by-laws at the October 2015 faculty meeting. Deletions ~~struck through~~, additions in **bold**. Advance notice was given at the September 2015 faculty meeting.

Jamie Stockton came forward and reminded faculty of her framing comments last month when she gave advance notice of the motion regarding what is moving forward the Teacher Education Review committee formalizing the motion for discussion. Caroline Jetton, School of Music, seconded the motion.

Comment from the Chair: Prior to this meeting, Jamie Stockton, Craig Pare and Caroline Jetton who both teach in the Music Education Program, and Jodi Menke, the Program Coordinator for Education Studies and Music Education and I met to discuss this motion and feedback we had received since advance notice was given. They have some amendments to propose that they have shared with me so I can display on the screen for everyone to see. It was my interpretation that these amendments do NOT reflect a change in scope for the motion.

Proposed Amendment from Caroline Jetton: I move to amend the motion to change the title of the committee to Teacher Education Admissions and to add to the list of administrative members (ex officio) the Program Coordinator of Education Studies and Music Education noting that person in that position convenes the meetings and manages committee business. Jamie Stockton seconded the amendment.

The motion to amend that has been seconded. The proposed motion with the amended language in red is displayed on the screen. The construction of adding the Program Coordinator of Education Studies and Music Education is parallel to the Associate Registrar's participation and support of Petitions and Academic Standing. Does anyone want to object to my ruling that these amendments do not propose a change in scope? Hearing no concern, we are now discussing the amended motion.

Question from a faculty member: Why is the Program Coordinator of Education Studies and Music Education ex officio?

Response: Much like the Associate Registrar supports the Petitions and Academic Standing committee, the Program Coordinator provides administrative support to both education studies and music education, in particular, with regard to recording keeping and reporting to accrediting bodies. The ex officio status is in keeping with the fact that the Coordinator's position is not a faculty position.

There were no other questions. The motion to amend carried. The amended motion was passed unanimously.

The final language includes all language not ~~struck through~~. The additional language is in **bold (black and red)**.

1. Teacher Portfolio Review **Education Admissions**

2. ~~Function: This committee will review the portfolios of students completing the bachelors of music education as required by the licensure requirements.~~ **This committee makes decisions regarding application materials and evaluates portfolios of students applying for admissions to the Educator Preparation Program.** This committee reports to Curricular Policy and Planning."
3. Membership
Faculty membership: Three (3) appointed representatives.
Administrative members: Voting: Two members of Education Studies, **one being the Chair of Education Studies or representative who chairs the committee.** Ex Officio (without vote): VPAA or representative, **Program Coordinator of Education Studies and Music Education.**
The Program Coordinator of Education Studies and Music Education convenes the meetings and manages the committee business.

Rationale

The proposed changes better reflect the work and role of the former TEC (Teacher Education Committee). The committee's work serves as the first of three checkpoints for students in DePauw's Educator Preparation Program. The role and work of the committee was reviewed and endorsed by SOM Music Teacher Education faculty (Caroline Jetton & Craig Pare') during summer working meetings.

There was no other unfinished business.

15. New Business

No one raised any new business.

16. Announcements

On behalf of the ArtsFest committee Pascal LaFontant made the following announcement.

A. ArtsFest 2015: Art & Transformation (on behalf of the ArtsFest committee)

This year's ArtsFest begins **Wednesday, October 28 and goes through Sunday, November 8.** For a description of the theme (Art & Transformation) and details about the exciting events that we have planned, you can visit the official ArtsFest 2015 webpage: <http://www.depauw.edu/arts/artsfest-2015-art--transformation/>

Please be sure to check out the events and encourage your classes to do the same—we have a lot planned that will appeal to both faculty and students. We hope to see you there!

Announcement on behalf of Counseling Services:

On behalf of Counseling Services, the Chair noted, Julie D'Argent, Director of Counseling Services, asked me to draw your attention to their announcement on the agenda. Please keep in mind we should call their office during normal business hours and reach out to them through Public Safety outside the 8 am-5 pm day.

Written Announcements

1. Counseling Services reminds faculty members about the services available through their office.

- Students seek assistance over a wide range of issues and approaches to assistance vary, both are outlined in the accompanying brochure.
- Consultation is available to students, family members, faculty and staff concerned about an individual – [Please feel free to call ex4268. If we are busy leave a message with Cheryl with a good time to call you back. Or call at 11 a.m. or 3 p.m. (on-call time) as someone may be able to speak with you directly.]

- Crisis services are available to students, if you have a student in crisis you can always call Public Safety ex5555 and ask for the on-call counselor.
- Counseling Services follows the established confidentiality guidelines of the profession.

2. Opportunities to discuss the Roy O. West Renovations

The planning process for the Roy O. West Library renovation is expanding. Rick Provine, in co-ordination with Anne Harris and Dick Vance, have been working with library staff and the Library and Academic Technology committee in preparation for the visit of Kevin Huse of Ratio Architects, who will serve as our consultant in leading sessions for faculty and students to generate ideas, concerns and thoughts as we plan for the next iteration of Roy O. West.

Faculty Sessions:

Monday, October 5th

5:30-6:30pm (immediately following the faculty meeting)

UB Ballroom

Tuesday, October 6th

11:30-12:30 (lunch provided)

Watson Forum

[RSVP](#)

There are separate sessions for students.

19. Adjournment

If there is no other business to come before the faculty, let's adjourn the formal meeting.

As soon as we adjourn we will turn the podium over to the library and our consultant Kevin Huse to lead a session about what we'd like to consider as we plan for the next iteration of Roy O. West.

The meeting was adjourned just after 5:30 p.m.

Appendices

Appendix A: Tribute to Professor Emeritus Ned Brown McPhail (1932-2015) Written by Professor Marcelle McVorrán

I am honored to celebrate the life of Ned MacPhail and to share some vignettes from the life of a colleague who taught here for 35 years.

It is easy to google up information.

'Ned Brown MacPhail was born in 1932 in San Antonio Texas and after some time in Tecumseh, Michigan, moved with his mother to Portland, Indiana where he attended High School, graduating in 1950. He received his Bachelor's degree from Ball State'. But this is the superficial stuff.

What is not readily known is that Ned MacPhail had survived polio, which at age 2 left him completely paralyzed for two years. This was 1934, and the Salk vaccine had not been discovered. It was his mother, by all accounts a martinet of the truly awesome variety, who determined that he would not be 'a cripple', experimented with holistic medicine and alternative therapies, hot baths and compresses that allowed him to walk and ultimately play tennis first for Ball State and then with Larry Sutton; twice a week, indoors or outdoors. Ned's granddaughter, Maggie MacPhail carries on this tradition.

It is not readily known that Ned was dyslexic and reading for him was laborious and largely self-taught. This was the 40's after all and the condition was still not understood. It is a testament to his ornery perseverance that he became highly literate. But initially school was very difficult for him and required tremendous effort. In fact he hated school.

He literally ran away to the army where he developed his personal 'philosophy statement' and gained some of the strengths and insights that eluded him in school. After serving in the army he returned to University of Michigan earning his Masters' degree in Education. He taught public school in Michigan and in Wisconsin where he taught at a reservation school. For a short time he was the principal of a small school in Michigan.

Some of you may know that Ned completed a doctorate at George Peabody School of Education, associated with Vanderbilt University. This was considered the premier College of Education in the country at that time. However the doctorate was his mother's idea, not his. His musical and artistic talents were not acceptable to her (his father was a 'Harvard man') and Ned was afraid that 'she would jerk his liver out' if he did not comply.

His professors at Peabody warned him that going to DePauw was 'signing his death warrant'; that teaching was too much of a vocation for the elitists at DePauw and that the school functioned only as a feeder for graduate schools, that he would never last there. Ned came.

For his part Ned thought the pay at DePauw was abysmal and for the next 35 years chafed at the fact that the science people made more money than he did. Apparently the starting salary was 7000\$ a year. However the bargaining chip for him was that at that time DePauw paid the tuition for the children of the faculty to attend not only any GLCA university and college, but any university and college anywhere in the world. Ned stayed.

He arrived at DePauw in 1962 and taught Education Philosophy and Education History in the Department of Education. He supervised student teachers. He chaired the department.

A staunch John Dewey advocate, Ned MacPhail opposed grading systems as punitive assessments and maintained the belief that letter grading both disrupted and distorted the teaching learning process -and he

was not going to do this. Learning for him was discovery. Learning for him was developmental. Many of us may still remember the egg-drop ritual from the third floor of Asbury. Eggs with parachutes. Eggs with 'wings'. Eggs wrapped in tissue. Egg shells and egg yolks all over the place.

He would caution his students that grading stifled creativity and the ability to think beyond the box. It violated the democratic tradition. To the end he would argue 'there must be a better way' to assess student learning.

This placed him beyond the pale, as you would expect, but I believe that Ned reveled and relished his outsider positioning, the role of rebel, the fish out of water, the Don Quixote figure tilting at the windmills of standardization and regulation. He would always say that 'the faculty needed to stand fast for what they believe and not let the administration push them around'. He would say "I am the DePauw jester". He was indeed a complex person, richly textured, totally irreverent, who juggled contradictions, his own contradictions, the need for order and the need for creativity.

What some may not know is that Ned MacPhail was a gifted musician who played by ear and could not read a single note. He paid his tuition at Ball State by playing piano in a bar. Patrons would request the tunes and he would play without sheet music. Music and art were his passions, his creative outlets. It seems natural that he would continue playing at DePauw with the Ducks of Dixieland Jazz Band all of whom were DePauw professors. He was an accomplished and celebrated artist who found his muse in the woods and in nature. He would say, "I talk to God in the woods not in the church". Ned lived fully and defied the safety of convention. It seems natural then that near the end, he could turn to his wife Jo to say. "It was a hell of a run".

We, in the Department of Education Studies were saddened to learn of the death of Ned Brown MacPhail on August 30, 2015. He was 82. On behalf of the DePauw community, we offer our sincere condolences to Jo MacPhail and to all his family.

Appendix B: Additional Information regarding Course and Calendar Oversight Consent Agenda Items

Related to Consent Agenda Item B – Changes to the Japanese and Biology minors

Minor in Japanese

New Description: The minor requires a minimum of five courses in Japanese language at the 200-level or above. Only one of the courses toward the minor may be taken off-campus.

Previous Description: The minor requires a minimum of five courses, either five courses in Japanese language at the 200-level or above, or four courses in Japanese language at the 200-level or above plus one of the following: ASIA 281, ASIA 282, REL 258 or REL 352. For the ASIA and REL courses, supplementary readings in Japanese are required for Japanese minors. Only one of the courses toward the minor may be taken off-campus.

Rationale: Change in requirements reflects an ability of the department to regularly offer JPN 451 and clarifies the minor is focused in the Japanese language.

Minor in Biology

New Description: 6 courses required: 5 Biology courses (BIO 101, BIO 102, and three electives with 1 course at the 300 level) and CHEM 120.

Previous Description: 7 courses required: BIO 135, BIO 145, BIO 215, CHEM 120 and three electives with 1 course at the 300 level.

Rationale: Changes reflect the new introductory sequence has condensed a previously three-course sequence (Bio 135, 145 and 215) into two courses both with laboratory (Bio 101, 102).

Related to Consent Agenda Item C – Approval of a new course

CHIN 369: Topics (variable credit), cross-listed with Asian Studies - Topics in the Chinese language. Students can take as 1/2 or 1 credit. This is a 300-level version of CHIN 269. Students who have completed CHIN 262 can take this course (or with permission of the instructor). May be repeated with different topics for credit.

Related to Consent Agenda Item D – Change in Course Number

ECON 210 [Formerly ECON 310] – The History of Economic Thought (1 credit) - A treatment of some of the major figures and trends in the history of economic ideas. Topics may vary but will include an examination of the contribution of the Mercantilists, Physiocrats, Classical and Neoclassical economists to our understanding of the individual, value and the market; transactions and their mediation; economic growth and development; the distribution of output; and the roles of capital and labor. Readings may include, among others, the economic writings of Locke, Quesnay, Smith, Ricardo, Marx, Mill, Menger, Bohm-Bawerk, Marshall and Keynes. Prerequisite: ECON 100 or permission of instructor.

Related to Consent Agenda Item E – Change in Course Number and Prerequisites

BIO 375 – Biostatistics [Formerly BIO 275] (1 credit) - Includes laboratory. A detailed survey of the techniques involved in the collection and analysis of biological data. Topics include sampling and the types of biological data, hypothesis generation and testing, parametric and nonparametric statistical tests, categorical data analysis and design of experiments. Prerequisites: BIO 101 (or 135) and 102 (or 145), or permission of instructor. Not open to students with credit in ECON 350, MATH 141, or PSY 214.

Related to Consent Agenda Item F – Change in Course Title and Prerequisites

ECON 393 Corporate Finance [formerly Managerial Finance] (1 credit) - The determination of what assets a firm should own and how these assets should be financed, with the goal of maximizing the value of the firm. Topics included are the underlying concepts of corporate finance, financial statement analysis, financial planning, working capital management, capital budgeting, valuation of stocks and bonds, a firm's cost of capital and its optimal capital structure, and dividend policy. Prerequisites: ECON 220 (or ECON 150) and 350.

Related to Consent Agenda Item G – Change in Course Credit

CFT 390 Topics in Conflict Studies (variable credit) [formerly 1 credit] - An examination of selected topics dealing with conflict or peace studies. Courses, while interdisciplinary in nature, will generally be taught from a conflict studies perspective.

Related to Consent Agenda Item H – Change in Area Studies Designation

ECON 350 Statistics for Economics and Management (1 credit) – add SM designation – (formerly Quantitative Analysis for Economics and Management) Application of elementary principles of traditional and modern statistical analysis to economic and business decision-making. Emphasis is on regression analysis using simple- and multiple-equation models, hypothesis testing, use of the dummy variables, testing for serial correlation and other related problems. Prerequisite: ECON 100. Students who have completed BIO 375, MATH 141, MATH 240 or PSY 214 will receive only one-half credit for ECON 350.

Related to Consent Agenda Item I – One-time Authorization of Area Studies Designation

PHIL 209C Topics: Immigration: Boundaries and Birthrights (1 credit) – one-time SS designation- This course will examine a series of ethical questions involving immigration, citizenship, national identity, and cultural belonging, with special attention to recent controversies raised by U.S. election rhetoric and the refugee crisis in Europe. Isn't freedom of movement, including movement across often arbitrarily drawn national boundaries, a fundamental human right? But how can a nation-state exercise its right to sovereignty if it can't control its own borders and regulate access to the privileges of citizenship? Drawing on social science literature regarding the causes and effects of both historical and contemporary migration, as well as normative principles from leading ethical theories, we will assess the case for open borders as well as the case for limits on immigration. If we do open our borders, what do we owe to those who cross them? Is it morally permissible to establish different degrees of political membership: from citizen, to permanent resident, to temporary guest worker? Is there a moral duty to admit refugees fleeing war and persecution? On whom does this duty fall, and why? How can we best address involuntary migration through human trafficking? What role do race and gender play in migration patterns, and what special ethical issues do they pose for immigration policy? These are only some of the timely and challenging questions we will explore together in this discussion-based class

Appendix C: Complete Description of the Proposal for a New Major in Cellular and Molecular Biology

Proposal

As part of the overall changes in the Biology curriculum undertaken these past three years, we are offering a plan for a new major in the Biology department: Cell & Molecular Biology, or CMB. This major, much like the Environmental Biology major, will provide students with the opportunity to explore a highly interdisciplinary and expanding area within Biology. We have designed the CMB curriculum to be flexible and interdisciplinary, while providing depth of knowledge within a particular focus (see Motivation). This course-plan aims to provide students (beyond the common and broad introductory biology courses series) with a pedagogical strategy for focusing more deeply on cellular, molecular, genomic, and proteomic areas of biology, while establishing a strong foundation in logical and quantitative approaches. In addition, especially with respect to the genomic aspects of the new major, we included a selection of courses to provide quantitative and computational support for more structured and data-driven approaches to Cell biology. The courses are drawn from the Biology, Computer Science, Mathematics, and Chemistry departments. A CMB student will take 5 Core courses, 3 Elective courses, and 3 designated CS and/or Math courses for a total of 11 courses. In addition, a capstone experience will consist of the Senior Seminar that is currently a requirement of the Biology major and the Environmental Biology major. We encourage at this time but do not require students to engage in independent and interdisciplinary research projects. This proposed course-plan incorporates and synthesizes ideas from colleagues in the Math and Computer Science departments, who also have offered support and a strong interest in the further development of this major.

Motivation

The notion of a cell and molecular biology major (CMB) as a major for students in the Biology Department is long standing. The idea started to take curricular shape in 2008. A meeting to gauge student interest in Cell Biology, Molecular Biology, Genetics and Genomics (called CMG2) took place in 2012 and drew more than 20 students. In the past three years, during discussions leading to the emergence of the new Biology curriculum, the proposal for the CMB major evolved to be more interdisciplinary through the establishment of contacts with the Math and Computer Science Departments, and through a focus on analytical and quantitative biology. Following discussions with these two departments during this academic year, the incorporation of their suggestions, and following discussions within the Biology department, we arrived at a curriculum that makes this major unique and innovative. The Math and Computer Science departments enthusiastically endorsed the current proposal and are eager to further strengthen connections with the Biology Department.

Biology is one of the most multidisciplinary of the sciences, given that it spans atoms to ecosystems. One way to address this extraordinary breadth of topics and concepts is to incorporate interdisciplinary components into new majors that remain strongly rooted within Biology. Breakthroughs in genomics, proteomics, biophysics, and cell visualization and modeling will continue to be strongly dependent on computational methods. Such methods offer powerful, new tools necessary for accessing and analyzing large amounts of data from sequenced genomes and large-scale proteomics. In this regard, biological 'evidence' in these fields frequently consists of data in large sets or databases, and processing this information requires quantitative analyses by computational and statistical techniques.

Understanding the theory and practice underlying these computational approaches is becoming more important both at the graduate and undergraduate levels. Consequently, many biology departments in national liberal arts institutions have developed new majors to allow their students to pursue these expanding areas of biology while providing a strong foundation for graduate studies in the biological sciences. In this regard, a recent report by David Harvey highlighted the fact that nearly all the Biology departments in the GLCA and other national liberal arts colleges have created new majors to complement existing Biology curricula. With these considerations, we analyzed our current resources and course-offerings across our science departments, and were encouraged to discover that there would be no new, significant resources

required for the implementation of this major. The recent addition of the new tenure-track faculty member in Cell biology further strengthens resources needed for this new major.

This proposed major leverages the wealth of expertise currently residing in the biology department, as a foundation for the development of the new major itself, and for potentially attracting students with interdisciplinary interests to our department. These will include students interested in Biology at the molecular and cellular scale, as well as Math and Computer Science students interested in Biological applications and pursuits. The proposed CMB major along with a new Environmental science major in concert with our recently re-designed Biology major will enhance the pedagogical strengths of the entire department and help to establish and maintain meaningful relationships with other departments for the continued benefit of our students.

How will the proposed changes affect current majors?

This new major will not affect current majors. Most courses in the Cell and Molecular Biology cluster of classes are electives for the Biology major (and the Biochemistry major). A subset of these classes will be required for CMB majors in addition the Math and Computer Science requirements.

What is your plan or timetable for implementing these changes? Will there be a period in which you have majors operating under two sets of requirements?

If approved, the CMB major will be available to students starting in the 2015-2016 academic year, if some students can meet the established requirement. However it is unlikely that any students would fulfill these requirements before the 2016-2017 academic year, given that Biology majors do not typically complete the extent of Math and/or Computer Science courses required for the CMB major.

Do these changes carry staffing implications? If so, explain how you plan to deal with them.

These changes do not carry staffing implications. We anticipate that the CMB major may attract 5 to 8 students per year. The CMB major shares the same introductory core courses as the Biology and Environmental Biology majors. The four faculty that primarily teach in the CMB cluster are sufficient to support the major. The recent hire of a tenure-track Cell Biologist will further facilitate coverage of the upper level CMB cluster for the Biology Department and will help further support the needs of the Biochemistry program.

How will these changes impact other departments and programs? If you are requiring courses from other departments or programs, have you discussed the implications of these changes with them?

This new major will offer greater opportunity in the Biology department for students with diverse interests within the wide fields of Biology. Three of the required courses for the majors are from the Computer Science or Math Departments.

On separate occasions meetings took place with the Chair of each department, with some of the faculty and with the Departments as a whole. Discussions with both Math and CS departments informed the final selection of the Math and CS courses required for the CMB major. Both departments enthusiastically support this major and are looking forward to explore with their current faculty the development of interdisciplinary Biology-Math courses as well as Biology-Computer Sciences courses in the future. We have also discussed encouraging Biology majors to minor in Math and/or Computer Sciences. Computer Science and Math majors may be encouraged to minor in Biology or also major in Cell and Molecular Biology. Both the Math and Computer Science departments anticipate providing space to the 5 to 8 students we expect will opt for CMB major without new resources required.

The Chemistry and Biochemistry department have been appraised of the changes in the Biology curriculum. The Biochemistry program is modifying its requirements to better align with the new common Biology major. In this regard, certain aspects of the CMB major coincide well with pedagogical (or curricular) priorities in the

Biochemistry major, such as a quantitative emphasis on biomolecular structures and their interactions in cells to create specific cellular phenotypes.

Requirements for a Major

Cell and Molecular Biology

Total Courses Required	8.5 BIO + CHEM 120 + 3 MATH and/or CSC
Core Courses	BIO 101, BIO 102, CHEM 120, (BIO 241 <u>or</u> BIO 250), BIO 315
Other Required Courses	<p>3 BIO courses (at least 2 courses from Group 1)</p> <p>Group 1: BIO 241, BIO 250, BIO 375, BIO 290 (Cancer Bio), BIO 314, BIO 320, BIO 325, BIO 361, BIO 381, Bio 385, Bio 415, Bio 490 (CMB area)</p> <p>Group 2: BIO 230, BIO 285, BIO 334, BIO 335, Bio 382</p> <p>3 courses chosen from the following list of Computer Science and Math courses. CSC 121, CSC 122, CSC 232, CSC 233 MATH 123, MATH 141, MATH 151, MATH 152, MATH 251, MATH 341</p>
Number 300 and 400 Level Courses	Minimum of 3 BIO
Senior Requirement and Capstone Experience	BIO 450 completion for a grade of C- or better, or half credit BIO 490 research in a CMB area.
Additional Information	<p>The CSC and MATH courses requirement may be fulfilled as follow: 3 CSC, or 3 MATH, or 2 CSC + 1 MATH, or 1 CSC + 2 MATH.</p> <p>BIO 375, BIO 325, BIO 381 are recommended electives.</p> <p>Students may take BIO 375 and MATH 141, however BIO 375 may not be substituted for one of the Math requirements, or vice versa.</p> <p>BIO 490 half credit research or more recommended in a CMB area, may be counted as upper level elective for the major. Interdisciplinary project with Math or Computer sciences is encouraged.</p>

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.

Addendum on faculty participation:

Various versions of this proposal have been discussed in the Department over many years. More focused discussions took place during the 2014-2015 academic year. The department elected to discuss the Environmental Biology major first, and the CMB major second. The number of the participating faculty member in departmental discussions was 8. Two tenure faculty members that were on sabbatical did not participate in curricular discussion. The three term faculty members did not participate in the discussion and did not vote on the proposals. Eight of the eight participating and voting members approved the Environmental Biology major. Seven of the eight voting and participating members of the department approved the CMB major. Approving faculty members signed the proposal cover page.

This proposal was discussed with the Chair of the Math department as well as during a meeting with the entire Math department who offered their enthusiastic approval.

This proposal was discussed with the Chair of the Computer Sciences department, with individual faculty members, as well as during a department meeting. They offered their enthusiastic approval.

The Chairs of the two departments also signed the proposal cover page.

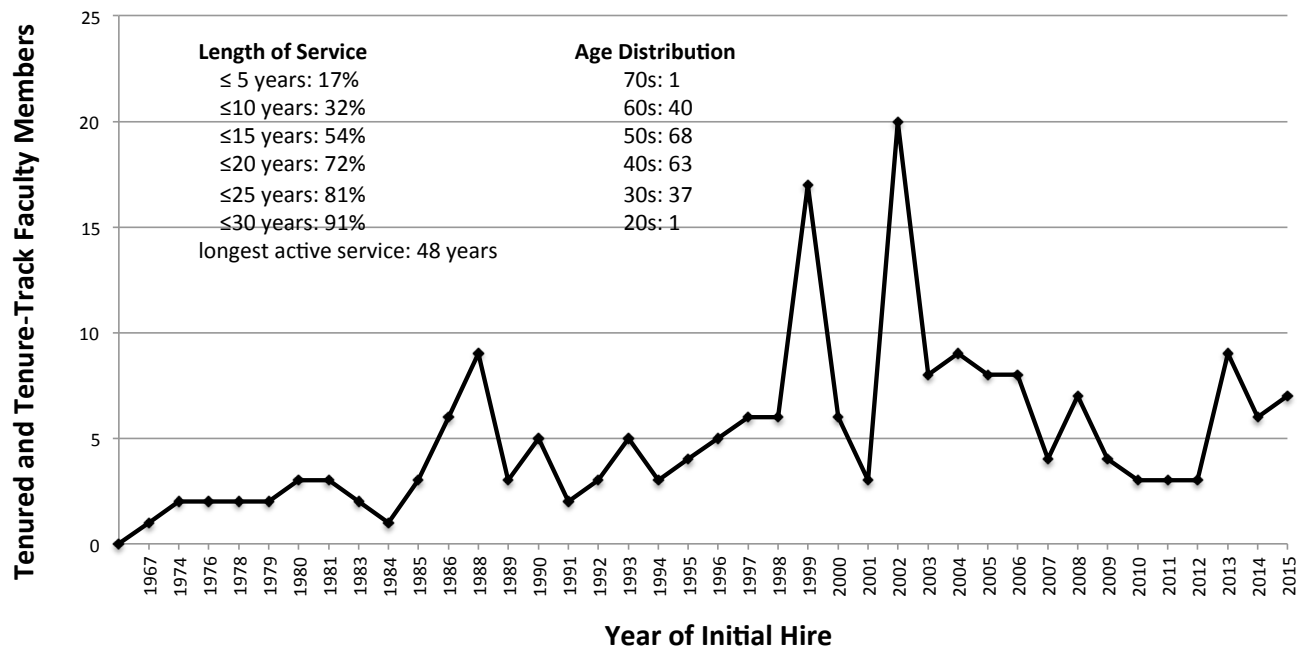
Appendix D: PowerPoint slides to accompany VPAA Remarks about Faculty Demographics

The seven pages that follow are the PowerPoint slides that accompanied the VPAA's remarks about faculty demographics.

Demographic Data of Tenure-Stream Faculty

Initial Year of Hire, Length of Service, Age Distribution

Distribution of Tenured and Tenure-Track Faculty Members by Year of Initial Hire



Demographic Data of Full-Time Faculty: Faculty Members of Color

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	
		Count	Percentage		Count	Percentage		Count	Percentage		Count	Percentage
2000-01	117	10	8.5%	38	8	21.1%	48	10	20.8%	202	28	13.9%
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%
2015-16	169	36	21.3%	31	4	12.9%	27	3	11.1%	227	43	18.9%

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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%
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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%
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2015-16	169	36	21.3%	31	4	12.9%	27	3	11.1%	227	43	18.9%

Demographic Data of Full-Time Faculty: Women 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	
		Count	Percentage		Count	Percentage		Count	Percentage		Count	Percentage
2000-01	117	37	31.6%	38	23	60.5%	48	19	39.6%	202	79	39.1%
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%
2015-16	169	74	43.8%	31	14	45.2%	27	10	37.0%	227	98	43.1%

Strategies and Actions

- **Resource Allocation Subcommittee:** research and strategize other means of hiring – ex. cluster hires across departments and interdisciplinary programs
- **Consortium for Faculty Diversity:** longer-term opportunities for post-doctoral faculty
- **Preparing Future Faculty programs:** Indiana University sociology dept.; Howard University
- **Opportunity Hires:** from CFD and PFF programs
- Strategic use of **endowed professorships**
- **Current hiring process:** new Diversity and Inclusion discussion in interviews

**DePauw University Faculty Meeting Minutes
November 2, 2015**

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

Although a quorum had not been reached by 4:15 p.m. the Chair began with reports not requiring a vote. In beginning the meeting the Chair welcomed everyone and made the following announcements:

- Let's continue to be inclusive in our conversations by always introducing ourselves when we speak and avoid abbreviations so everyone is confident they understand the topic and groups being referenced.
- If you'd like to speak please come to one of the microphones so everyone can hear you, depending on where folks are sitting the acoustics are great or NOT.
- If you don't like to be startled when your cell phone rings aloud, please check that it is silenced.

2. Verification of Quorum (86 for the fall)

A quorum was finally reached at approximately 4:25 pm, business requiring a quorum, including the consent agenda and all action requiring a vote was conducted after that point. For convenience the minutes are in the order of the printed agenda.

3. Consent Agenda

There were no requests to move anything from the consent agenda to a regular item of business. The consent agenda was approved.

A. Approve Minutes from the October 5, 2015 Faculty Meeting

Reports from Core Committees

Committee rosters are available at:

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

4. Faculty Priorities and Governance – (Pam Proptom)

A. Motion to be voted on: Faculty Priorities and Governances asks the faculty to approve the following changes new By-Laws and Standing Rules approved in April 2015. Deletions ~~striketrough~~, additions in **bold**.

1. Changes to the description of the Petitions and Academic Standing committee.

"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.

2. Membership

Faculty membership: Three (3) appointed representatives.

***Other members (voting)*: Registrar or representative, VPAA or representative, Dean of Academic Life or**

representative, Dean of the School of Music (for music students only) or representative

~~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.”

Rationale

Changes to the membership of Petitions and Academic Standing were requested by the AY14-15 committee. Changes reflect that those with supporting roles in Academic Services and Academic Affairs often have useful perspectives and with only three faculty members appointed by governance if one faculty member has a conflict of interest it is better to have additional votes. All additional voting members have faculty status and a vote at faculty meeting. The change to the function of the committee avoids needing to list all kinds of University documents since the committee doesn't deal exclusively with policies there were once in the University Bulletin (Catalog).

2. Changes to the description ex officio members of Library and Technology Advisory committee.

“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.

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-Registrar.”

Rationale

The change to Library and Technology Advisory committee fixes a typographical error that might have causes a question about interpretation.

Additional Commentary

These changes reflect addressing additional loose ends resulting in such a complete change to the governance structure.

Action

The motion came from a core committee and therefore needed no second.

There were no questions for the committee.

The motion carried.

Other business from governance

The Chair of Faculty Priorities and Governance, Pam Propsom made the following two announcements:

The Governance Committee has made appointments to the Hubbard Center Task Force. The Directors of Honors and Fellows Programs that have a significant internship component are serving: Dan Gurnon, Jonathan Nichols-Pethick, Michele Villinski, and Jen Everett (for Environmental Fellows). Two additional faculty

appointees are Harry Brown and David Gellman. Dave Berque will also serve on the Task Force, as a faculty member and administrator who works closely with the Hubbard Center.

The Governance Committee determined that the four faculty members directly elected to the Strategic Planning Committee should serve as faculty representatives to Board of Trustee meetings. If any of the four cannot attend, another faculty member from the Strategic Planning Committee may go in their place, although four representatives are not required and three would be sufficient. At the moment, these faculty members are Julia Bruggemann, David Newman, Jackie Roberts, and Greg Schwipps.

Written Announcements –

- A. In coordination with the VPAA and the Hubbard Center, the Faculty Priorities and Governance Committee is appointing a Hubbard Center Task Force to “to establish a broad discussion of the connections between the curriculum and the practicum at DePauw.”
- B. We are continuing to discuss the issue of faculty representation to the Board of Trustees.
- C. We echo the Review Committee’s call for one more faculty member to serve this fall and two more to serve in the spring on the Review Committee. This is reaching a crisis-level because the Review Committee may not have the necessary quorum to officially complete its business unless we get a volunteer. If we fail to fully staff the committee, the Governance Committee will have to consider more drastic measures, such as reducing the size of the committee, changing its composition, etc., and the concomitant implications of these changes.
- D. The Faculty Priorities and Governance Committee meeting minutes are on the University’s faculty governance webpage. We encourage other committees to take minutes and post them in a timely fashion.

5. Curricular Policy and Planning – (Dave Guinee)

- A. Motion to be voted on: Curricular Policy and Planning asks the faculty to approve a new major in Cellular and Molecular Biology (CMB).

Agenda Rationale:

Biology today has evolved into a highly multidisciplinary science, spanning the scales of atoms to ecosystems. As part of the overall changes in the Biology curriculum undertaken these past three years, we are offering a plan for a new major in the Biology department: Cell & Molecular Biology, or CMB. This proposed major leverages the wealth of expertise currently residing in the Biology, Mathematics and Computer Science departments.

Breakthroughs in genomics, proteomics, cellular visualization and modeling will continue to be strongly dependent on computational methods. Such methods offer new tools necessary for accessing and analyzing large amounts of data from sequenced genomes and large-scale proteomics. In this regard, biological ‘evidence’ in these fields frequently consists of data in large sets or databases, and processing this information requires quantitative analyses by computational and statistical techniques. Understanding the theories and practices underlying these computational approaches is becoming more important both at the graduate and undergraduate levels in biology. Consequently, many biology departments in national liberal arts institutions have developed new majors to allow their students to pursue these expanding areas of biology. We have designed the CMB curriculum to be flexible and interdisciplinary, while providing depth of knowledge within a particular focus. The new major will meet the interest of students with interdisciplinary interests. These will include students interested in Biology at the molecular and cellular scale, Math and Computer Science students interested in Biological applications and pursuits, as well as students interested in pursuing graduate studies in these evolving and expanding areas of biology. The course-plan aims to provide these students with

a pedagogical strategy for focusing on cellular, molecular, genomic, and proteomic areas of biology, to allow them to develop a strong foundation in logical and quantitative reasoning, and to become familiar with computational and data-driven approaches to biology. The proposed CMB major will enhance the pedagogical strengths within the department and help to establish and maintain meaningful relationships with the affiliated departments for the continued benefit of our students.

A complete description may be found in Appendix A.

Additional Information Announced

This new major, like the major in Environmental Biology created last year, allows students to take a track within the biological sciences which is both more specialized and more interdisciplinary. In the curriculum committee's estimation the proposal does not require additional staffing.

We should note that in the proposal, the major is sometimes called "Cell and Molecular" and at other times "Cellular and Molecular." We will regularize that language to "Cellular and Molecular." (Chair of the Faculty note: The text in Appendix A has been updated to reflect the regularization of language, changes relative to the printed agenda are in red text.)

Action

The motion came from a core committee and therefore needed no second.

There were no questions for the committee.

The motion passed.

- B. Curricular Policy and Planning gives advance notice of intent to ask the faculty to approve the following changes to the description of general education requirements found in the catalog. The final version after proposed changes are approved can be found in Appendix B. Language showing the actual additions and deletions with the additions in **bold** and the deletions ~~struck through~~ can be found in Appendix C. The substantive changes are (1) adding two overarching umbrellas for organization and changing the introductory language to include explanation of that vision, (2) changing sentence construction in the liberal arts foundation areas to be parallel with the sentence construction for the global and local awareness, and (3) reordering and organizing policies.

Agenda Rationale:

The changes to graduation requirements approved last spring led to an incoherent construction of the description of the graduation requirements. There are no new changes to the requirements for students just a reframing of the language for clarity.

Additional framing by the Chair of Curricular Policy and Planning, Dave Guinee:

We are not changing any of the existing requirements, although we are making some changes in wording to eliminate ambiguities.

In addition, we are rewriting the introductory text to better integrate the new requirements and the language requirement into an overall system and to tell a better story about what our distribution requirements do. After the adoption of the current 2-2-2 requirements, the language requirement seemed something of an outlier, with a harmonious grouping of two courses each in the arts and humanities, social sciences, and science and mathematics, and the additional requirement of one second-semester course in language.

As part of last year's motion to change the general education requirements we had proposed placing the current 2-2-2 grouping under a heading of "Liberal Arts Foundations" and creating another heading of "Global and Local Awareness" to house the new International Experience and Power, Privilege and Diversity

Requirements, together with the language requirement. The committee felt that part of the proposed reorganization was generally welcomed by the faculty and leads to a more coherent picture of what we are doing with our general education requirements. We therefore bring that language, slightly modified, back in this proposal.

The only other real changes are in the policies at the end of the proposal, and they are mostly clarifications.

There is, however, one change in the text as it is printed in the agenda. Under the heading of “International Experience” we will be changing the text to say, “Students earn one course credit through the study of a culture or cultures distinct from US culture,” The addition of “or cultures” is at the suggestion of the Course and Calendar oversight committee to make their job easier in approving courses with the “International Experience” designation. (Chair of the Faculty note: The text in Appendix B has been updated to reflect this announcement, changes relative to the printed agenda are in red text.)

Questions and Comments

The Chair noted the curriculum committee is giving advance notice and we will vote in December. She asked if there were any clarifying questions someone would like to ask. There were no questions for the committee.

The Chair encouraged faculty members to be in touch with Curricular Policy and Planning if anything comes to mind between now and December. The purpose of advance notice is to both be sure we have time to consider important changes and to make minor tweaks as a result of someone drawing attention to a detail or potential unintended consequence.

There were no other questions for Curricular Policy and Planning.

Written Announcements –

None

6. Faculty Personnel Policy and Review (Mark Kannowski)

The Chair noted in addition to the written announcements let me once again note orally, we are still short members of Faculty Personnel Policy and Review (formerly COF), **if you are tenured, not in the English department and not already serving on a committee please consider whether you could step forward and serve.** We need one more representative for fall and two for spring. It is particularly problematic in the spring when we are short two members.

At this point Faculty Personnel Policy and Review member, Glen Kuecker made the following announcement:

On behalf of the committee we will not be able to do some reviews in the Spring because we are missing two committee members. Also, being short one committee member this semester means the current members have to do extra work.

There were no questions for the committee.

Written Announcements –

1. Faculty Personnel Policy and Review committee still has need for volunteers to serve. Committee members must be tenured. Individuals may be from any department other than English.
2. The committee continues to do its work for the year. Twice this semester we have adjourned due to lack of a quorum because of the committee not being fully staffed, a committee member needing to leave for another professional commitment. This problem will become more pronounced when cases are

discussed that require the committee members from departments with a candidate under review are excused for the discussion of that case.

7. Faculty Development (Jim Mills)

A. New competitive funding opportunity for faculty members from the Fisher Fund

For the Faculty Development committee Jim Mills announced a new competitive funding opportunity through the Fisher Fund. The Fisher Fund will have additional funds available for Faculty Member use beginning Fall 2016 (\$30,000/year over a period of four years). The primary focus of this new funding opportunity will be on work that addresses 'Power, Privilege, and Diversity'. Faculty Development will be working to identify appropriate funding levels for proposals and proposal guidelines this fall so that Faculty Members can prepare and submit funding proposals in spring 2016 (the final deadline is yet to be determined). Faculty Development will announce the new guidelines and proposal deadline at either the December or February Faculty Meeting, and, will publish this information on the Faculty Development website.

B. Faculty Fellowships AY2016-2019

Jim Mills then announced recipients of Faculty Fellowships for work during AY2016-2019. This year, Development received sixteen Faculty Fellowship proposals, and it is with sincere pleasure that I announce the following eight recipients of this year's Faculty Fellowships. For each, I will give a very, very brief synopsis that I have paraphrased (hopefully not too poorly, and my apologies to each of you if I have) from each faculty member's proposal.

Meredith Brickell – The House Life Project – Continued Work

The House Life Project, for which Meredith is the leader, is a collaborative of artists, architects, and designers seeking to explore the potential of vacant and abandoned properties in the Near Eastside of Indianapolis through the use of art-based projects. The objective of the House Life Project is to foster community redevelopment through Creative Place-making and Community Engagement. Meredith will use the Faculty Fellowship to continue to develop and enhance this important and impactful work. I would encourage everyone to visit the website 'www.houselifeproject.org' for a very stimulating overview of the work that has been accomplished and that which is forthcoming.

Julia Bruggemann – “Losing Home in the Reich? Memories of a Forced Journey”

Julia will utilize the Fellowship undertake a scholarly project involving the transcription, digitization, and translation of Heinrich Strom's recently discovered diary from 1940-41 that documents the German ethnic resettlement experience during World War II. Heinrich Strom, Julia's grandfather, had his family uprooted by the German SS from the coast of the Black Sea, who were ultimately, resettled into Poland. This work represents a new area of discovery into the concept of victims and perpetrators by revealing the diverse and at times devastating experiences of the forced movement of Germans during World War II. Work in this area is only now surfacing as primary literature of this type is scarce and Julia's work will represent an important contribution to this field.

Pedar Foss

Pedar will use this Faculty Fellowship to finish his book on "Pliny and the Destruction of Vesuvius". The book focuses on Pliny the Younger's Vesuvian letters and their historical, archaeological and artistic impact. This project will fill a longstanding gap in the scholarship of both the Younger and Elder Pliny, and in Pompeian studies generally, especially reception studies. This will be the first English analysis of the Latin text of these letters. The book will examine the letters historical, archaeological, artistic, and cultural impact in Europe and the Americas, and considers their role in forming a common language for 'disaster narratives'.

Joseph Heithaus

Joe will be working on a book of short stories that emanate from the shapes of the English alphabet's letters. These stories, as Joe notes, seek in various ways to undo expectations, to take quick turns in time and content. Each story's form and content are suggested by the shapes of the capital and the lower case of a given letter. For example, Hh is about twin sisters, but one is missing a limb. While Yy investigates the personalities of patrons we may all recognize who frequent the liquor store of a small mid-western town in the crotch of 'Y'.

Kevin Howley

Kevin will use his Faculty Fellowship to work on a new text entitled "Drones: Media Discourse and the Politics of Culture". Over the last decade, unmanned aerial vehicles (UAVs), commonly known as drones, have revolutionized aerial warfare, ignited intense debate in legal, ethical, and international relations circles, and captured the public imagination. In spite of a number of existing books on drones, Kevin will focus on a book-length treatment of drones from media and cultural studies perspectives that builds upon, and extends a new line of research for Kevin into the social construction of drone technology.

Smita Rahman

Smita will use her Faculty Fellowship to support the completion of her new book manuscript on "The Politics of Honor". This book explores the political theory of the concept of honor in contemporary popular and political culture. Smita notes that honor remains a concept of complex and varied meanings across multiple cultural contexts in, for example, The Game of Thrones, novels such as Wolf Hall, symbols and mottos of American militarism, to contemporary debates about faith and gender in contemporary Islam.

Sunil Sahu

Sunil will use his Faculty Fellowship to modernize the Comparative Politics Curriculum in the Department of Political Science. First, Sunil will thoroughly revise POLS 150 Comparative Politics through a reevaluation of the key theoretical frameworks, concepts, and analytical methods of the course. Second, Sunil will develop a new course on South Asia. This course will analyze diplomatic, security and economic relations between the South Asian neighbors of India, Pakistan, Bangladesh, and Sri Lanka and between them and the U.S. and other major powers. Lastly, Sunil will revise POLS 240 Contemporary Political Ideologies. He will focus on select ideologies such as Religious Fundamentalism, Environmentalism, Liberal Democracy and Globalism.

Andrea Sununu

Andrea will use the Fellowship to complete the three volumes of a scholarly edition of "The Collected Works of Katherine Philips, The Matchless Orinda". Philips was a 17th century writer that became an important model for 18th century women writers. The volumes focus on Katherine's poems, plays, and letters using a 21st century perspective on the social nature of early modern texts in general and of Philips's writing in particular, the edition will provide up-to-date materials on her biography and her literary and political milieu. Congratulations to all of you!

New Teagle Pedagogy Fellows

Jim Mills then announced that Faculty Development with Jeff Kenney, Faculty Development Coordinator, Dean of Faculty, Carrie Klaus, and the Vice President for Academic Affairs, Anne Harris, are very pleased to announce that Christy Holmes, Assistant Professor of Women's, Gender, and Sexuality Studies and Amity Reading, Assistant Professor of English have accepted the positions of Teagle Pedagogy Fellows for the coming year.

Teagle Pedagogy Fellows are faculty members from each GLCA college who are the intellectual leaders of the GLCA Center for Teaching and Learning. This group will be responsible for identifying core themes and setting the agenda for the work of the GLCA Center in each year. They will be principal authors of a variety of written works, and they will make presentations and facilitate discussions of teaching and learning on their own campuses, at other GLCA colleges, in Consortial Colloquies, and in national meetings. In most cases those

Fellows will serve as thinkers and consultants for the GLCA Center for Teaching and Learning.

Announcement of Increased Eligibility for Enhanced Conference Funding

FDC, in collaboration with the VPAA and the Dean of the Faculty, has agreed to expand the criteria, on a trial basis, for eligibility of extra conference funds for Faculty members that will be used to support the varied ways in which faculty participate in conferences, including nontraditional presentation formats, editorial outreach, program development, and a range of other activities, both for domestic and international professional conferences. The domestic conference rate will add \$150/day for up to four days and the international conference rate will add a flat \$800. The international conference addition may only be applied to one international conference per academic year. Please see the Faculty Development website under 'conferences' for full details: <http://www.depauw.edu/offices/academic-affairs/faculty-development/professional-conference-workshop-fund/>

Faculty Development, the VPAA, and the Dean of Faculty will monitor the use of these funds over the next year to make sure there are enough funds to support regular conference attendance. If funding for conferences begins to tighten up beyond normal expectations, the extra funding for domestic and international conferences may have to be put on hold.

Remember, conference funding is a first-come, first-serve fund subject to funding availability. Do not wait until the last minute to request conference funding.

Action

There were no questions for the committee.

Written Announcements –

Upcoming FDC deadlines:

Fisher Course Reassignment applications due – November 4th

Student/Faculty Summer Research – March 9th

Faculty Summer Stipends – April 6th

Howes Summer Student Grant applications due – April 13th

Faculty Fellowship year 1 and year 2 reports due – May 4th

8. Student Academic Life (Khadija Stewart)

The Student Academic Life report will be given at the December meeting.

- A. Student Academic Life has a brief report about an issue with student meal plans and the work that was done to address the concern.

There were no questions for the committee.

Written Announcements –

None.

Reports from other Committees

Committee rosters are available at:

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

9. University Strategic Planning committee – (David Newman)

David Newman updated the faculty on the work of the University Strategic Planning committee sharing the following.

We are nearing completion of our work assessing progress on the initiatives outlined in the *DePauw 2020* report (which by the way is not a secret document. Available on the website by entering “DePauw 2020” in search box or contact me and I’ll send the link [<http://www.depauw.edu/files/resources/01---depauw-2020---the-plan-for-depauw---may-2013-.pdf>]).

With regard to our charge of providing the administration and the board with an outline for the future strategic direction of the university and in the interests of transparency and gathering as much input as possible, we will be sending everyone a short survey on Nov. 6

- By SHORT, I mean SHORT. One simple parsimonious, open-ended question asking you to identify what YOU think should be the top priorities of the university in the near future
- It will be sent to ALL campus constituencies (faculty, staff, students)
- Be as detailed as you want (can list things or provide some rationale)
- Nothing is too ambitious or too trivial (if you think more trees on campus or reliable computers in Asbury classrooms should be a top priority than say so).
- HOWEVER, would be best if you are as SPECIFIC and CONCRETE as possible. Saying, “Make DePauw better” will not be especially helpful.
- You can focus on any area of the university:
 - Faculty life
 - Student life
 - Curriculum
 - Physical state of the university
 - Admissions
 - Greencastle community
 - Etc.

Although pursuing any new initiative will, at some point, be dependent on how resources are allocated, the committee encourages you to be “budget blind” at this point. All that matters is what YOU consider to be important. What would you tell the trustees or the new president if asked what YOU think are the most important issues we need to address or goals we need to pursue as we move forward?

The committee will code the responses to identify key themes or truly noteworthy/intriguing ideas. We will include this information in a report the committee will present to the board in January.

If you want to have a say in the future direction of the University, here’s your chance.

There were no questions for the committee.

Written Announcements –

None.

10. Honorary Degree and University Occasions committee – (Brooke Cox)

The committee in conjunction with the President presented the final slate for Honorary Degree candidates in Executive Session at the end of the meeting.

Written Announcements

None.

11. Great Lakes College Association (GLCA) Representatives – (John Caraher and Sherry Mou)**A. Oral Report from the GLCA Academic Council Meeting**

1. Highlights of new GLCA programs
2. Possible changes to the GLCA Academic Council meetings (more focus on tangible outcomes such as best practice documents, specific recommendations for action by GLCA presidents, possibly requiring a second meeting or longer fall meeting)

John Caraher reported on the most recent GLCA Academic Council Meeting. GLCA offers several programs to support scholarly work, including some new ones as part of the \$5.75 million Mellon-funded Global Crossroads initiative. They are also increasingly offering student support for collaborative projects with faculty.

One brand new initiative is the Global Scholars program, part of the Global Alliance collaboration among the GLCA and 16 other schools in other countries all over the world. DePauw does not currently participate, in part because as it currently exists students are expected to complete two semesters abroad, at two different schools, focusing their academic study on a particular issue. But this new program is still evolving and it is likely that one of the semesters could instead be an experiential learning opportunity hosted at one of the campuses, which might be attractive to some of our students seeking such experiences in addition to a traditional semester abroad.

The Global Alliance can also be a resource for those seeking sabbatical opportunities.

As for the Academic Council meeting itself, we began with campus updates, then discussed ways to make the Academic Council meeting have more impact. It could develop best practice guidelines on issues of common interest ranging from campus climate problems to guidelines for conducting presidential searches. Alternatively, it could focus on developing concrete proposals for action by the Board of Directors (one such past success was the tuition remission program, which originated with the Academic Council). This might mean a longer meeting or a second annual meeting.

There were no questions for our GLCA Representatives.

Written Announcements

A more detailed written report from the 2015 Academic Council meeting is found in Appendix C.

Additional Business**12. Remarks from the President (Brian Casey)**

I would like to use my time today to speak about continuing efforts to address and learn from the events of September and, the work necessary to transition the University from immediate response to those events to long-term recovery, and, finally on steps that we should make to bring about meaningful cultural change to DePauw.

Administrative efforts over the last several weeks have been focused on three different sets of activities:

1. First supporting the students and the staff member who had direct interactions with Greencastle police on September 23rd. There has been much work in this area in the past several weeks, and these will continue

so long as necessary.

2. Second reviewing the events of September 23rd to see how we can understand, fully, what happened and to have this community both heal from that day and learn how we can move forward, as a changed campus and community. The independent review committee announced last week is one important effort to achieve these ends. That committee is meeting this week to organize their efforts and to arrange for conversations with people at DePauw and in Greencastle. They plan at this point to have an open session on the campus within the next few weeks. I will send out details on these processes as soon as the committee completes its preliminary work and sets up its schedule.
3. Finally, there have been quite a number of steps taken that are designed to change the culture of this institution in multiple ways—or at least to set the stage for cultural change, and to do so in way that involved as many members of this community as possible.

It is this third area about which I want to speak now.

First, I want to speak about student spaces.

As I indicated in my October 9 email to the community, the Board of Trustees endorsed use of funds from last year's operating budget surplus to improve significantly the spaces used by our students of color, international students, and LGBTQ students.

In addition to the allocation of funds made by the Board during their last meeting, in the last few weeks we have raised additional external funds for this effort.

Planning has begun to help us determine whether we should renovate the student affiliation houses on Hanna Street, or to replace some or all them. These include the Women's Center, the Dorothy Brown House, and the AAAS House. My sense is that we will see some combination of renovation and replacement. Student Life has also been working with LGBTQ students to create a dedicated LGBTQ house on campus.

Brad Kelsheimer and Christopher Wells are exploring the possibilities here and determining the cost of such changes. Planning efforts associated with this will deeply involve the students who use and cherish these spaces.

As I also reported in that email, the Facilities Office is working on improving lighting and safety measure on Jackson Street as well. We have identified a way to significantly improve the lighting in that area, and we hope to have those improvements in place soon.

Second I want to speak of Faculty and Academic Initiatives

It is deeply important that development of the academic program keep pace with the development of campus spaces. We need to keep supporting our faculty in *their* work to transform the campus climate.

Here are some of the hiring and development initiatives coming out of Academic Affairs which follow from my email of October 9:

- Rich Cameron (chair of the Resource Allocation Subcommittee (RAS)) and Anne Harris are working to present research and readings on cluster hires for faculty discussion (these discussions will take place over Winter Term and in the spring semester). On some campuses – though usually large campuses-- cluster hires have been a very effective tool for recruiting a diverse faculty. We need to decide how such an

approach might work at an institution, and faculty, of our size.

- Anne, together with RAS, will undertake an analysis of the departmentally-based national search system we currently use, but which is failing to diversify our faculty. I have asked Anne to lead this discussion on this topic with the faculty.
- Anne and RAS are working on a far quicker system to assemble RAS so that timely opportunity hires may be reviewed – this will replace a system in which we largely sat on these opportunity hires until the end of the academic year;
- Similarly, Academic Affairs is working with at least five departments on a number of Consortium on Faculty Diversity proposals. This is a large uptick in activity under this program and it probably represents one of the most fruitful ways we can bring to our campus emerging diverse scholars as quickly as possible as we consider other faculty hiring practices.
- The Faculty Development committee will design opportunities for Power, Privilege, and Diversity course and pedagogy development in anticipation of this requirement being in place on this campus in two semester’s time. Anne has reported on this, and will continue to do so.
- David Alvarez is working with Global Crossroad grants to design opportunities for International Experience course and pedagogy development.
- Finally, Anne working with Greg Wagner of GLCA and Teagle GLCA Teaching and Learning Center to initiate a pedagogy and campus climate workshop.

So, in the area of the academic program, our efforts are two pronged. First, considering new ways to diversify the DePauw faculty. This is an effort that involves, or must involve, everyone in this room as the appointment of faculty and their development ultimately belongs to the faculty. Second, through new programs, we are trying to find ways to have a more connected and more sustain effort to develop our curriculum and our pedagogical practices.

On a specific effort in this last prong, I have asked Anne to bring to this campus a SEED program that Peggy McIntosh spoke about when she was on campus last week. This Wellesley College originated program on “Seeking Educational Equity and Diversity” (hence “SEED”) is a peer-led professional development program that seeks to build capacity for more equitable curricula, campuses and communities. I hope we can have this in place by next academic year at the very latest.

Finally, I want to speak of long term planning.

The Diversity and Equity Committee has met multiple times over the semester. In addition to its regular meetings, working groups have also met regularly in order to continue its progress on the long-term campus inclusion plan.

Diversity and Equity committee have identified four working groups to carry out the work of the campus inclusion plan, these are:

1. Life-cycle: what is the DePauw experience of faculty, staff and students from recruitment, hire/enrollment and graduation/exit/retirement?
2. Communication: how can we be more transparent and better communicate as a community—who we want to be and the progress we are making on getting there?
3. Academic Life/co-curricular: what is the curricular/co-curricular experience of students and what

programming/events can be enhanced?

4. Community engagement: how do we build a stronger sense of community with Greencastle?

A Faculty/Staff climate survey has been distributed that will inform this report.

A draft of the vision statement, including how we as a community define diversity and inclusion will be broadly distributed soon. This is an opportunity to provide your thoughts/input on our campus values.

The Committee hopes to have an outline (skeleton) of the long-term plan by the end of the fall semester. The entire campus community will be provided an opportunity to make comments and provide input on our goals and priorities.

It has been a challenging time the past few weeks, and I have reflected on my own role in moving this campus forward from the events of September, and the events of the last several years. The answer must be to continue to think and learn, but it is also time to act. And it is time for all of us to act, as it is our campus we are contemplating.

So I look forward to these steps. And I will be happy to answer any questions you might have on any of these steps.

There were no questions for the President.

13. Remarks from the Dean of Academic Life (Dave Berque)

This report follows up on an email I sent in early September to announce a pilot of a new retention effort called the Compass program, which is being coordinated by Academic Life, the Hubbard Center and Student Life.

I would like to review the rationale for that program now, update you on our progress, and let you know of our plans to invite faculty participation in pilot year two next year.

Let me start with the review:

- As you know, DePauw has a long history of providing resources to help first-year students in their college transition. Long-standing components of this First-Year Experience program include writing and discussion intensive first year seminar classes, a strong faculty advising program, and a robust peer mentor and RA program.
- Over the last few years, Academic Life, the Hubbard Center for Student Engagement and Student Life have worked closely on initiatives designed to help students succeed and excel. While these efforts have touched all four class years, they have focused particularly on the First-Year Experience through programs such as Dining with Deans, enhanced programming in residence halls, and very intentional outreach by the Hubbard Center for Student Engagement.
- Our focus on first-year students has been successful in many ways. For six years out of the past seven, at least 90% of DePauw's incoming class has persisted into the sophomore year. For the past few years, persistence has been particularly strong. In fact, 93% of the first-year students who entered DePauw in fall 2013 persisted to start their sophomore year. 94% of the first-year students who entered in fall 2014 persisted into the fall of this year (in institutional record).
- These first-to-second year retention rates compare favorably with our peers. For example, Oberlin reports a first to second year retention rate of 92% for first year students entering in fall 2014. We should be very proud of our team efforts here and I especially thank everyone who teaches First Year Seminar courses and works closely with First Year Students.
- Despite the successes in our first-to-second year retention, our four-year graduation rates and six-year

graduation rates have room for improvement.

- For example, the four-year graduation rate for the class of 2015 was 76% and we have only met or exceed a four-year graduation rate of 80% three times in the past 25 years. Our six-year graduation rates have been about 80% for the past few years. By contrast, Oberlin has a six-year graduation rate of 88%.

With this gap between our very strong first-to-second year retention, and our four-year and six-year graduation rates in mind, members of Academic Life, the Hubbard Center, Student Life and the Registrar's Office agreed to serve as pilot "Compass contacts" this year.

- We are focusing on current sophomores, because the cohort that entered in fall 2014 (class of 2018) presents both challenges and opportunities. The small size of the cohort means that retention is imperative from an institutional point of view.
- At the same time, the small size of this cohort provides us with an opportunity to more easily deploy new pilot programs focusing on helping all members of this cohort succeed and excel.
- From a quantitative standpoint, we aim for at least 90% of the cohort that entered DePauw in fall 2014 to persist into the junior year, at least 87% to persist into the senior year, at least 84% to graduate within four years and at least 85% to graduate within six years.
- Toward this end, each contact is working with a few mentor groups from the prior year to provide an extra layer of support that is specifically designed to improve student retention. For example, some Compass contacts have asked sophomores to share goals (academic, co-curricular, leadership, personal) for the remainder of their time at DePauw. This has led to a discussion of the offices and resources that can help students to reach their goals.
- We hope the program will help mentor groups remain intact into the sophomore year. We believe this effort will aid in retention, especially for students who have not formed other strong campus connections yet.
- We hope the program will help students be more fully aware of all of the co-curricular and leadership opportunities they can explore to enhance their curricular experiences as they prepare for life after DePauw.
- We also hope to coach students to identify and take ownership of problems that may interfere with their goals, thereby helping students become more resilient.

Let me shift to the current status of the pilot:

- So far we have, with admittedly mixed results, hosted mentor group reunion meetings for the sophomore class.
 - We are currently in the process of having one-on-one meetings with members of the sophomore class.

And finally, on to next steps:

- We launched this program in fall 2015 after review by the Advising Committee in summer 2015 and with support from Student Affairs, Academic Affairs and the President's Office.
- We are currently learning from the successes and failures of the pilot year (there are definitely things we need to improve) and will be in touch with the Advising Committee and the Student Academic Life Committee to discuss our plans to run a second pilot year, which will undoubtedly differ from the first year.
- We welcome faculty participation in the second pilot year and will be in touch as our plans develop. In the meantime, if you have interest in possibly participating in this program please feel free to drop me an email. It would help in our planning if we had a sense of how many faculty might be interested in being involved with a program like this.
- Anne will be sharing additional thoughts about advising efforts and opportunities during her report in a few moments.

Question from faculty member: Do you have that retention data (that is, the 4- and 6-year graduation data) broken down to show the graduation rates for students of color and first-generation students?

Response from Dave Berque: Retention rate for first-generation students from the first year to sophomore year was higher than the overall average. The first to second year retention rate was not as high for some other populations. I will check for data on 4- and 6-year graduation rates and will share what I find.

Question from faculty member: Do we have data on why students are leaving?

Response from Dave Berque: When students leave DePauw we conduct exit interviews. The answers they give may or may not be the actual reason why they are leaving. Some of the reasons given include: lack of fit, financial pressure, and a desire to be closer to home. There are many reasons given for why a student leaves DePauw.

Question from faculty member: Do you also take admission standards into consideration when they looked at retention number (whether higher admission standards resulted/played a role in higher retention numbers)?

Response from Dave Berque: You are right that the cohort that entered DePauw in fall 2014 was stronger academically and that likely played a role in the improved retention rates. However, keep in mind that the retention rate has been trending upward for the past few years.

14. Remarks from the VPAA (Anne Harris)

I. Faculty Hiring (brief update)

- **Cluster hire readings** – lunches over Winter Term, presentation in the spring
- **Curriculum committee conversations about RAS** – constitution, opportunity hires

II. Curriculum and Practicum

Language I've been using to talk about the academic experience at DePauw to the Trustees and Admission.

Description of our curriculum (exploration in Liberal Arts Foundations; flexibility in our competencies; adaptability in Local and Global Awareness – language, PPD, IE; all critical thinking)

Description of our practicum (Extended Studies in Winter Term/May Term; off-campus study; internships; community engagement/service learning; nationally competitive fellowships) – saw the idea active in our Honors programs (practicum in a field) and realize that we have the *opportunities* of this dynamic of curriculum + practicum for each student (and can work towards better guarantees).

And to work also for better connections between the curriculum and the practicum, so that they are not separate events in our students' experience, but rather that the curriculum shape the practicum.

- **Centers** – the practicum at work
 - Pulliam – radio, tv, journalism
 - Prindle – debate, activism, grant writing
 - McDermond – potential to emerge as a practicum center on campus
 - Task Force Report: series of recommendations
 - Outcome: business in the practicum
- **Hubbard** – the practicum in place
 - Hubbard Center Task Force (thank you, Governance Committee)
 - Internship Working Group (Honors, Alums, Development)
 - Honors programs

- Raj working with individual departments

III. Advising

Education Advisory Board (EAB) - advantages of interconnected communication – Dave Berque & Ken Kirkpatrick have returned from this meeting.

- Educational Advisory Board/EAB Student Success Collaborative (SSC); software platform
- “SSC will amplify advisors’ impact by making sure they can easily access the right information about advisees at the right time. This will enable more meaningful advising discussions.”
- Dashboard tools will provide data that revisions to self-study process asked for: see patterns in the way students move through introductory courses, minors, and majors
- "Campaigns" that will offer support to individual faculty advisors.
 - Identify all students who have not declared a major after a certain date and invite them to a session on selecting a major.
 - Identify students who are behind in credit and invite them to Register for a 0.5 credit Winter Term course.
 - Identify student athletes who are on academic probation for the first time.
 - Identify stop-outs (students who have recently withdrawn from DePauw) and communicate to them asking about their plans to apply for re-admission.
 - Identify students with downward-trending GPA’s and refer them to Academic Excellence Tutors.
 - Dave and his team are investigating the potential, more updates throughout the spring
- You'll be receiving an invitation to consider some of these options

Advising at DePauw

A very present time to think through possibilities, as faculty members are registering exhaustion.

- Restructure to make the workload more equitable?
- Restructure to designate a certain number of faculty members (with course release) in the department?
- Completely other models – class deans? Compass?
- Teamwork of the Advising committee + Student Academic Life + Hubbard Center

Faculty Development slate for Power, Privilege and Diversity and International Experience

Student Government Feedback – conversations with Perrin Duncan and Dave Berque

- "Education to the student body about what the requirement will be" (regarding Power, Privilege and Diversity requirement)
- "I've taken a ton of British literature classes, but I wouldn't want that to count as a 'foreign culture.'" Should be non-English." (regarding International Experience requirement)

Faculty Development opportunities

- Might want to think about a Learning Outcomes group
- Faculty Development now has Power, Privilege and Diversity funding in place and will be announcing opportunities
 - Please send further suggestions to Jim Mills, Chair of Faculty Development
- David Alvarez will also be working with Faculty Development
 - Information lunch about Global Crossroads soon
- May slate – absolutely wonderful the energy, the potential
 - Faculty Development, Jeff Kenney, Carrie Klaus and I are working out the possibilities
 - No less than seven are in play right now: PPD pedagogy, writing workshop

- Specific opportunities related to campus climate
 - SEED Project participation – contact Carrie Klaus or me
 - Usually two separate week-long sessions in July
 - Anti-Racist Pedagogy Across the Curriculum workshop
 - June 15-23, 2016 at St. Cloud University
 - Ted Mason of Kenyon + Teagle Fellows to gather pedagogies

Question from faculty member: I hate to do this, but I am going to address the elephant in the room. This is all exciting stuff, but at DePauw we work really, really hard. These initiatives mean more work. Where are we on discussions about workload? Any progress on that?

Response from VPAA Anne Harris: As called upon by the Planning Committee's charge to review the DePauw 2020 plan, I am engaged in the process of reviewing faculty workload. Staffing requests for 2016-17 and modeling a teaching 3-2 teaching load just went out this morning, so this issue is very present. The modeling of a 3-2-(1) teaching load is guided by the principle of "phasing for feasibility." We currently have many course reassignments active for many faculty members, how many more would we need to have a basic equity for everyone to have the option of a reassigned course? These reassigned courses are safeguards for faculty, for the work that the faculty currently does as an overload, but which is so important to the academic and community experience of the institution. They can help us tell the narrative of our faculty work to the Board of Trustees. This work includes, but is not limited to: faculty student research during the semester, grant writing, mentoring student groups, and anything else that your department sees as needing safeguarding, recognition, and support. When I say phasing, I am asking, what would it take to get to a 3-2-(1) for everyone, what would it take in terms of our budget, in terms of our curriculum? Can we think, in our departments, of having bigger intro courses, or combined upper level classes, or even a different distribution of the curriculum? I will have that data in hand in January to present to the Board. How can we use that data to bring attention to the work of the faculty, to nurture it, acknowledge and safeguard, and support the work of the faculty.

Question from Faculty Member: I'm a 12-month employee, but I'm also a member of the faculty, and I'm expected to do scholarship, research, and service. Will there be a "1" for librarians? What would that look like? Have you considered that?

Response from VPAA Anne Harris: I need to learn more about the possibilities for staff development, you have me thinking about how we can provide support for staff development as well as faculty development.

Question from Faculty Member: How does the 3-2-(1) align with the discussion of 3-2?

Response from VPAA Anne Harris: DePauw 2020 identifies 3-2-(1) instead of 3-2 as the model through which to address faculty workload issues. We have modeled 3-2 before, but not 3-2-(1), so I am trying to respond to that interpretation of the model for faculty workload.

15. Report from faculty observers at the October Board of Trustees Meeting (Bridget Gourley, Francesca Seaman and Harry Brown)

Given the late hour, Bridget Gourley gave an abbreviated version on this report and noted the full report would appear in the minutes. What follows is the full report.

As you know, we had not yet finalized an option with the Board of Trustees to regularize faculty participation in their meetings the governance committee, in consultation with President Casey, asked Francesca Seaman, Harry Brown and I to serve as observers once again. As has been announced by the Faculty Priorities and Governance committee directly elected faculty members of the University Strategic Planning committee will

participate in the mid-year retreat. We hope to work with governance and the Board of Trustees to be in a position to have formalized the process including whom, by virtue of their position, regularly attends. Not only does the faculty have to approve regularizing a model for faculty participation so does the Board of Trustees. Moving to model with standing observers is something that can't be rushed.

If you are not aware, the full Board of Trustees meets three times per year. Twice on campus, in the fall and spring, and for a strategic retreat, typically in Florida in late January or early February. The fall date is in October, typically in the days immediately proceeding Old Gold Weekend. The spring date is usually in early May, typically the Thursday/Friday after the national Admission commitment day so the Board has a good sense of the incoming class and the impact on the budget.

The Board has four major standing committees Academic Affairs, Admissions and Student Life, Budget and Finance, and Advancement. Of those, the Advancement meeting is usually confidential because of the discussion of gifts received and the need for the Board to formally accept the gift agreements. Faculty observed at each of the other meetings with Bridget Gourley attending Budget and Finance, Harry Brown attending Academic Affairs and Francesca Seaman attending Student Life as we have in past.

As you might imagine one of the Board's major points of focus during the meeting was the Presidential Search. All committees spent part of their time discussing desired attributes in the next President in light of the work of their committee to be shared with the search consultants. Additionally, the full Board received an update from Chair of the Search Committee, Kathy Vrabeck. The information parallels what has been shared with the entire community. Isaacson, Miller was the search firm chosen. The search firm met with a variety of constituencies in the days preceding the Board meeting and in reporting to the Presidential Search committee noted that they had the largest student turnout to their meetings with the most engaged and well-educated set of responses they've seen in a search. The themes the search firm heard from all campus constituencies was consistent and five major themes arose campus climate, academic program, Greencastle, the DePauw identity and funding. The profile has been finalized and released as campus learned in an email from the search chair in early November. To get the caliber of candidates DePauw hopes to attract it will be a closed search and DePauw does hope to announce the new president in the spring.

The Board was given a financial update. As President Casey shared at the Faculty Institute DePauw balanced the operating budget, grew the endowment and had a growth in net assets. Language used by the Budget and Finance committee is that we had a strong operating performance. Still as was reported to the full Board, those successes are balanced against the previously authorized supplemental endowment draw. It is clear that the Board wants to move to a position where we don't need or receive a supplemental draw.

The Board also received an admissions update receiving the same data shared with the faculty at the beginning of the year. A couple of numbers that caught our attention: 56% of entering students are in a special program, 39% are recruited athletes and 80% of students come in think they know what they plan to major in and those are the fields that most closely line up with careers. Admissions goals for the coming year were reported as increasing the number of applicants, admitting fewer students who are unlikely to enroll and take further steps to improve academic quality and diversity.

There was a capital projects update. The active projects discussed were the dining hall, Hubbard Center and Stewart Plaza. In planning are R. O. West Library, the Asbury Hall renovation and the Union Building Phase II.

In the Capital Campaign update we learned we are 60% of the way toward the \$75 M Academic Life goal, 58% of the way toward the \$25M Student Engagement goal, 57% of the way toward the \$100M DPU Trust (scholarship) goal, 93% of the way toward the \$75M Campus Master Plan (buildings) goal and 73% of the way toward the \$25M in Annual Giving goal. In other words as of July 31 we were 75% of the way to the goal with

a total of \$224M raised.

The reported key initiatives in the coming year are focused around Admissions, Diversity, Campus, Fellows programs, particularly the McDermond Center and Management Fellows program, and fundraising to ensure that the 20th President of DePauw University arrives at an institution “well run, well prepared and marked by possibility and momentum.”

The full Board received an update on the new general education requirements passed last spring and some of the faculty development support available to develop and enhance those curricular offerings. Included in that report was information about the GLCA Global Crossroads grant. Also a quick educational moment was provided to the board about what are the components of a DePauw education and how the Curricular Policy and Planning committee is working on framing language. VPAA Anne Harris also spent time in her report to the full Board on her vision for how we link the curriculum with the practicum and strengthening those connections.

The Budget and Finance committee discussed detailed issues regarding managing the budget, talked about recruitment strategies and the impact of those on the budget, what a strong finish to the capital campaign will mean for the budget, and recommended that last year’s budget surplus cover the unanticipated costs of the presidential search, address some deferred maintenance and safety issues, and the remainder be returned to the endowment to limit the actual supplemental draw.

The Academic Affairs committee heard a report from Anne Harris, which covered three main areas: new hiring initiatives designed to increase the diversity of the faculty, recent changes to the general education program and developing synergies between "curriculum and practicum," and, finally, the action items related to the McDermond Center and Management Fellows task force from last year. Board members affirmed Anne's hiring and curricular initiatives but appeared most interested in discussing the future role of the McDermond Center and its intersections with Management Fellows and the Hubbard Center. They generally agreed that internships and other practicum experiences offered by these areas of the University represent a critical component of "modernizing" liberal arts education.

At the Student Life committee meeting, members of the Hubbard Center presented on a variety of new initiatives, including the new Compass Program for advising. Summer programs and service learning opportunities were high lighted, as well as some new ideas from the office of Spiritual Life.

In the final plenary session of the Board, all standing committees and task forces reported out. Additional information discussed include the inauguration of a inclusion and diversity task force chaired by Board member Lisa Bennett, noting that being a welcoming community is the right thing to do for all members of the community.

We also heard quick report outs from the Building and Grounds committee, Budget and Finance committee, the Investment committee, the Audit and Risk committee, the Advancement and Alumni committee, Student Life committee, Academic Affairs committee, Nominations and Trusteeship committee, National Campaign committee, Admissions task force, School of Music task force, Hubbard Center task force, Greencastle task force.

The meeting concluded with President Casey sharing his Old Gold Statement for endorsement that was released later that day about the campus climate and the place we want to be.

As observers to the Board meeting we have noticed is the value in having social conversations during breaks with individual board members. Members seem genuinely interested in our take about our day-to-day lives,

interactions with students, successes and challenges. All three of us had great opportunities to provide insight to Board members that we felt shifted their perspective. We wish the note about the official ribbon cutting of the Hubbard Center and reception had been released to the community early enough that more faculty members could have participated in that kind of event. We are thinking about best ways to achieve these informal conversations with a broader number of faculty members moving forward.

Harry, Francesca and Bridget would each happy to answer whatever questions colleagues may have.

Given the late hour, there were no questions for the committee to the abbreviated report.

16. Unfinished Business

There was no unfinished business.

17. New Business

No one raised any new business.

18. Announcements

Vice-President for Student Life Christopher Wells reminded everyone to vote on there was a local election the next day, November 3, and encouraged all residents to exercise their right to vote.

19. Executive Session to Vote on Honorary Degrees

The Chair then announced that the only remaining agenda item was executive session to vote on honorary degree candidates. Voting faculty members were asked to remain. Others were asked to exit. After the honorary degree vote we the meeting was formally adjourn.

20. Adjournment

The meeting was adjourned just after 5:30 p.m.

Appendices

Appendix A: Complete Description of the Proposal for a New Major in Cellular and Molecular Biology

Proposal

As part of the overall changes in the Biology curriculum undertaken these past three years, we are offering a plan for a new major in the Biology department: Cell & Molecular Biology, or CMB. This major, much like the Environmental Biology major, will provide students with the opportunity to explore a highly interdisciplinary and expanding area within Biology. We have designed the CMB curriculum to be flexible and interdisciplinary, while providing depth of knowledge within a particular focus (see Motivation). This course-plan aims to provide students (beyond the common and broad introductory biology courses series) with a pedagogical strategy for focusing more deeply on cellular, molecular, genomic, and proteomic areas of biology, while establishing a strong foundation in logical and quantitative approaches. In addition, especially with respect to the genomic aspects of the new major, we included a selection of courses to provide quantitative and computational support for more structured and data-driven approaches to Cell biology. The courses are drawn from the Biology, Computer Science, Mathematics, and Chemistry departments. A CMB student will take 5 Core courses, 3 Elective courses, and 3 designated CS and/or Math courses for a total of 11 courses. In addition, a capstone experience will consist of the Senior Seminar that is currently a requirement of the Biology major and the Environmental Biology major. We encourage at this time but do not require students to engage in independent and interdisciplinary research projects. This proposed course-plan incorporates and synthesizes ideas from colleagues in the Math and Computer Science departments, who also have offered support and a strong interest in the further development of this major.

Motivation

The notion of a cellular and molecular biology major (CMB) as a major for students in the Biology Department is long standing. The idea started to take curricular shape in 2008. A meeting to gauge student interest in Cell Biology, Molecular Biology, Genetics and Genomics (called CMG2) took place in 2012 and drew more than 20 students. In the past three years, during discussions leading to the emergence of the new Biology curriculum, the proposal for the CMB major evolved to be more interdisciplinary through the establishment of contacts with the Math and Computer Science Departments, and through a focus on analytical and quantitative biology. Following discussions with these two departments during this academic year, the incorporation of their suggestions, and following discussions within the Biology department, we arrived at a curriculum that makes this major unique and innovative. The Math and Computer Science departments enthusiastically endorsed the current proposal and are eager to further strengthen connections with the Biology Department.

Biology is one of the most multidisciplinary of the sciences, given that it spans atoms to ecosystems. One way to address this extraordinary breadth of topics and concepts is to incorporate interdisciplinary components into new majors that remain strongly rooted within Biology. Breakthroughs in genomics, proteomics, biophysics, and cell visualization and modeling will continue to be strongly dependent on computational methods. Such methods offer powerful, new tools necessary for accessing and analyzing large amounts of data from sequenced genomes and large-scale proteomics. In this regard, biological 'evidence' in these fields frequently consists of data in large sets or databases, and processing this information requires quantitative analyses by computational and statistical techniques.

Understanding the theory and practice underlying these computational approaches is becoming more important both at the graduate and undergraduate levels. Consequently, many biology departments in national liberal arts institutions have developed new majors to allow their students to pursue these expanding areas of biology while providing a strong foundation for graduate studies in the biological sciences. In this regard, a recent report by David Harvey highlighted the fact that nearly all the Biology departments in the GLCA and other national liberal arts colleges have created new majors to complement existing Biology

curricula. With these considerations, we analyzed our current resources and course-offerings across our science departments, and were encouraged to discover that there would be no new, significant resources required for the implementation of this major. The recent addition of the new tenure-track faculty member in Cell biology further strengthens resources needed for this new major.

This proposed major leverages the wealth of expertise currently residing in the biology department, as a foundation for the development of the new major itself, and for potentially attracting students with interdisciplinary interests to our department. These will include students interested in Biology at the molecular and cellular scale, as well as Math and Computer Science students interested in Biological applications and pursuits. The proposed CMB major along with a new Environmental science major in concert with our recently re-designed Biology major will enhance the pedagogical strengths of the entire department and help to establish and maintain meaningful relationships with other departments for the continued benefit of our students.

How will the proposed changes affect current majors?

This new major will not affect current majors. Most courses in the Cellular and Molecular Biology cluster of classes are electives for the Biology major (and the Biochemistry major). A subset of these classes will be required for CMB majors in addition the Math and Computer Science requirements.

What is your plan or timetable for implementing these changes? Will there be a period in which you have majors operating under two sets of requirements?

If approved, the CMB major will be available to students starting in the 2015-2016 academic year, if some students can meet the established requirement. However it is unlikely that any students would fulfill these requirements before the 2016-2017 academic year, given that Biology majors do not typically complete the extent of Math and/or Computer Science courses required for the CMB major.

Do these changes carry staffing implications? If so, explain how you plan to deal with them.

These changes do not carry staffing implications. We anticipate that the CMB major may attract 5 to 8 students per year. The CMB major shares the same introductory core courses as the Biology and Environmental Biology majors. The four faculty that primarily teach in the CMB cluster are sufficient to support the major. The recent hire of a tenure-track Cell Biologist will further facilitate coverage of the upper level CMB cluster for the Biology Department and will help further support the needs of the Biochemistry program.

How will these changes impact other departments and programs? If you are requiring courses from other departments or programs, have you discussed the implications of these changes with them?

This new major will offer greater opportunity in the Biology department for students with diverse interests within the wide fields of Biology. Three of the required courses for the majors are from the Computer Science or Math Departments.

On separate occasions meetings took place with the Chair of each department, with some of the faculty and with the Departments as a whole. Discussions with both Math and CS departments informed the final selection of the Math and CS courses required for the CMB major. Both departments enthusiastically support this major and are looking forward to explore with their current faculty the development of interdisciplinary Biology-Math courses as well as Biology-Computer Sciences courses in the future. We have also discussed encouraging Biology majors to minor in Math and/or Computer Sciences. Computer Science and Math majors may be encouraged to minor in Biology or also major in Cellular and Molecular Biology. Both the Math and Computer Science departments anticipate providing space to the 5 to 8 students we expect will opt for CMB major without new resources required.

The Chemistry and Biochemistry department have been appraised of the changes in the Biology curriculum.

The Biochemistry program is modifying its requirements to better align with the new common Biology major. In this regard, certain aspects of the CMB major coincide well with pedagogical (or curricular) priorities in the Biochemistry major, such as a quantitative emphasis on biomolecular structures and their interactions in cells to create specific cellular phenotypes.

Requirements for a Major

Cellular and Molecular Biology

Total Courses Required	8.5 BIO + CHEM 120 + 3 MATH and/or CSC
Core Courses	BIO 101, BIO 102, CHEM 120, (BIO 241 <u>or</u> BIO 250), BIO 315
Other Required Courses	<p>3 BIO courses (at least 2 courses from Group 1)</p> <p>Group 1: BIO 241, BIO 250, BIO 375, BIO 290 (Cancer Bio), BIO 314, BIO 320, BIO 325, BIO 361, BIO 381, Bio 385, Bio 415, Bio 490 (CMB area)</p> <p>Group 2: BIO 230, BIO 285, BIO 334, BIO 335, Bio 382</p> <p>3 courses chosen from the following list of Computer Science and Math courses. CSC 121, CSC 122, CSC 232, CSC 233 MATH 123, MATH 141, MATH 151, MATH 152, MATH 251, MATH 341</p>
Number 300 and 400 Level Courses	Minimum of 3 BIO
Senior Requirement and Capstone Experience	BIO 450 completion for a grade of C- or better, or half credit BIO 490 research in a CMB area.
Additional Information	<p>The CSC and MATH courses requirement may be fulfilled as follow: 3 CSC, or 3 MATH, or 2 CSC + 1 MATH, or 1 CSC + 2 MATH.</p> <p>BIO 375, BIO 325, BIO 381 are recommended electives.</p> <p>Students may take BIO 375 and MATH 141, however BIO 375 may not be substituted for one of the Math requirements, or vice versa.</p> <p>BIO 490 half credit research or more recommended in a CMB area, may be counted as upper level elective for the major. Interdisciplinary project with Math or Computer</p>

sciences is encouraged.

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.

Addendum on faculty participation:

Various versions of this proposal have been discussed in the Department over many years. More focused discussions took place during the 2014-2015 academic year. The department elected to discuss the Environmental Biology major first, and the CMB major second. The number of the participating faculty member in departmental discussions was 8. Two tenure faculty members that were on sabbatical did not participate in curricular discussion. The three term faculty members did not participate in the discussion and did not vote on the proposals. Eight of the eight participating and voting members approved the Environmental Biology major. Seven of the eight voting and participating members of the department approved the CMB major. Approving faculty members signed the proposal cover page.

This proposal was discussed with the Chair of the Math department as well as during a meeting with the entire Math department who offered their enthusiastic approval.

This proposal was discussed with the Chair of the Computer Sciences department, with individual faculty members, as well as during a department meeting. They offered their enthusiastic approval.

The Chairs of the two departments also signed the proposal cover page.

Appendix B: New Catalog Language for the Distribution Requirements

If the faculty approve the changes proposed by Curricular Policy and Planning in Appendix C for the description of the distribution requirements the language will read as below. For the version showing what language is new and what language is struck through refer to Appendix C. The substantive changes are (1) adding two overarching umbrellas for organization and changing the introductory language to include explanation of that vision, (2) changing sentence construction in the liberal arts foundation areas to be parallel with the sentence construction for the global and local awareness, and (3) reordering and organizing policies.

DISTRIBUTION REQUIREMENTS

DePauw University's general education requirements produce both an exciting and fulfilling undergraduate educational experience and prepare 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.

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:

- Liberal Arts Foundations
- 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. The Liberal Arts Foundations, in which students complete six courses, provide a crucial foundation for life and for a dynamic undergraduate curriculum.

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 and how inequities of power shape the world.

LIBERAL ARTS FOUNDATIONS

ARTS AND HUMANITIES

Students earn 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

Students earn 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

Students earn 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.

GLOBAL AND LOCAL AWARENESS

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.

INTERNATIONAL EXPERIENCE

Students earn one course credit through the study of a culture **or cultures** distinct from US culture. This may be earned in DePauw courses focusing on the politics, society, religion, history, or arts of a foreign culture or through a DePauw-approved study-abroad experience. International students fulfill this requirement through their study at DePauw.

PRIVILEGE, POWER, AND DIVERSITY

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

POLICIES FOR DISTRIBUTION REQUIREMENTS

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.

Working closely with their academic advisors, students should, as far as possible, complete these requirements within the first two years. If the requirements 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.

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.

Course credit used to fulfill distribution requirements in Arts and Humanities, Science and Mathematics, Social Science, and Power Privilege and Diversity must be earned through courses offered at DePauw. Advanced placement and transfer credit do not apply to completing distribution requirements.

Courses used to fulfill distribution requirements may not be taken on a Pass/Fail basis.

No course may be used to satisfy more than one of a student's distribution requirements.

Individual departments, programs, and the School of Music, with the guidance and approval of the Course and Calendar Oversight Committee, determine which of their courses meet distribution requirements.

Appendix C: Proposed *Changes* Catalog Language for the Distribution Requirements

Proposed changes to the Catalog Language for distribution requirements showing new text in bold, text being removed struck through. In several cases below, particularly with regard to policies, language being struck is added in a slightly different location such that it is be moved and organized different. The substantive changes are (1) adding two overarching umbrellas for organization and changing the introductory language to include explanation of that vision, (2) changing sentence construction in the liberal arts foundation areas to be parallel with the sentence construction for the global and local awareness, and (3) reordering and organizing policies.

DISTRIBUTION AREA REQUIREMENTS

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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:

- **Liberal Arts Foundations**
- **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. The Liberal Arts Foundations, in which students complete six courses, provide a crucial foundation for life and for a dynamic undergraduate curriculum.

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 and how inequities of power shape the world.

~~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.~~

~~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.

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Students earn two ~~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.

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Students earn two ~~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.

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Students earn two ~~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.

GLOBAL AND LOCAL AWARENESS

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.~~

INTERNATIONAL EXPERIENCE

Students earn one course credit through the study of a culture **or cultures** distinct from US culture. This may be earned in DePauw courses focusing on the politics, society, religion, history, or arts of a foreign culture or

through a DePauw-approved study-abroad experience. International students fulfill this requirement through their study at DePauw.

PRIVILEGE, POWER, AND DIVERSITY

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

POLICIES FOR DISTRIBUTION REQUIREMENTS

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.

Working closely with their academic advisors, students should, as far **as possible**, 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.

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.

Course credit used to fulfill distribution requirements in Arts and Humanities, Science and Mathematics, Social Science, and Power Privilege and Diversity must be earned through courses offered at DePauw. Advanced placement and transfer credit do not apply to completing distribution requirements. No course may satisfy more than one distribution requirement.

Courses used to fulfill distribution requirements may not be taken on a Pass/Fail basis.

No course may be used to satisfy more than one of a student's distribution requirements. Course credit used to fulfill distribution requirements in Arts and Humanities, Science and Mathematics, Social Science, and Power Privilege and Diversity must be earned through courses offered at DePauw. Advanced placement and transfer credit do not apply to completing distribution requirements.

Individual departments, programs, and the School of Music, with the guidance and approval of the **Course and Calendar Oversight Committee**, ~~Committee on the Management of Academic Operations (MAO)~~ determine which of their courses meet distribution area requirements.

Appendix D: Report on the GLCA Academic Council Meeting, October 2-3, 2015

Sherry Mou
John Caraher

On October 2-3, Sherry Mou and John Caraher attended the GLCA Academic Council meeting in Ann Arbor, MI. Representatives from ten campuses gave updates on their academic programs and campus lives, and the GLCA officer presented on consortium initiatives (Albion, Allegheny, Denison, DePauw, Earlham, Hope, Kalamazoo, Kenyon, Wabash, and Wooster were present; Antioch, Oberlin, Ohio Wesleyan were absent). The GLCA officers also reported on many new initiatives.

Most information is available on the GLCA web site at <http://glca.org/our-colleges>. However, we would like to draw your attention to the following:

1. The Global Scholars: a new program in its pilot year.
 - Students find a topic of pursuit and spend 2 semesters on two different Alliance campuses in two different parts of the world
 - 9 students are participating this year (1 student hosted by Albion—and 8 from Global Alliance campuses; 1 Kalamazoo student will be going abroad)
 - Tuition is waived
 - Program may become more flexible (e.g. 1 semester study at one Global Alliance campus, 1 semester/summer experiential component hosted at a different Global Alliance campus)
 - DePauw is not a current participant, but could join if it seems advantageous
2. New Directions in Global Scholarship:
 - Similar to the New Direction Initiative grant a few years ago
 - Faculty developing new area of scholarly expertise with global perspective
 - Collaborating with members from other Alliance institutions (here or abroad through Global Alliance)
 - Call for proposal will be released in later 2015
3. GLCA-Library of Congress Research Initiative (3 teams of 2-3 students, faculty leader, home campus librarian spend 10 days on-site at Library of Congress)
 - This summer it hosted three programs:
 - Italian-Americans and the First World War: Experience, Identity and Representation
 - The United War Work Campaign
 - US-Muslim Tensions: Islam, Muslims, and Islamic Terrorism
 - Student support through GLCA is becoming available
 - See more details at <http://glca.org/programs/glca-library-of-congress-research-initiative>.
4. Boston Summer Seminar (2 students + faculty leader, 3 weeks in June 2016 at Massachusetts Historical Society)
 - Three projects were supported this past summer:
 - Presence and Absence: Women and Higher Education in Nineteenth Century America
 - Agri-Culture: Tracing Cultural Convergence through Food
 - Nineteenth Century Ballet and Its Legacy
 - Student support through GLCA is becoming available
5. DePauw's Alliance Liaison is David Alvarez: If interested in any GLCA sponsored program, ask David for more information or go to the GLCA web site online.

**DePauw University Faculty Meeting Minutes
December 7, 2015**

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

The Chair welcomed everyone and make a few quick reminders:

- Let's continue to be inclusive in our conversations by always introducing ourselves when we speak.
- If you'd like to speak please come to one of the microphones so everyone can hear you, depending on where folks are sitting the acoustics are great or NOT.
- If you don't like to be startled when your cell phone rings aloud, please check that it is silenced.

2. Verification of Quorum (86 for the fall)

Jim Mills signaled that a quorum was reached at 4:05 p.m.

3. Faculty Remembrances for Catherine E. Fruhan

Catherine E. Fruhan, Professor of Art History passed away unexpectedly November 20, 2015. She was a full-time faculty member at DePauw from 1984 through her passing in 2015. Anne Harris, Vice President for Academic Affairs and Professor of Art History wrote and read the remembrance found in Appendix A.

4. Faculty Remembrances for Glenn E. Welliver

Glenn E. Welliver, Professor Emeritus of German was a full-time faculty member at DePauw from 1964 to 1999. Glenn passed away on November 8, 2015. Professor Emeritus of Romance Languages, James Rambo wrote the remembrance found in Appendix B. Alejandro Puga, Associate Professor of Spanish and Chair of the Department of Modern Languages read the remembrance.

5. Consent Agenda

There were no requests to move anything from the consent agenda to a regular item of business. The consent agenda was approved.

- A. Approve Minutes from the November 2, 2015 Faculty Meeting**
- B. Conferring of Degrees for December 2015 Graduates**
- C. Announcement of change in course description (approved by Course and Calendar Oversight)**
HONR 400 – Management Fellows Senior Seminar (1 credit)
Course descriptions for item B can all be found in Appendix C.
- D. Approve the following changes to the European Studies Minor (recommended by Course and Calendar Oversight)**
Updates to requirements language and deletion of an optional course.
Complete description of the proposed changes can be found in Appendix C of this agenda, note that additions to the text are found in **red text**, deletions are ~~struck through~~.

Reports from Core Committees

Committee rosters are available at:

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

6. Faculty Priorities and Governance – (Pam Propsom)

- B. Faculty Priorities and Governances gives advance notice of intent to ask the faculty to approve a name change for the Writing committee to the Writing Curriculum committee changing all references to the committee in the faculty handbook.

Rationale

Faculty Priorities and Governance endorses the Writing committee request for the name change because the “Writing Curriculum” more accurately describes the committee’s function. Since this requires a change to the By-laws advance notice is being given this month for a vote in February.

The Chair noted, because this motion requires a change to the by-laws we need advance notice one month with voting the next. No clarifying questions were asked.

- A. Motion to be voted on: ““That the faculty support a request from DePauw Student Government to take a day out of the academic calendar and cancel classes on Wednesday April 6 to devote DePauw Dialogue 2.0.”

Rationale

As our students explain, DePauw Dialogue 2.0 will give faculty, staff, and students the opportunity to come together for a rigorous intellectual learning experience featuring a series of workshops, insights from a keynote speaker, and opportunities for dialogue and self-reflection, all emphasizing inclusion, community building, and good citizenship. Their concise proposal in Appendix D has a broader explanation and a draft proposal for the day. Faculty Priorities and Governance endorses the students’ request and encourages everyone to read the proposal and letter from Student Body President, Craig Carter, and Student Body Vice-president, Katie Kondry in support of taking class time for DePauw Dialogue 2.0 (Appendix E) to gain additional perspective.

Also, Craig Carter, Student Body President, as always, was present at the meeting and willing to answer any questions.

The Chair noted, this motion comes from a core committee and therefore needs no second. There is no need to give a month’s advance notice because the action is not a change the by-laws or graduation requirements all that is required is that the motion appear on the agenda released in advance of the meeting.

Question from Faculty Member: Will it be mandatory?

Response from Pam Propsom: This is an expectation as a DePauw community. Classes are mandatory. Last time, many students opted out of the programming. I think we need to work together as a faculty to assure that as many students as possible will participate.

Remark from Faculty Member: I strongly suggest that on the day of cancellation--which will be a Wednesday--let's not give our students the message that this is 'free' time. Let's put it on our syllabi, require the students to attend, and make discussion of the dialogue into part of our courses. It's our responsibility to help our students see the day of dialogue as a productive one.

Comment from Faculty Member: It is not just students that might not attend. How can we encourage our colleagues to attend as well?

There was a request for a secret ballot.

The motion carried by a vote of 90 in favor and 13 against.

There were no questions for Faculty Priorities and Governance.

Written Announcements –

none

7. Curricular Policy and Planning – (Dave Guinee)

- A. Motion to be voted on: That the faculty approve the following changes to the description of general education requirements found in the catalog. The final version after proposed changes are approved can be found in Appendix F. Language showing the actual additions and deletions with the additions in **bold** and the deletions ~~struck through~~ can be found in Appendix G. The substantive changes are (1) adding two overarching umbrellas for organization and changing the introductory language to include explanation of that vision, (2) changing sentence construction in the liberal arts foundation areas to be parallel with the sentence construction for the global and local awareness, and (3) reordering and organizing policies.

Rationale:

The changes to graduation requirements approved last spring led to an incoherent construction of the description of the graduation requirements. There are no new changes to the requirements for students just a reframing of the language for clarity. (Chair's note: The additional phrases 'or cultures' that was announced during the November meeting, appears in red text in Appendix F and G.)

There were no questions.

The motion passed.

- B. Curricular Policy and Planning gives advance notice of intent to ask the faculty to approve changing the designation of "World Literature" from an "Interdisciplinary Minor" to an "Interdisciplinary Program."

Rationale included on the agenda:

When the minor in World Literature was approved by the faculty, the proposal for the minor did not designate World Literature as an "Interdisciplinary Program," and it has operated as an "Interdisciplinary Minor" housed in the English Department. World Literature, however, has been and continues to look like and operate is if it were an interdisciplinary program. It has a steering committee and a director, has active courses from a wide variety of departments (with over 20 eligible courses from 8 course listing areas and 6 departments in Fall, 2015), and now has a small budget. It's current status as an Interdisciplinary Minor has several negative ramifications:

- World Literature is not listed on the DPU website's [Departments and Programs page](#), which lists Academic Departments and Interdisciplinary Programs and provides a link to information on Independent Interdisciplinary Majors.
- World Literature does not have its own page on the DPU website, and the only place to find the minor requirements is at the bottom of the English Department's "Majors and Minors" page.
- World Literature, along with the Business Administration and International Business minors and the Premedical Studies focus area, is relegated to the "[Course Finder](#)" rather than appearing in the SOC "Departments and Interdisciplinary Studies" list. This clearly makes it much less likely that students will know how to find courses that meet the minor requirements.
- An interdisciplinary minor, unlike a program, is not guaranteed any budget for programming.

Although the Registrar’s Office will have to overcome some technical issues to make this designation meaningful, World Literature should stand on equal footing with the other Interdisciplinary Programs.

Additional comments in support of the motion by committee chair, Dave Guinee:

According to the Faculty Handbook a would-be Interdisciplinary Program must submit details on how the steering committee will be constituted and the chair selected. Thanks to Ken Kirkpatrick for alerting me to this requirement, which I had missed in the handbook. I have asked Istvan Csicsery-Ronay for those details, and we will hopefully be able to circulate them well before the vote in February.

A note on your agenda indicates that “the Registrar’s office will have to overcome some technical issues to make this designation meaningful.” What we mean by that is that a significant roadblock in this process is our current registration database. The only current way we can easily put “World Literature” into the Schedule of Classes is by dropping another interdisciplinary program. The registration program simply can not easily handle adding another category onto its main page, and this is why World Literature is currently relegated to the “Course Finder.”

The Curricular Policy and Planning Committee would like to put it into the faculty minutes that we think our Registration program is a serious problem, and we think that upgrading the program should be a University priority. Students don’t really understand how the program works and therefore frequently make ineffective attempts at course selection, and they find the process baffling and opaque. Faculty, in my experience, don’t understand the program much better and therefore have a hard time guiding students. Our registration program, with an interface barely evolved beyond a time when students requested classes by marking four-digit codes on Scantron sheets, creates anxiety among students, and difficulties for advisors, for programs and departments, and for the Registrar’s Office.

I do know that Kelley Hall and others are currently evaluating a new advising platform, but as far as I know it is not part of a larger registration database.

Comment from Faculty Member: It would be very nice if the system could check for prerequisites.

Comment from Faculty Member: It would also be nice if the system could track classes that have been fulfilled for the graduation requirement.

Written Announcements –

None

8. Faculty Personnel Policy and Review (Mark Kannowski)

Written Announcements –

1. Faculty Personnel Policy and Review committee still has need for TWO volunteers to serve. Committee members must be tenured. Individuals may be from any department other than English. It would be particularly helpful to committee institutional memory if individuals would agree to serve the remaining length of the vacant terms (three semesters).
2. The committee continues its work for the year.

There were no questions.

9. Faculty Development (Jim Mills)

- A. Announcement of the Fisher Course Release Awards

This year, Faculty Development had 14 proposals submitted for six awards in the Fisher Course Release program. Competition was stiff. As Faculty Development has noted with previous proposals submitted this year for other programs, the number of proposals and the quality of proposals is high. We strongly encourage Faculty members to consult with colleagues, current FDC members, and past FDC members, and the Dean of Faculty on proposals in progress.

This year, the following faculty members received Fisher Course Release grants:

Peter Graham – *James Swan: A Revolutionary Life*

Peter will use his Fisher Course Release to write the first chapter a biography on James Swan, a revolutionary war figure that was involved in the Boston Tea Party, fought on Bunker Hill, was a secret diplomat, financier, debtor, a rebel, and an eloquent writer. To date, no book has ever been written about James Swan and a cache of 40 letters discovered at the Massachusetts Historical Society by Peter will form the foundation for beginning work on this biography.

Paul Johnson – *No Laughing Matter: The Politics and Ethics of Humor in Don Quixote*

Paul will use his Fisher Course Release to finish the sixth and final chapter of his book “Sentimental Geographies: Cervantes and the Cultural Politics of Affect in the Early Modern Mediterranean.” Paul states “Although humor has been studied at some length by early modern literary scholars, rarely has it been examined from the perspective of emotions—a current theme of much scholarly interest across various disciplines and a unifying thread of my book project as a whole.”

Sherry Mou – *Dong Zhuo Dethrones the Emperor: A Reacting to the Past Game*

Sherry will use her Fisher Course Release to complete and publish the final phase of student and instructor manuscript materials for the *Dong Zhuo Dethrones the Emperor Reacting to the Past Game*. Reacting to the Past games is a teaching method that transforms a historical incident into an elaborate game for students to learn about historical, cultural, philosophical, and political concepts. This RTP game used a historical event in 189 when the warlord Dong Zhuo dethroned Emperor Shao of China and replaced him with the emperor’s half-brother.

Bruce Stinebrickner – *Robert A. Dahl, Democracy in the United States, and the Introductory American Government Course*

Bruce will use his Fisher Course Release grant to undertake an in-depth scholarly study of the four editions of the textbook published by Robert Dahl, [Pluralist] Democracy in the United States. Bruce notes that “Dahl’s American Government textbook addresses the American political system for undergraduates beginning their college-level study of that system. The four editions of the textbook reflect how Dahl’s views about the American political system changed-or did not change-over the tumultuous period (1967-1981) that they spanned, which included the turbulent 1960’s and the Watergate scandal and its aftermath.” Bruce hopes to identify the essentials of Dahl’s portrayal of the American political system, assess the extent this portrayal was affected by historical events, and examine the broader conclusions about introductory teaching of the American political system today.

Rebecca Upton – *“ARV Adherence vs. Cultural Compliance: HIV/AIDS Drug Therapy and Decision-Making in Botswana” – A Proposal to the National Science Foundation for a grant in Cultural Anthropology*

Rebecca will use her Fisher Course Release to prepare and finalize a full and complete proposal to the NSF program. ARV drug therapy (Anti-retroviral therapy) has been subsidized by the Botswana government to all who enroll in the associated programs. She states “This project will assess the socio-cultural belief and behavioral factors that lead to non-compliance among BaTswana enrolled in national (and internationally funded) ARV therapy plans and (to) create better means through which compliance and adherence to drug

regimen and follow up may be achieved in the future (thus) lending qualitative data and evidence to the policies that have been implemented in the past and improve outcomes of those already enrolled and compliant.

Zhixin Wu – *Research in Equity Index Universal Life*

Zhixin will use her Fisher Course Release to develop a range of reference publications that will better inform consumers and insurance professionals about a new insurance program entitled Equity Index Universal Life. In addition, Zhixin will develop a new course in actuarial science that teaches students about insurance products such as EIUL, their pricing, and analysis of their components. Although life insurance has been in use for hundreds of years, Equity Index Universal Life is a relatively new product released in 1997. This product has become very popular amongst consumers and professionals, but is poorly understood. The long-term viability of this product has yet to be studied or verified due to a lack of publically available data, a problem Zhixin plans to remedy with her work on this project.

B. Announcement of New Faculty Development Programs Related to the Topics of Power, Privilege, and Diversity for Spring 2016

Faculty Development would like to remind everyone of the two new programs that address Privilege, Power, and Diversity both in and out of the classroom. Each grant awards each participant \$500 for the spring semester to either (1) work as a group of three faculty members to develop or revise a course or courses that in some manner, address privilege, power, and diversity, or (2) to work individually or with another colleague on a project that somehow address privilege, power, and diversity. These grants are considered stipends and FDC expects that any books, supplies, meals, or other expenditures will come from the stipend (i.e., NO receipts to turn in!). We encourage faculty to think very broadly about projects that might be eligible for funding.

The full announcements of these programs were sent to Faculty members via e-mail on Friday last week. The Faculty Development webpages that contain the online application forms and detailed information on each grant will be ready for use very shortly.

As you look over the grant guidelines, note that the PROPOSALS and reports are SHORT! There are no requirements for how often faculty members must meet.

Faculty Development wants faculty members to use these grants to collaborate, think, discuss, and generate new ideas, courses, programs, etc. that somehow address privilege, power, and diversity.

If you have any questions about these grants, please do not hesitate to contact a member of Faculty Development, Carrie Klaus, Dean of Faculty, or Jeff Kenney, Faculty Development Coordinator.

C. Announcement from Faculty Development Coordinator, Jeff Kenney

This past fall has been the first academic year that we have had a theme--the American Whiteness lecture series--for academic talks related to Faculty Forums. We have been asked to continue this pattern of thematic programming, and we are asking for ideas for a theme that could be implemented next spring (2017). It takes time to organize speakers and arrange funding, so we believe that spring, not fall, and would work best. Please send suggestions to Becky Wallace, Ashley Dayhuff, or Jeff Kenney. A possible theme may emerge from the GLCA Global Crossroads Grand Challenge or the Innovation Grants, but at this point we don't know the direction of these programs. Still, we would be interested to have your input.

There were no questions for Faculty development or the Faculty Development Coordinator.

Upcoming FDC deadlines:

Student/Faculty Summer Research – March 9th

Faculty Summer Stipends – April 6th

Howes Summer Student Grant applications due – April 13th

Faculty Fellowship year 1 and year 2 reports due – May 4th

10. Student Academic Life (Khadija Stewart)

- A. Student Academic Life has a brief report about an issue with student meal plans and the work that was done to address the concern.

The Student Academic Life committee has been working on a number of issues this semester most notably they have discussed a book proposal to alleviate book costs. The proposal was turned down by the committee. Dave Berque and Rick Provine are working on an alternate proposal to be discussed during the Spring.

The committee was also made aware of the fact that some students do not have access to an adequate number of meals per day/week. Over Fall Break, the committee submitted a proposal to the President's office which allocated funds to support a short term solution.

This short term solution consisted of Student Life contacting students who were on low meal plans and asked them to contact the financial aid office if they do not feel that they have access to an adequate number of meals (their meal plan is insufficient and they do not have the financial means to purchase additional food).

So far, ten students contacted Financial Aid for assistance. Financial Aid worked with each student to assess their individual needs. Based on each student's individual needs, Financial Aid gave them adequate funds for the remainder of the Semester. On average, each of the 10 students was allocated an equivalent of a 10 swipe/week meal plan.

We also plan to discuss the Winter Term meal plan during our next meeting in addition to some recommendations for long-term changes to the current meal plans.

Finally, Student Academic Life plans on continuing to discuss campus climate issues including a new advising/retention initiative proposed by Academic Life.

Question from faculty member: Can you clarify the winter term issue? Was this already charged in their tuition at the beginning of the year?

Response: This \$500 charge is only students in dorms who are taking an on campus winter term course. Some on-campus winter term students were exempt because they would be off campus for a large portion of the day. There was only one email sent, and it appeared that students didn't pay attention.

Written Announcements –

None.

Reports from other Committees

Committee rosters are available at:

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

11. University Strategic Planning committee – (David Newman)

A. The University Strategic Planning committee will update the faculty on their work to date.

The committee completed their assessment of “midterm” progress made on campus initiatives identified in *The DePauw 2020* document.

The committee is now turning their gaze toward the future, and are in the process of formulating some recommendations for the direction of the university in the next five years. To that end,

- the committee has have results from the campus-wide survey we conducted in mid-November
- the committee received a total of 280 respondents (95 faculty, 75 staff, 110 students)
- these individuals provided 760 or so distinct responses to the one open-ended question on the survey: “What do you think the top 3 priorities of DePauw Univ should be over the next 5 years?”
- the question was purposely general so as to allow respondents to identify FOR THEMSELVES what THEY FELT is important. This made our task more difficult than it would have been had we used a series of closed-ended scales. All 760 responses had to be coded into a set of interpretable themes so we could make sense out of the information.
- three committee members did the coding, identified 15 broad, distinct (but not always mutually exclusive) themes that emerged from people’s responses.
- the committee fully realized that some information is always lost when one moves from individual, specific (and sometimes idiosyncratic) responses to grouped data. But this is the only way to identify patterns and trends.
- in addition, the committee also has a collection of specific, qualitative comments from some respondents who took the time to explain their rationale, which at times was quite compelling.
- what the committee identified was NOT particularly surprising:
- The most commonly cited concerns/priorities
 - among FACULTY were (in descending order of frequency): **1) Faculty workload, 2) campus climate (diversity/inclusion), and 3) the strength of the academic program**
 - among STAFF (both support and administrative): **1) university finances/budget/financial aid, 2) the condition of campus buildings & grounds, and 3) campus climate (diversity/inclusion)**
 - among STUDENTS: **1) campus climate (diversity/inclusion), 2) student life (including greek system), 3) the condition of buildings & grounds**
- the committee was in the process of hearing reports from VPs/administrators on their various departments. The purpose of these reports is two-fold:
 1. To teach the committee just how these departments work (something I, for one, know embarrassingly little about)
 2. To give us a sense of their needs, the resources they have available, the competing pressures they operate under, where they are succeeding and where they’re not succeeding.
 - Reports on finances and admissions have been completed.
 - Reports regarding academic affairs, diversity/inclusion (not just in terms of student life but at the campus level), development/fundraising/alumni relations, and the curriculum are scheduled in the weeks to come.

The committee will use the survey findings (both grouped data AND individual commentary) to contextualize the information we receive in these reports. The committee will then identify a strategic plan (what we think are essential priorities) that we hope will be simultaneously ambitious and fiscally realistic/responsible. This plan will be presented to the President and then to the Board in late January.

Question from Faculty Member: The report that is generated, will that be available to faculty?

Response: Probably not before it is shared with the Board, but will be happy to share it at the next meeting. As always you can contact us individually for more specifics.

Written Announcements –

None.

12. Diversity and Equity committee – (Caroline Jetton)

A. The Diversity and Equity committee’s report is an offer to answer questions.

Written Announcements

1. Members of Diversity and Equity endorse the motion from Faculty Priorities and Governance to schedule DePauw Dialogue 2.0 on Wednesday, April 6, 2016.
2. There was robust participation in the faculty and staff campus climate survey, a total of 431 respondents. The feedback provided is important in understanding our current campus environment and creating a plan for moving forward with our efforts to foster a more inclusive community.
3. The Communications working group of the Diversity and Equity committee will be reviewing the quantitative data through the end of this semester with a plan to share the results early in the spring semester. We are also considering the best way to share the themes that emerged from the qualitative comments. Given the robust responses received, analyzing the data from open-ended questions will take a bit more time to review and consideration must be given as to how best to respect the anonymity of the respondents.
4. As noted in the 11.23.15 e-mail from Renee Madison and Kate Smanik, we, as a community, need to consider our campus vision and how we define diversity and inclusion. The Diversity and Equity committee has drafted definitions of diversity and inclusion and a campus vision for you to examine. We welcome your feedback and ideas about how we might improve our definitions and vision statements. You can access the form here: [Diversity and Inclusion Statement Feedback Form](#). Please note that this form is anonymous and we will be accepting comments until December 4th. There will be an option to share your e-mail address at the end of the form should you want to be in further communication with us.

If you missed the deadline to provide feedback, please e-mail Renee Madison (Reneemadison@depauw.edu), Caroline Jetton (cjetton@depauw.edu), or Kate Smanik (katherinesmanik@depauw.edu) directly to share your feedback on the vision statement and definitions of diversity and inclusion.

Additional Business

13. Remarks from the President (Brian Casey)

During the meeting the President’s report immediately followed the Faculty Priorities and Governance report to allow faculty to focus on related issues together.

First, thank you for allowing me to move up in the agenda. I have a five-hour drive to Anne Arbor tonight to get to the GLCA president’s conference that begins tomorrow morning at breakfast.

This afternoon, I would like to offer an update on the work of the Independent Review Committee, the proposed enhancements to student cultural houses such as the AAAS house, the status of the major capital projects at the University, the January Board Meeting agenda, and fundraising in general.

But first, I would like to follow up to a series of emails regarding Syrian refugees. Guilford College launched the idea of having every campus serve as a refuge. They have created a web site and some FAQs, but the real issue—I have found out—is how a campus, and importantly a city or village, can work with regional resettlement agencies should a campus wish to serve as a refuge. In short, no campus will be able to serve this function unless a resettlement agency agrees that the locale can effectively host a family for a long term . . . showing appropriate job opportunities, school systems, and social services. So, this is a movement in its early phases. I have set up a meeting with the presidents of Earlham and Wabash Colleges during the GLCA meetings to see of their interest and potential participation should we seek to push on this.

In the meantime, in a response that draws on our core mission, I have asked Andy Cullison, Brett O’Bannion and David Alvarez to see if we might have a conference at DePauw, or a series of talks, from scholars and leaders on the immigration crisis. We have contacted Karen Abuzayd, Commissioner-General for the United Nations Relief and Works Agency for Palestine Refugees in the Near East, and Former Congressman Lee Hamilton, who in addition to being the lead author on the 9/11 Commission Report, also as the American member of the International Commission on Intervention and State Sovereignty, which prepared the U.N policy of Responsibility to Protect which was adopted in 2005. Both have indicated strong interest in this effort. I hope to have more to report on that soon.

I want to next offer an update on The Independent Review Committee. As many of you know, the Committee spent parts of three days on campus over the past few weeks, and has interviewed the Mayor, the City Attorney, and members of the Greencastle Police Department. Late last week, they indicated that they wanted to meet with additional DePauw students and faculty groups.

Organizing these conversations as we go into final exams will be difficult, as would having conversations over Winter Term. So, over the weekend, I proposed that the Committee continue their work on campus as soon as we reassemble in the next semester.

I have also asked the members of the Committee whether they would have been willing to come brief the DePauw Board of Trustees about their work during the Board’s January meetings. The committee members have agreed to do so, and they will meet with the full Board as well as the special Board Committee that is working on the University’s Diversity and Inclusion efforts.

The Committee was originally charged to complete their work by the end of the fall semester. But if they wish to meet with more DePauw students and faculty, I think we should afford them a chance in a way that works for our students and faculty.

Moving onto capital projects: Over the past few weeks, the Office of Facilities and the Student Life Office have been meeting with students regarding changes to or, or the replacement of, the Dorothy Brown Cultural Center, the AAAS House, and the Women’s Center. Plans are coming together for all, and we have raised funds in support of this effort. To greenlight these projects, and as we continue to look at ways to fully finance these changes, we will bring plans to the Board’s Buildings and Grounds Committee. Some of the renovation and replacement work should begin in the spring, with the bulk of the work occurring in the summer of 2016.

Asbury Hall renovations are on time and pace as Tony Robertson and Anne Harris have been working with Faculty who have offices or departments in that building.

Anne Harris, Brad Kelsheimer, Rick Provine, Dick Vance and an outside library consultant have led library renovation planning. These plans are still developing, and we have seen some exciting ideas. We have also seen ideas that require greater funds than we have at this time. So we will soon have to make a choice about whether to proceed with plans that align with available resources, or continue to pursue new financing and

fundraising possibilities to get for DePauw a library it needs.

Finally, Hoover Hall remains on schedule and is anticipated to remain on budget. That building is expected to come on line in mid fall of next year. Renovations of the Union Building, including the conversion of the current Hub into a student social or study space should begin this summer. Similarly, the Den in South Quad will be renovated once Hoover comes on line – ideas are emerging to have that space serve as a programmable venue for first years—a place for music, performance, and general socializing. Thus by the end of the 2016-17 academic year, the core of the campus will be changed radically, with new common spaces for students, faculty and staff.

Next, in a few weeks, the Board of Trustees will meet for their winter meetings. The only formal action the Board will take will be to set tuition rates for next year. DePauw has had the benefit of having total net tuition rise from its near basement levels of 2008-9, nearly the lowest in the GLCA, to mid to upper GLCA levels in the last few years. This (along with special endowment draws) has allowed the University's budget to move out of a deficit position. But with both IU and Purdue announcing tuition freezes for multi-year periods, DePauw is likely to see pressure, if not a downturn, in its greatest source of operating revenue, which is net tuition. The tuition discussion will thus be a challenging one, if not this year, then in the years ahead.

During the meetings Board will meet with the new Strategic Planning Committee, created as part of the new faculty governance system, and will hear from outside speakers on the state of small private colleges. They will also speak about presidential transition. I suspect that, together with the Strategic Planning Committee's report on *DePauw 2020* after 5 years, that they will have rich and frank conversations about DePauw and its future.

Finally, I am in the midst of several fundraising trips, with the focus being on increasing the University's endowment, particularly for student support – as this is what will ensure the University's future health and its capacity to do creative and academically rich things. I will have a series of gifts that will be announced coming out of the January Board meetings.

I would be happy to answer any questions that the faculty may have on any of these.

Question from Faculty Member: My question is partly for the Strategic Planning Committee, but also for the administration, so I'll ask it now. I've recently become aware that DePauw engages in a practice known as "gapping," where students are offered financial aid that is less than what the government determines they actually need. I find that practice extremely troubling. It puts some of our students at a terrible disadvantage from the outset of their academic careers. In keeping with your administration's general practice of transparency, I'd like to see more information released about this practice, how widespread it is, and how DePauw is planning to put an end to it as quickly as possible. I believe that if more of my colleagues were aware of what low-income students truly face at DePauw, there would be general agreement that financial aid should be a very high priority.

Response: Students who may need federal financial aid or need-based institutional aid complete a form called the FAFSA. The federal government determines based on the information in the FAFSA how much they believe a student and their family can afford to pay for college. This is called their EFC or *expected family contribution*.

DePauw practices, as do many other institutions, something called "gapping." This means that our financial aid packages do not always meet a student's full need as determined by their FAFSA. Families can, and do, fill in the gaps with money from other sources, i.e., non-custodial parents, grandparents or other loans. The only school in the GLCA that does not gap is Oberlin. Other GLCA institutions may gap more or less than DePauw. Very few of the schools in the top 50 U.S. News practice gapping.

The Campaign for DePauw is raising dollars toward the DePauw Trust. These endowed funds are intended to close the financial gaps for all DePauw students. This would go far in ensuring that students have the proper resources to be able to attend DePauw without constant worry about finances.

Question from a faculty member: Has DePauw considered hosting refugee students or families.

Response: The idea has not been explored in detail. Resettlement agencies require a seven-year plan of support to approve hosting refugees.

14. Remarks from the VPAA (Anne Harris)

Reporting our preliminary information from the 3-2-(1) modeling

- Overwhelmingly Faculty-Student research ("this is who we are" moment)
- Out of 132 faculty, 20 wished to teach full time
- More feasible than previously thought
- Presentation of data to Strategic Planning Committee
- Presentation to the Board of Trustees
- If there's concrete support: open faculty meeting to talk about possibilities in Feb.

Faculty development update – with thanks to the Faculty Development committee

Collectively we are working to create multiple entry points regarding Power, Privilege and Diversity.

1) Faculty Triads + Faculty Innovation throughout the spring

2) May workshops

3) National SEED and St. Cloud "Anti-Racist Pedagogy Across the Curriculum" workshops

We are following-through in gathering of resources

- In the CTL weekly newsletter
- On the CTL website
- In an "Inclusive Pedagogy" library guide

Becomes a permanent resource for faculty, a source for Roundtables

Other May workshops are still being worked out including first-year seminar, W and Q, Environmental Justice and Service Learning.

McDermond Center for Management and Entrepreneurship

McDermond Center Task Force Report was received by the Board of Trustees in the Spring of 2015 and received vigorous donor participation providing opportunities to open up the McDermond Center to the whole campus. This will allow additional focus on the practicum aspect of a student's education.

Through partnership between Michele Villinski (Management Fellows) and Andy Cullison (Prindle) opportunities for Social Entrepreneurship are being explored. Conversations are being opened. Opportunities for partnerships with local businesses, more support for Women in Business, Investment Club, Entrepreneurship Club with inclusive outreach as a guiding principle will also be possible.

A search for a Director of the McDermond Center, modeled on that of recent search for the Prindle Director will be undertaken in the spring. The VPAA plans to work with the Governance committee to form the search committee.

Question from Faculty Member: In your reporting to us about the conversations so far about the flexible sixth

or 3-2-(1) teaching load, I didn't hear the Review committee in the list of those who have been in the conversation. Could you comment on two things? First, when and how do you see the conversation about the flexible sixth or 3-2-(1) intersecting with the work of the Review (Faculty Personnel Policy and Review) committee? Second, how do you see the conversations you are having with us about the flexible sixth or 3-2-(1) interfacing with the description of desired qualities in the next President found in the leadership statement for the Presidential search? That leadership statement says, "The president will lead the faculty and senior academic leadership in defining the appropriate scholar-teacher model for the University including clear promotion and tenure guidelines."

Response: So far this semester our conversations about 3-2-(1) or the flexible sixth have been about the feasibility. What resources would it take to move to the model and what would faculty like to do with that flexible sixth course? Now that we have a sense about what faculty would like to do with that flexible sixth course and we've begun modeling what financial resources would be needed, next semester is the time to have conversations with the Review committee and others about how that flexible sixth piece of the job would be evaluated.

Many of you are familiar with Appendix B, which records departmentally or programmatically specific aspects of the job description. What you may spend less time on is Appendix A, which speaks to our university wide expectations and sets the culture of what we are about. The information about what faculty would like to do with their flexible sixth can help inform how Appendix A should be framed which ultimately helps set the culture and tone for the University.

Two side notes on this issue, first, Appendix A can also help support how we address diversity and inclusion as a part of our hiring practices, and classroom climate as part of our review process. Second, since next semester will be the ideal time to have these discussions on the review committee, it would be a great time to volunteer for service on that committee so you could help frame the discussion.

As to the second part of your question about how do these conversations fit in with the statement in the leadership profile for the presidential search; that is a really broad question that relates to pedagogical questions, faculty development questions and how both a President and VPAA guide the culture and community. This is a conversation we want to have well underway before the announcement of the next President so that we know as a faculty what directions we want to go so our VPAA can help guide those conversations with the new President.

15. Unfinished Business

There was no unfinished business.

16. New Business

No one raised any new business.

17. Announcements

Written Announcements

1. Professors Caraher, Cope, Crary, Gourley, Lafontant, Martoglio, Pope and Townsend invite you to a poster session Friday December 11, 4:00 – 6:00 p.m. in the Julian Center Atrium where students in our *eight* different first-year seminar courses will be sharing their work for the semester. You will learn from our students about their projects related to Discovery and Diversity; Earth's Climate Past and Present; Global Diseases, Global Responses: Medical Imaging: Science, Technology, Politics, Ethics and Cost;

Regeneration Biology; Pollution; Modern Environmental Proems; and Seduced by a Machine. Light refreshments will be served.

18. Adjournment

The meeting was adjourned at 5:25 p.m.

Appendices

Appendix A: Tribute to Professor Catherine E. Fruhan (1948-2015) Written by Professor Anne Harris

As you all know, Catherine Fruhan passed away the afternoon of Friday, November 20, 2015. She had just returned from her regular walk with Misti Scott, friend and departmental secretary, and was preparing for her 2:50 p.m. Friday afternoon class. The shock and disorientation of her absence will continue to shape the last days of this semester and many days to come. I am grateful for your witness to these words of remembrance and, for many of you, discovery. As I found myself writing in reply to so many beautiful messages in the days immediately following her death: "she was mentor, friend, and steadfast revolutionary." She was remarkable. When Catherine first came to DePauw in 1984, the Art Department was housed in Emison and run entirely by male artists who (it was the '80s) smoked and made art, often at the same time. Into this brooding mist walked Catherine, the University's first tenure-track art historian. The very first public act that Catherine did was to have the faculty vote to disband the art history major that was on the books at the time. It wasn't up to her standards. She had unwavering standards of quality that informed the intentional community of teacher-scholars she mentored and reveled in in her 31 years of teaching, which saw the expansion of the art history program into four full-time positions and the construction of the still marvelous Peeler Art Center. As a colleague wrote to students in describing Catherine: *"She was the senior member of the Department of Art and Art History, and the founder and architect of the art history program. She set a high standard as a teacher and a colleague, and I measure everything I do as a professor, from designing a syllabus to running a classroom, with her example and standards in mind. I feel best about what I do for you on those rare days when I think I come close to reaching her standards. She was a very principled woman, and led our department according to those principles. One of those principles was to put the needs of students above all else. She directly touched a lot of students' lives in meaningful ways. And even if you never had the chance to work with her and learn from her, all of your experiences in this department owe quite a lot to her."* Even as I write and now read this, I know that Catherine would be appalled by this praise, this talk of legacy. *"We all work hard,"* she would say. But this moment allows many of us to acknowledge how much she mattered to our sense of purpose and well-being. *"She gave us clarity and integrity in all of our decisions,"* wrote another colleague. She did so without ideology or agenda, but instead all by her own practice.

Her "Gender and Representation" class worked to critique and unravel categories and expectations of male and female in art; her "Post-Impressionism" class meticulously broke down the operations of the art market as it reshaped what art was; her "Documentary Film" class delved deeply into the idea of art and image as activism. The incredible speakers (film-makers, art activists, cultural critiques) that she brought to DePauw each semester enjoyed visits meticulously planned, meals warmly shared with colleagues, and packed audiences for every talk. Next semester she had been prepared to teach the love of her life, art of the Baroque period – that muscular and fervent time when art operated dangerously and powerfully in a public sphere of religion and politics. *"The greatest art in the greatest city"* was how she would categorize the art of Baroque Rome to which she dedicated her scholarship. Just this October, she had been the plenary speaker at a conference at the University of Arizona dedicated to "Rome: Legacy of an Eternal City" with an address entitled "Speaking the Pantheon: a Roman Icon and Its Reception." Every Winter Term and every summer, she would work on her book, a study of women patrons of public sculpture in Baroque Rome. Her steadiness with it, her certitude for it, inspired me a great deal: *"I will write one book, but I think it will be an important book,"* she had said to me many years ago. The book exists, stilled but certain, and I am so glad for its presence and its testament to her work and her passion.

Catherine never wavered. She knew that art in the public sphere was her connection to students and colleagues and she nurtured all three throughout her career. She was utterly undeterred in the politics and culture wars of higher education that seek to reposition the liberal arts and the humanities as less strategic.

She did not suffer fools gladly, but nor did she judge them. She simply chose to be undeterred by fools. She had, as a friend described it, a "*hearty and unabashed laugh*" and she taught many of us the power of solidarity through collegiality. She had a lot left to do: her travels had taken her to Machu Pichu and Madagascar, to Bangkok and Germany, and always insistently to Rome. There was a photograph in her office of two women in Rome in absurd fur coats, walking arm and in arm down the street. Catherine always said that she loved those two women: ambling and steadfast, clad in ample furs on a balmy day, shod in heels on cobblestone streets, and talking about every little thing.

The permanence of Catherine's death is hard to grasp, and many of us have used the word "unmoored" in trying to describe starting what will be the long project of reconciling ourselves to her absence. She would be the first to try to help us do so, and she already is in the memories of her we will nurture, the principles she embodied we will continue to be inspired by, and the work and collegiality through which she fostered so much. I would like to end with thanks to Misti Scott who, as the art department secretary has kept students and faculty alike going these past two weeks and many, many years before that, and who was Catherine's friend. Misti's friendship with Catherine was a rare and beautiful one - it had a gladness and an ease to it that permeated the department and was a big part of what made us all friends, not just colleagues. Their walks were legendary (and inspirational!) and they were mighty in every event they co-ordinated and every project they orchestrated. Misti is now in the process of organizing the Remembrance Gathering for Catherine, to which you are all warmly invited. It will be on Saturday, December 12 from 1:30-3:30 p.m. out at the Prindle, and will gather Catherine's friends from near and far, affording what Catherine once described as the great virtue of the old libraries where she did so much of her research and planning for courses: "*Something strangely reassuring [in] all this--a space to slow down, and breathe, and think.*"

Appendix B: Tribute to Professor Emeritus Glenn E. Welliver (1933-2015)
Written by Professor Emeritus James Rambo

Prof. Glenn Welliver, Professor Emeritus of German who taught at DePauw from 1961 to 1999, passed away at his home in Berryville, Virginia on Nov. 8, 2015 at the age of 82.

Born in Baltimore, Maryland in 1933, Glenn Edwin Welliver graduated with high honors from Dickinson College in 1955. He went on to receive his Ph.D. in German from Northwestern University after serving for two years in the U.S. Army.

Welliver joined the DePauw faculty as an instructor of German. He was named an assistant professor in 1964, an associate professor in 1968 and professor in 1976. Dr. Welliver chaired the department of German & Russian from 1982 until 1998, in addition to carrying a full teaching schedule.

In 1958 Welliver had married Edith Bean Welliver, a college classmate and fellow Germanist, who survives him. She taught part-time for sixteen years, and between them they formed a team which carried the major teaching load in German for many years.

Glenn Welliver was a towering gentle giant of a man, quiet and seemingly shy, yet formidable and demanding in his classes. He was devoted to his German family heritage, and we all esteemed his dedication to his field, his language and his culture. His teaching focused on German culture and literature in addition to innovative language instruction -- such as the variable-credit Basic German and Basic German Proficiency, German for Academic Use, and the German Cooperative Project during Winter Term.

With regard to upper-level offerings, Welliver taught courses such as Introduction to German Literature, German Literature Since 1815, Early German Literature, Modern German Writers, and German Theatre and Film, as well as topics courses on specific authors such as Goethe and Lessing.

Welliver always sought to provide the most authentic German experiences to his students. He and Edith organized a German film series, Christmas parties and dancing, and an especially memorable celebration at the time of German re-unification in 1989.

On sabbatical leaves in German-speaking areas, Welliver focused on theater arts as a response to contemporary issues, and he developed his course on German drama and film. Just after German unification, he was able to spend a summer traveling in the former East Germany.

Glenn and Edith Welliver retired following the merger which created the current Modern Languages department.

Appendix C: Course and Minor Descriptions for Consent Agenda Items from Course and Calendar Oversight

Related to Consent Agenda Item C – Change in Course Description

HONR 400 – Management Fellows Senior Seminar (0.5 credit)

New description – The capstone course for Management Fellows. Students draw on coursework in the program, across the curriculum, and in their majors and utilize their internship experiences to further develop their decision-making skills as they study and discuss business literature and case studies. Students demonstrate their ability to identify, analyze, and address organizational problems by completing a substantial individual or group report.

Previous description – A capstone course for Management Fellows. Students make presentations about their internships, focusing on the economic viability of the business. Case studies are used that illustrate planning, control, economic analysis and organization theory of selected companies.

Related to Consent Agenda Item D – Proposed changes to the Minor in European Studies Minor

Additions to the text are found in **red text**, deletions are ~~struck through~~.

European Studies Minor

TOTAL COURSES	Five
CORE COURSES	<p>A fourth-semester proficiency in a modern Western European language other than English that suits the logical and coherent grouping of the five courses that form the minor is required. This requirement can be fulfilled by coursework, placement tests, or approved off-campus study programs.</p> <p>At least two transnational courses focusing on more than one European nation from the following courses:</p> <p>Art History: 131, 132, 201 Classical Studies: 120 English: 261 History: 111, 112, 113, 339, 342 Philosophy: 213, 216 Political Science: 130, 150 (when applicable), 254</p>
OTHER REQUIRED COURSES	<p>Also required are three elective courses to be selected, in consultation with the coordinator director of European Studies, to form a coherent whole. The electives must include at least two different disciplines. and have a thematic link, developed by the student, that ties them together. Elective courses required for the minor generally provide more in-depth study of specific European cultures/nations or time periods. Any university topics course, first-year seminar, senior seminar, or reading course may count towards the minor when appropriate and approved by the European Studies Director.</p> <p>In addition to the core courses listed above, students may choose their elective courses from the following list of courses:</p> <p>Art History: 142, 218, 225, 235, 302, 310, 330, 336, 340 Classical Studies: 100 Communication: 213, 214, 314 Economics: 310, 342, 420 English: 281, 282, 360, 361, 363, 364, 365, 366, 367, 368, 369 History: 221, 223, 225, 232, 241, 242, 244, 332, 336, 337, 338 Modern Languages: (when appropriate) 164, 225, 227, 260, 295, 301, 326 French: 316, 318, 320, 327, 401, 420 German: 307, 309, 314, 411 Italian: 270, 375 Portuguese: 280 (when appropriate) Russian: 324 Spanish: 339, 340, 442 Music: 230, 390 (when appropriate) Philosophy: 220, 340, 430 (when appropriate) Political Science: 351</p>
NUMBER 300 AND 400 LEVEL COURSES	One

Appendix D: DePauw Student Government Proposal for DePauw Dialogue 2.0

DePauw Dialogue 2.0

The goal of this day is to create a shared learning experience, together, as a community that fosters understanding, respect and connection. The outline below represents a draft to begin our work in collaboration with faculty, staff and students. Additionally, while this draft represents our ideal framework, we recognize that financial resources will influence the final structure of the day. The breakdown of the day is structured in a way to provide opportunities for each participant to share responsibility and ownership in our individual and collective journey.

Background:

- Events in the Fall 2014 and before led to broad recognition that our campus and surrounding community was not a welcoming place for all members of the community.
- In November 2014 the DePauw faculty voted to cancel classes for a day to have a campus wide conversation about inclusion and tasked a committee of faculty, staff and students to plan and schedule the day.
- The inaugural DePauw Dialogue, focusing on race and microaggressions, was held January 28, 2015 and all non-essential services were halted so the entire campus community could participate.
- A group of engaged students continued meeting throughout the spring semester to focus on next steps. Out of those conversations rose the desire to make DePauw Dialogue a regular event.
- During the summer and Fall 2015 semester, members of DePauw Student Government (DSG) continued discussions and planning for DePauw Dialogue 2.0.
- The plan continued to form envisioning a DePauw Dialogue that consisted of workshops that would expand beyond discussions of race and utilize lessons learned from the previous Dialogue to make improvements for a second event.
- Understanding the significant impact of cancelling classes, DSG worked with others in the campus community to plan the event at the conclusion of the academic day to reduce the impact on the academic calendar.
- As draft plans were shared and discussed with additional student leaders, a consensus was reached that in light of campus and national events, a stronger statement about our campus commitment to engaging in active citizenship was needed.
- DSG revised plans and reached out to faculty committees, Diversity and Equity and Faculty Priorities and Governance to gain support from the faculty and request faculty to suspend classes on April 6 for a full day.

Request:

DePauw Student Government requests faculty approve to take a day out of the academic calendar, April 6, 2016 to devote to DePauw Dialogue. DePauw Dialogue 2.0 will give faculty, staff, and students the opportunity to come together for a rigorous intellectual learning experience featuring a series of workshops, insights from a keynote speaker, and opportunities for dialogue and self-reflection, all emphasizing inclusion, community building, and good citizenship as outlined in the Addendum below.

Next Steps:

- Should faculty approve this request, members of DSG will collaborate with faculty, staff and student volunteered who wish to participate in the planning efforts for DePauw Dialogue 2.0.
- The core team will seek funding support and volunteers from the community to commence planning for the event.
- DSG will lead the initiative and work with the Chair of the Faculty to consider how to make DePauw Dialogue an annual event, captured in the Academic Calendar, rather than an ad hoc request from year to year.

Addendum: Draft Structure of DePauw Dialogue 2.0

The breakdown outlined below is an example structure that will be further discussed through collaboration with faculty and staff members. The breakdown of the day is structured in a way to provide opportunities for each participant to share responsibility in the ownership of their journey.

Keynote (45 minutes - 1 hour)

- The day will begin with a chosen keynote speaker that will address an overarching issue to set the context for the day. The speaker has not yet been chosen and suggestions will be accepted with the final decision being completed by the core planning committee.

Workshop Session I (1 hour - 1.5 hours)

- Workshops will be lead by professional facilitators ranging in topics across the -ism's (classism, racism, sexism), sexual orientation, and ability (both mental and physical).
- Staff, Faculty, and Students are able to choose which workshops they would like to attend

Lunch (45 minutes)

Workshop Session II (1 hour - 1.5 hours)

- These are the same workshops from the first session being offered twice in order to ensure that individuals are able to choose and experience more than one workshop.

Caucuses (1.5 hours - 2 hours)

- The DePauw Community will then be broken into caucuses (smaller groups that share an identity) based on being a student, faculty member, or staff member.
- Each caucus will have a training facilitator from that identity group so that the individuals can speak freely and debrief on the entirety of the day.
- The group can continue their discussion as long as they would like to and as long as the group is willing.

Appendix E: Letter from Student Body President, Craig Carter and Student Body Vice-president Katie Kondry in support of taking class time for DePauw Dialogue 2.0

Greetings Members of the Faculty,

We are reaching out to you today on behalf of the DePauw students to ask for your support in cancelling classes on the day of Wednesday, April 6th, 2016 for the second DePauw Dialogue. At DePauw we are taught not to fear the unknown, but to embrace it. We are pushed to strive for success and better one another through critical thinking. In suspending classes for a second Day of Dialogue, we hope to apply these critical thinking skills to the concepts of bias, difference, and privilege, while engaging in critical conversations about good citizenship and inclusion. It is our hope that this day will provide participants with the unique opportunity to work collaboratively in a rigorous intellectual environment that pushes all participants to examine their individual role in building a shared community moving forward.

Issues of discrimination affect members of our community everyday--if not first hand, then as indirectly felt through the bonds of friendship. These issues are not just isolated incidents, but a page of a much larger national narrative. Oftentimes, members of our community believe we are in a "DePauw Bubble," a bubble incapable of being permeated by society's anxieties and pessimism. The racism, sexism, and other forms of discrimination displayed by members of our community are hardly unique to DePauw. Countless other institutions face many of the same problems, including many institutions once thought to be beyond the point of inequity and injustice such as Yale, Harvard, Princeton, Dartmouth, UCLA, and Mizzou.

While we are not unique in these problems, we wish to be unique in the way we address them. As an institution, we need to be direct and intentional in telling the world that we will not idly stand by as members of our community are marginalized in the classroom or while walking down the street. We cannot simply uphold the status quo as set by other colleges and universities, but strive to do better, with concrete, meaningful changes in the way we explore our various identities and contributions across the campus. In hosting a second Day of Dialogue, we wish to usher in a new era at DePauw University: an era where we will be the example for others to follow in building a more inclusive campus environment--an era where all members of our community will feel safe no matter the color of their skin, the person they choose to love, socioeconomic class or any other aspects of their identity.

DePauw University is a liberal arts institution in every sense, meaning we pride ourselves on learning in new and innovative ways that seek to build an inclusive, diverse, and rigorous academic environment. It is DePauw's mission to teach its students values and habits that will serve them throughout their lives, equipping students with the skills necessary to make a positive difference as active citizens of the world. The DePauw Dialogue provides an opportunity for students, faculty, and staff members to congregate as a community and carefully consider the university's academic and social goals. Engaging in these difficult, albeit important, conversations will generate stronger leaders, citizens, and stewards of not only our campus, but the world. This day is only the beginning of a long and difficult journey. While these conversations will certainly generate some discomfort, they must happen if our community is to grow and heal. We hope that you will join us on this journey and help make the second DePauw Dialogue a success.

Sincerely,

Craig Carter, Student Body President

Katie Kondry, Student Body Vice President

Appendix F: New Catalog Language for the Distribution Requirements

If the faculty approve the changes proposed by Curricular Policy and Planning in Appendix C for the description of the distribution requirements the language will read as below. For the version showing what language is new and what language is struck through refer to Appendix C. The substantive changes are (1) adding two overarching umbrellas for organization and changing the introductory language to include explanation of that vision, (2) changing sentence construction in the liberal arts foundation areas to be parallel with the sentence construction for the global and local awareness, and (3) reordering and organizing policies.

DISTRIBUTION REQUIREMENTS

DePauw University's general education requirements produce both an exciting and fulfilling undergraduate educational experience and prepare 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.

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:

- Liberal Arts Foundations
- 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. The Liberal Arts Foundations, in which students complete six courses, provide a crucial foundation for life and for a dynamic undergraduate curriculum.

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 and how inequities of power shape the world.

LIBERAL ARTS FOUNDATIONS

ARTS AND HUMANITIES

Students earn 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

Students earn 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

Students earn 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.

GLOBAL AND LOCAL AWARENESS

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.

INTERNATIONAL EXPERIENCE

Students earn one course credit through the study of a culture **or cultures** distinct from US culture. This may be earned in DePauw courses focusing on the politics, society, religion, history, or arts of a foreign culture or through a DePauw-approved study-abroad experience. International students fulfill this requirement through their study at DePauw.

PRIVILEGE, POWER, AND DIVERSITY

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

POLICIES FOR DISTRIBUTION REQUIREMENTS

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.

Working closely with their academic advisors, students should, as far as possible, complete these requirements within the first two years. If the requirements 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.

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.

Course credit used to fulfill distribution requirements in Arts and Humanities, Science and Mathematics, Social Science, and Power Privilege and Diversity must be earned through courses offered at DePauw. Advanced placement and transfer credit do not apply to completing distribution requirements.

Courses used to fulfill distribution requirements may not be taken on a Pass/Fail basis.

No course may be used to satisfy more than one of a student's distribution requirements.

Individual departments, programs, and the School of Music, with the guidance and approval of the Course and Calendar Oversight Committee, determine which of their courses meet distribution requirements.

Appendix G: Proposed Changes Catalog Language for the Distribution Requirements

Proposed changes to the Catalog Language for distribution requirements showing new text in bold, text being removed struck through. In several cases below, particularly with regard to policies, language being struck is added in a slightly different location such that it is be moved and organized different. The substantive changes are (1) adding two overarching umbrellas for organization and changing the introductory language to include explanation of that vision, (2) changing sentence construction in the liberal arts foundation areas to be parallel with the sentence construction for the global and local awareness, and (3) reordering and organizing policies.

DISTRIBUTION AREA REQUIREMENTS

DePauw University's general education requirements produce both an exciting and fulfilling undergraduate educational experience and prepare 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.

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:

- **Liberal Arts Foundations**
- **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. The Liberal Arts Foundations, in which students complete six courses, provide a crucial foundation for life and for a dynamic undergraduate curriculum.

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 and how inequities of power shape the world.

~~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.~~

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LIBERAL ARTS FOUNDATIONS

ARTS AND HUMANITIES

Students earn two ~~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

Students earn two ~~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

Students earn two ~~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.

GLOBAL AND LOCAL AWARENESS

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.

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Working closely with their academic advisors, students should, as far **as possible**, 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.

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.

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Individual departments, programs, and the School of Music, with the guidance and approval of the **Course and Calendar Oversight Committee**, ~~Committee on the Management of Academic Operations (MAO)~~ determine which of their courses meet distribution ~~area~~ requirements.

DePauw University Faculty Meeting Minutes
February 8, 2016

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

The Chair welcomed everyone back from Winter Term and made a few quick reminders:

- Let's continue to be inclusive in our conversations by always introducing ourselves when we speak.
- Because of the exit changes due to construction work it will be particularly important that we use microphones so everyone can hear the conversation. Please note you can no longer exit out of the southwest door. If you need an exit on the west side of the Ballroom please take the open partition and exit through the terrace room.
- If you don't like to be startled when your cell phone rings aloud, please check that it is silenced.

2. Announcement of Spring Semester Quorum by VPAA (Anne Harris)

VPAA Anne Harris announced the official quorum for the semester.

278 voting faculty members

-38 voting part-time faculty members

-20 on leave academic year

-10 on leave spring semester

210

x 0.4

84 = quorum

3. Verification of Quorum

Jim Mills signaled that a quorum was reached at 4:05 p.m.

4. Faculty Remembrances for Charles E. Mays

Charles E. Mays, Professor Emeritus of Biological Sciences passed away unexpectedly November 14, 2015. He was a full-time faculty member at DePauw for 36 years from 1968 to 2003. Wade Hazel, Professor of Biology wrote and read the remembrance found in Appendix A.

5. Consent Agenda

There were no requests to move anything from the consent agenda to a regular item of business. The consent agenda was approved.

A. Approve Minutes from the December 7, 2015 Faculty Meeting

B. Approval of the following new course (recommended by Course and Calendar Oversight)

UNIV 495 – Independent Interdisciplinary Senior Project (1 credit)

Course descriptions for item B can be found in Appendix B.

C. Approve candidates for vacancies on Faculty Personnel Policy and Review and Grievance

(recommended by the Chair of the Faculty based on procedures for mid-year vacancies outlined in the By-Laws and Standing Rules)

See Appendix C for list all committee members on Review and Grievance.

D. Announcement of colleagues appointed to vacancies on appointed positions (recommended by the Chair of the Faculty based on procedures for mid-year vacancies outline in the By-Laws and Standing Rules)

See Appendix C for complete list of appointed committee roster updates.

Reports from Core Committees

Committee rosters are available at:

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

6. Handbook and Committee Roster (Chair of the Faculty, Bridget Gourley)

A. Announcement about improvements to Academic Handbook and Committee Roster.

Over January I worked closely with our great Academic Affairs team, in particular, Terry Bruner and Jane Griswold to get all the changes as a result of our governance restructure into the Academic Handbook. We also worked to address a concern many of us had – we had multiple sources for the handbook that sometimes got out of synch and were not outlined with the same labeling scheme. There is now only one version of the Academic Handbook, a hyperlinked pdf file accessible on the web. The Table of Contents is hyperlinked to take you to the section of interest. Each page has a link to return to the top of the document. When one Article refers to another Article those references are hyperlinked. Remembering using your browser's forward and back buttons to navigate back and forth between points of interest within the handbook.

If you have previously bookmarked particular policies in the handbook, you will want to check and if necessary update your bookmarks to take you into the new pdf file. We are working to create some new static web pages for Academic and General Policies with links into the Academic Handbook that will allow Google indexing to facilitate searching for specific policies from the web. If you experience a '404 page not found error' looking for a policy just remind yourself to start with the Academic Handbook and search inside that document.

We also updated the Committee Roster. All governance committees are listed in the same pdf file. Within the file are one-sentence descriptions of each committee and a hyperlink to the committee function in the Academic Handbook. Updates to the committee roster, noted on the Consent Agenda and in Appendix C, are in red on the current roster.

I hope these updated documents with information only in one place makes our governance processes more transparent, easier for us all to find the information we need, and confidence we are all using the same information. To this end I'm going to be working with a group this spring to identify what office on campus owns each policy and further be sure we house all policies not just governance policies in one place and work to link all documents and webpages to the source responsible for keeping it up to date.

I'll be following up this oral announcement with an email to the community. Please thank Terry Bruner all her work on formatting and restructuring next time you are in Academic Affairs, the task sounds straightforward when announced. Done well it is intricate and detailed work that required careful reading on both our parts multiple times. If anything seems askew to you as you use the new documents please be in touch so we can track down the issues and resolve them.

- B. The Chair of the Faculty gives advance notice of intent to ask the faculty to a change in the membership for the Nature Park Committee in the By-Laws and Standing Rules, Section XI.F. The complete change is found in Appendix D.

The Chair noted, on the agenda is advance notice about another change to the Academic Handbook recommended for the Nature Park Committee to address the additional of a Nature Park Ecologist position to the University and a renaming of the Nature Park Manager/Ranger position. Debate and voting will occur in

March.

There were no clarifying questions.

Rationale

The governance changes in March 2015 were written before the University redefined some positions. At the time we had historic language of a "Nature Park Manager/Ranger" and no "Nature Park Ecologist" position. Now we have a "Nature Park Superintendent" and a "Nature Park Ecologist." It has been proposed and seems quite reasonable that the "Nature Park Ecologist" ought to have a vote on the committee, parallel to the way the Sustainability Director has a vote on the Sustainability committee. Since this requires a change to the By-laws advance notice is being given this month for a vote in February.

Other Announcements

Lastly, the Chair announced elections and committee appointments for terms beginning next fall, will be coming up quick. You will get an announcement of vacant positions and call for nominations for elected positions in mid-February and initial nominations for elected positions will be due before the March faculty meeting. We will discuss the slate after conclusion of business at the March meeting and vote during March. Appointed positions will then be filled during April. You get an opportunity to state your service interests annually.

All positions are important to our effective functioning as a group. I hope everyone will see matches between their interests and our service needs. I want to draw your attention to one vacancy. My term as Chair of the Faculty comes to an end this spring and I will be on sabbatical leave next year. The position is a great way to gain broad based knowledge about how the University functions and to support transparent governance for the well being of all of us. With our new structure, an initial commitment is only two years.

As a related matter, most individuals have chosen a Curricular Area, for the few that haven't I'll be in touch with you directly so we can complete those lists.

There were no questions for the Chair of the Faculty

7. Faculty Priorities and Governance – (Pam Propsom)

- A. Motion to be voted on: "That the faculty approve a name change for the Writing Committee to the Writing Curriculum Committee changing all references to the committee in the Academic Handbook."

Rationale

Faculty Priorities and Governance endorses the Writing committee request for the name change because the "Writing Curriculum" more accurately describes the committee's function. Since this requires a change to the By-laws advance notice was given at the December 2015 Faculty Meeting.

The motion came from a Core Committee and therefore needed no second. There were no questions. The motion passed.

- B. Brief update on recent work of the committee and anticipated agenda items for the spring.

This is a new committee this year that oversees faculty governance system; delegates tasks to appropriate committees; and decides how to address issues that don't clearly fall within the purview of other committees.

In the fall 2015 semester we:

- Appointed faculty reps to Presidential Search Committee and Hubbard Center Task Force.
- Endorsed Student Government proposal for DePauw Dialogue 2.0 and brought to faculty for vote.
- Met with representatives from the Ad Hoc Office of Undergraduate Research, Scholarly, and Creative Activities Committee, a group of faculty working to centralize resources for student-faculty research and who would like to see an office created to do this. They wanted to make sure they were utilizing faculty governance structure in their efforts. We had an interesting discussion, thanked them for their good work, and encouraged them to continue and to solicit broader expressions of interest from a more diverse array of faculty representing a variety of areas. I anticipate you'll hear more from them in the near future.

This semester we will meet with the VPAA and the president to discuss issues of shared governance (e.g., regularizing faculty interaction with the Board of Trustees, faculty role in hiring and review of administrators, role of the Chair of the Faculty). If you have other issues you think we should address, please feel free to send them my way.

A reminder to committees—Please take meeting minutes and when they are approved, please send them to Terry Bruner so they can be posted on the Faculty Governance website so that all our colleagues are informed about what's going on.

There were no questions for Faculty Priorities and Governance.

Written Announcements –
none

8. Curricular Policy and Planning – (Dave Guinee)

- A. Motion to be voted on: Change the designation of “World Literature” from an “Interdisciplinary Minor” to an “Interdisciplinary Program.” Advance Notice was given at the December 2015 Faculty Meeting.

Rationale:

When the minor in World Literature was approved by the faculty, the proposal for the minor did not designate World Literature as an “Interdisciplinary Program,” and it has operated as an “Interdisciplinary Minor” housed in the English Department. World Literature, however, has been and continues to look like and operate as if it were an interdisciplinary program. It has a steering committee and a director, has active courses from a wide variety of departments (with over 20 eligible courses from 8 course listing areas and 6 departments in Fall, 2015), and now has a small budget. It's current status as an Interdisciplinary Minor has several negative ramifications:

- World Literature is not listed on the DPU website's [Departments and Programs page](#), which lists Academic Departments and Interdisciplinary Programs and provides a link to information on Independent Interdisciplinary Majors.
- World Literature does not have its own page on the DPU website, and the only place to find the minor requirements is at the bottom of the English Department's “Majors and Minors” page.
- World Literature, along with the Business Administration and International Business minors and the Premedical Studies focus area, is relegated to the “[Course Finder](#)” rather than appearing in the SOC “Departments and Interdisciplinary Studies” list. This clearly makes it much less likely that students will know how to find courses that meet the minor requirements.
- An interdisciplinary minor, unlike a program, is not guaranteed any budget for programming.

Although the Registrar's Office will have to overcome some technical issues to make this designation

meaningful, World Literature should stand on equal footing with the other Interdisciplinary Programs.

Guidelines and responsibilities for the program Steering Committee and Program Director approved by the Curricular Policy and Planning Committee are included in Appendix E.

The motion came from a Core Committee and therefore needed no second. There were no questions. The motion carried.

Announcements

Along with adopting the new course in Power, Privilege, and Diversity, last Spring the faculty also voted to require incoming students next year to fulfill an “International Experience” requirement, which can be met through study abroad or “DePauw courses focusing on the politics, society, religion, history, or arts” of a culture or cultures distinct from US culture.

That is a very broad description, and in fact it is our feeling that the vast majority of students would have previously fulfilled the requirement with no additional classes. Some faculty members have voiced reasonable reservations about the aims of the requirement and have wondered if we can’t have a more robust international experience requirement.

The committee needs to discuss this further, but we have a feeling that we can and should make this requirement more robust. At the same time, however, I feel somewhat leery about trying to introduce too much broad-sweeping change into the curriculum and pedagogy at one time. The Power, Privilege, and Diversity requirement will require some sustained effort and investment from the faculty and administration, and asking for significant investment and development in another broad area at this time seems, to me at least, to not respect that there are finite hours in the day and finite stores of energy in faculty members.

But what I do hope we can do is begin a process of investigating what a more robust and interesting requirement would look like and would gain support and traction from the faculty. And I will tip my hand by talking about what I envision and have begun talking to the committee about. Instead of “international experience,” I would like to see us move to a “Global Issues” requirement, in which students would have to confront issues that cross national and cultural borders — issues such as global health, climate change, humanitarian intervention and the responsibility to protect, economic sanctions, etc. What I might envision is beginning now to map a long-term process of talking to faculty in all departments and programs about what they would like to see as learning outcomes of such a program, writing drafts of those learning outcomes, building a structure that would support such a program (because it could well involve other agencies, such as the Hartman Center and Student Life), finding ways for co-curricular programs to complement this initiative, and calculating how many courses and faculty we would need to staff the classes and what sort of faculty development would be needed. So this could be a several year project to move towards something that would be significantly different and, I think, significantly more exciting.

We will be discussing this and other ideas in the committee, and I hope to get together with David Alvarez soon to see how this might work with the Global Crossroads program. I’d be happy to have your feedback, as well.

There were no questions for Curricular Policy and Planning.

Written Announcements –

None

9. Faculty Personnel Policy and Review (Glen Kuecker)

A. Brief update about the issues the committee is addressing in addition to scheduled reviews.

First, a thank you to Bob Hershberger and Tom Ball for agreeing to serve on Review Committee this semester. You will note from the agenda that Review Committee will need 5 new people for Fall 2016. If you are interested in serving, please let Bridget and myself know so that we can anticipate potential challenges for staffing the committee next year. There are many good reasons to serve: you get invaluable insights about teaching best practices from reading the files; you have the opportunity to help shape important university policy; and you provide one of the most important contributions to our profession, the review of our peers.

If you are thinking of serving, you might be interested in some of the business that Review is currently engaged. We hope to move several of these agenda items forward, but also advise that most likely we will only be able to position some items for Fall 2016 action. One item that is moving forward concerns new teaching criteria for tenure and promotion that will add language about diversity and inclusion. This item was brought to the committee last spring by the administration. We hope to be able to have a faculty vote by the end of this semester. The committee will soon send a memo to the faculty about the proposed changes, and we will hold an open faculty meeting on Tuesday, February 23, 4:00 p.m. here in the UB, in order to hear faculty input on the proposed language. The Review Committee has also formed a sub-committee that is charged with developing a new Student Opinion Survey, and we will use time at the February 23 open faculty meeting to for faculty perspectives about desirable changes. We also have 18 review cases for the semester.

There were no questions for Faculty Personnel Policy and Review.

Written Announcements –

1. Faculty Personnel Policy and Review committee is fully staffed for the spring semester. Thank you to those who continue their service as well as our new members Tom Ball and Bob Hershberger.
2. The committee continues its work on scheduled reviews for the year.
3. Review Committee's agenda for Spring 2016 (trying to move these along, many will continue for next academic year).
 - Diversity and Inclusion language in job description Appendix A—Open Faculty Meeting February 23 at 4PM, place TBA.
 - Subcommittee formed to propose revisions in Student Opinion Survey—Open Faculty Meeting February 23 4PM, place TBA.
 - Formulation of Lesser Sanctions Policy
 - Discussions about 3-2-(1), Teacher Scholar Model, and Tenure and Promotion Standards
 - Discussions about changes in Interim Review criteria language: use of “strong” as criteria for continuation at interim generates some issues that need to be addressed.
 - Coordinating with Faculty Development Committee on Review's role related to “major” grants.
 - Discussions about changing Promotion Review criteria language: Change from “either/or” for service and scholarly and creative activity to “strong” in both.
 - Discussions about associate chair positions: defining, appointing, reviewing
 - Discussions about department chair review and selection process (including interdisciplinary programs)

10. Faculty Development (Jim Mills)

A. Announcement Student/Faculty Summer Research Projects – New Guidelines

- 1) Office of Human Resources, representatives from FDC, Academic Affairs and SRF met in late January to learn about the federal guidelines.

- 2) New student payroll guidelines are being put into place to bring us into compliance with federal laws regarding student worker pay. This affects not only student/faculty summer research projects, it affects the majority of student workers on campus. As the Office of Human Resources learned more about how student/faculty summer research projects are designed and executed it became clear we needed to see if there was a different mechanism for paying summer research students.
- 3) There appears to be some leeway in the legal interpretation of how we pay students. We are hoping that the original payroll guidelines that were sent out last week can be modified from hourly pay with overtime pay to a 'paid scholarship' model. There is still work to be done to find out if this is feasible. We hope to know more in the next few days.
- 4) To help faculty members learn more about these new guidelines and how they may affect our student payroll, there will be an open meeting for all faculty members this Friday (Feb. 12) from 11:30-12:30 in Julian 147.
- 5) Reminder, FDC Student/Faculty Summer Research Grant Proposals are due March 9, 2016

B. Announcement Privilege, Power, and Diversity Workshop

- 1) May 24-27, 2016.
- 2) Three organizers are: Tim Good (Communication and Theatre), Clarissa Peterson (Political Science) and James Wells (Classical Studies)
- 3) Call for participants went out today via e-mail. Please sign-up if you are interested. Funding is available for approximately 20 people. DEADLINE: MONDAY, FEBRUARY 22.
- 4) It is envisioned as an active workshop, featuring guest facilitators with special skills in these areas. Faculty from all departments and disciplines are encouraged to participate. Faculty need not have a specific course in mind in order to benefit from this workshop.
- 5) Stipend of \$100/day/participant.

C. Announcement Triad and Innovation Grants

- 1) 16 proposals, 36 faculty members
- 2) All funded.

Announcement from David Alvarez - GLCA Global Crossroads Grant Grand Challenge

I'm pleased to announce that the GLCA Global Crossroads Grant Grand Challenge has been determined. This year's theme is "Challenging Borders." It should be interpreted in a very broad sense. I quote from the draft announcement:

"A "border" can be geographic, national, religious, generational, environmental, religious, political, cultural, economic, or gender-based." Possible topics include:

- Peoples Displaced by Conflict
- Containing the Spread of Infectious Diseases
- Borders and Identity
- Displacement by Climate Change and Natural Disaster

As you can see, the topic offers opportunities for all faculty members, whether you are in the natural sciences, social sciences, or humanities.

1) I'd also like to emphasize that this Grant provides an exceptionally timely opportunity to obtain funding for modifying or developing courses for our new "**International Experience**" **general education requirement**. Money can be requested for course materials, a summer stipend for course development (\$600 per week for a maximum of three weeks), and travel support to bring course partners together for planning.

2) This grant also provides very rich—**if not unprecedented**—opportunities to support **faculty student**

research. As part of such projects, funding is available to cover costs for student travel abroad as well as stipends. If you're looking to engage students with data collection overseas, a translation project, or an international archaeological dig, this grant has one thing to say to you: Yes, you can!

The GLCA is hosting an information luncheon about the grant at DePauw on Thursday, February 25, from 11:30-12:30. I've sent an email about this for you to RSVP and I'll be sending another. Both Simon Gray, the grant's GLCA Program Director, and Gabriele Dillmann, GLCA Consortial Languages Director, will be available to answer any questions you might have about your grant ideas and proposals. They are also eager to meet with individual faculty members about their projects throughout the day, so please send me an email if you'd like to discuss your proposal with them.

The GLCA Global Crossroads grant also provides money for international projects that do not address the topic of "Challenging Borders." Moreover, it offers a timely opportunity to obtain funding for modifying or developing courses for our new "International Experience" general education requirement. Concrete possibilities for collaborative course development include:

- (re)designing syllabi to "globalize" a course
- coordinating course projects with students or faculty members at higher education institutions abroad
- attending or developing discussion and/or workshop groups related to internationalizing the curriculum—including travel abroad
- hosting visiting speakers from other GLCA or Alliance schools

Finally, the FDC is soliciting from the DePauw community suggestions about DePauw's own "Internationalization Grand Challenge theme". Funding in the amount of \$180,000 over four years is available to DePauw's goals to internationalize our programs of learning. The FDC wants to know what topic and goals you think DePauw should focus on. An email with a submission form will arrive in your email inbox shortly.

I'm happy to answer any questions you might have about the grant, now or later. It's been great to meet with several of you already about formulating a proposal, and I look forward to hearing from more of you.

There were no questions for Faculty Development.

Written Announcements –

Upcoming FDC deadlines:

Student/Faculty Summer Research – March 9th

Faculty Summer Stipends – April 6th

Howes Summer Student Grant applications due – April 13th

Faculty Fellowship year 1 and year 2 reports due – May 4th

11. Student Academic Life (Khadija Stewart)

The Student Academic Life Committee had no report.

Written Announcements –

None.

Reports from other Committees

Committee rosters are available at:

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

12. Diversity and Equity committee – (Caroline Jetton)

The Diversity and Equity Committee report was an offer to answer questions. There were no questions for Diversity and Equity.

Written Announcements

On behalf of the Faculty Governance Committee and Diversity and Equity, we would like to solicit faculty volunteers interested in helping to plan DePauw Dialogue 2.0, to be held on April 6.

People can contribute in various ways:

1. Serving on one of the five subcommittees (logistics and structure, advertising, administrative/organizational, pre-planning, and post-programming) planning for the day. Groups will start meeting in February every two weeks, potentially continuing after April 6 to plan for future events.
2. Serving as a facilitator for discussions taking place that day. Facilitator training will begin in March.

If you would like to contribute to DePauw Dialogue 2.0, please send an email expressing your particular interest to Caroline Jetton (cjetton@depauw.edu), the Chair of Diversity and Equity, by Feb. 10. Diversity and Equity will appoint faculty members from the pool of volunteers.

13. Title IX Team (Rebecca Upton)

A. Announcement of upcoming annual required training

The Title IX Team wants to give notice in advance that this year's Title IX Training will be a Title IX training video (approximately 25 minutes). We will request that faculty (and staff) watch the video at their convenience between March 1st and 14th. Please look for an email link in March to participate in the required training.

I'm here today with a reminder and announcement about how Title IX applies to our University. In the past year we have all participated in Title IX training and thanks to the DePauw Title IX Coordinator, Renee Madison everyone has been provided with information about steps we needed to take in order to be in compliance with the 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 today I'm here to provide advance notice to keep an eye out for an email from the Title IX Team about this year's training. Rather than the large group information meetings or luncheons, this year we will ask all faculty and staff to set aside approximately 25 minutes or so to watch a video (at your convenience between March 1 and March 14) in order to complete the updated training. One of the jobs of the Title IX Team is to be sure we find the most effective ways to achieve and document compliance with Title IX regulations and after careful consideration it is clear that a video (via link) that can be viewed around employees myriad other

responsibilities best respects the many tasks we ask of all employees while allowing us to achieve compliance. Being able to document compliance is critical to all of us because of the many ways we receive federal funds, including both individual and institutional grants from federal agencies and student aid. More importantly, an inclusive community continually makes time to advance their knowledge about these critical issues. 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.

Please look for an email link in March to participate in the required training.

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. Viewing the video 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 raption@depauw.edu and I live at 221 Asbury.

On behalf of that Title IX team I appreciate your willingness to spend the time watching and listening to the information on the video—I know we are all wicked busy but this is one of those things we must do, once again it is the right thing to do on so many levels. Thanks.

There were no questions for the Title IX Team.

Written Announcements

None

14. University Strategic Planning committee – (David Newman)

A. Summary of University Strategic Planning Committee plan and experiences presenting to Board of Trustees. See Appendix G for accompanying slides.

- Identify strategic goals (including some carry-over initiatives from 2020 and NEW initiatives) that will serve the short- and long-term interests of our students within confines of business model
 - Not an easy thing to do—we had to balance a variety of often-conflicting drivers: imagination, ambition, courage, risk, fairness, sensitivity, responsibility, sober practicality, level-headedness
 - So we tried to be bold and forward-thinking while still being fiscally realistic
 - To do that, we decided that we'd start with a question: "what is best for our students and the institution?" (**strategic investment**) NOT "What can we afford?" (**constrained resources**).
 - **HOWEVER**, none on the committee are naïve.
 - We did NOT approach this work as if it were **an unreasonable and imprudent wish list**.
 - **All our work was in a context informed by the finances of the institution.**
 - Nevertheless, must remember that we are NOT a budget committee. We don't make budget decisions; we identified key principles and make recommendations
 - **We see this report as a documented endorsement and reaffirmation of the liberal arts model and DPU's commitment to it (i.e., not suggesting a wholesale shift in the identity of the institution to pay the bills)**

- **Came up with “Framework for moving forward”** (following trajectory of student career, admissions cycle, time as a student, and alumni)
 - **this simple framework provided a constant reminder that all we recommend in this report is in the service of student outcomes and in concert with the mission and vision of the university**
 - NOTE: a lot of people are already working on ALL of these things (board subcommittees; other DPU committees)
 - NOTE: initiatives in each are limited to just a few; didn’t want laundry list of wishes. Not to say that other things aren’t important (e.g., faculty salaries, sustainability, Greencastle, greek system, student food plan, etc.). We chose to limit our focus to things that will move us forward and are integral to the university’s mission)
 - NOTE: important to remember that these 3 phases (and specific initiatives) are interconnections

Our priorities follow.

1. End Gapping (committees or subcommittees on admission, inclusion, student life & enrollment all working on this)

Quote: “Every American benefits when every other American has access to as much schooling as he or she wants. When accessibility to higher education declines, we all end up paying for it” (Adam Davidson, NYT Magazine, 9/13/15)

- From Admissions we learn they have two conversations: 1) value of DPU education in the fall; 2) paying for it...in the spring.
- If we can reduce time on #2 and increase time on #1, will allow us to “shape” the student body which will not only improve national reputation but will give us flexibility to address all these other things (the academic program, campus climate, etc.)
- prospective students and their parents look at characteristics of past classes (test scores, GPA, post-grad earnings, ethnic & gender mix, etc.)

2. Library

- provide greater access and a more effective center for student and faculty inquiry and collaboration
- Welch fitness center = hub of physical well being; Hoover dining hall = hub of social/nutritional well being; Renovated library = hub of intellectual well-being

3. 3-2(1) argument

We argue that **addressing standard course assignment is in the immediate best interests of our students and is vital to the long-term health of the institution (which is in the *long-term* best interests of our students).**

[Benefits our students:

A. directly (increase opportunities for meaningful contact outside the classroom)

- according to data from Richard Detweiler (President of GLCA) the factor during college that has greatest impact on life success (employability, leadership qualities, being ethical, appreciation of art & culture, leading a fulfilling life) is **faculty engagement w/students on a personal level**
- 3-2(1) would **make opportunities available to everyone, not just those who “win” faculty development award**
- 3-2(1) would free up time for innovative faculty-student interactions (other ways of teaching: faculty/student research; collaborative grant writing; work w/affinity groups; community engagement, etc.)

B. marketability & competitiveness: attract top faculty engaged in significant work→ improve national reputation→ enhance value of DPU degree

The committee believes that the attraction and retention of vibrant, professionally active and innovative young faculty is paramount in the ever-competitive world of higher education.

This is especially true if we are serious about **diversifying the faculty**. PhD's of color are still statistically rare in many fields. And it's safe to say that many, if not most, liberal arts institutions are facing similar campus climate issues regarding inclusivity and justifiable pressures toward exposing students to faculty from a multiplicity of identity backgrounds. **As we find ourselves facing stiffer competition with peer and aspirational schools to hire top quality new PhDs**, it is in our collective interest to be as competitive as possible. In order to do that, we must present DePauw as a vibrant intellectual destination to potential candidates.

4. Interdisciplinary Programs

- wave of future: bridging disciplinary divides; multiple methodologies & perspectives
- student demand
- marketability
 - according to recent data from Richard Detweiler (President of GLCA) top factor associated w/earning 6 figure salary was NOT major; instead was **number of courses taken OUTSIDE major**.
- recruitment (rich array of courses of study)

5. Diversity/inclusion

- proactive, not reactive
- **Why make this part of a *strategic plan*??**
 - we use the word "institutionalize" to emphasize that this issue needs to become part of the standard operating procedure of university
 - ****-"diversity & inclusion" is not a problem that needs to be fixed so that it will go away...it is a demographic reality and an opportunity to say something meaningful about who we are as an institution and position DPU at the forefront of a national dialogue**

6. After DePauw

- "students are not just customers, they are also an integral part of the core product;" and when they leave they are both **symbols OF** the university (prospective students and parents look at characteristics of past classes) and **ambassadors FOR** it.

Our **next task** is to address nuts and bolts of implementation and prepare for presentation to Board in May AND have conversations with the next president

- Implementation schedule and nuts & bolts (e.g., w/regard to 3-2(1): Tenure and Promotion as well as Faculty Development implications)
- What it will cost (not just estimates)? How to pay for them? What are the potential trade offs?
- 2 and 4 year assessment of financial health markers (mandated financial outcomes).

B. Reports from Board of Trustees Meeting

Other directly elected members of the University Strategic Planning Committee reported out on their experience at the Board of Trustee meeting, including Board committee meetings.

From Julia Bruggemann:

I was among a group of faculty able to attend the Board of Trustees Meeting 2 weeks ago. It was the first time I had attended a Board meeting and I want to start by saying that I was impressed with the seriousness and enthusiasm of the Trustees. What struck me in particular was their genuine interest in hearing about contemporary developments on campus. Of course, they all bring their own experiences and memories of DePauw to the table, but seemed authentically interested in finding out what is going on right now.

At the specific meeting I attended, the Academic Affairs Committee, Anne Harris gave a presentation about the current state of the academic program. She described DePauw as a place of multiplicity and suggested to the Board Members in attendance that the very multiplicity of our students and academic experiences could be and should be understood as a feature to highlight, rather than as something to hide or to see as a problem. She provided some statistics to showcase some of this multiplicity. For example, we enroll 19% legacy, 19% first generation students. (There were other statistics as well.) These students come with different expectations and may have different levels of preparation. They may come from different economic backgrounds and have different academic interests. She suggested to the Board that rather than trying to define “the typical DePauw student” the university should see itself as a place that accommodates this multiplicity and indeed sells it as one of its points of distinction vis-à-vis other colleges.

Then, she presented what I would call a snapshot of our existing curriculum, focusing on new initiatives and moments of energy and excitement such as the new interdisciplinary programs (e.g. Global Health, World Literature). She also emphasized the growing influence of what she described as the five major Centers on campus (Prindle, Pulliam, McDermott, Hubbard, and the new Tenzer Center for Technology) which could reach out across campus and connect what our students do in classroom with more practical opportunities in a variety of ways and disciplines.

The members of the Board who were present at the meeting seemed very receptive and shared the excitement. They asked questions about 3 broad areas: retention, messaging, and mission. They were concerned with our apparent low retention rate. They raised questions about what they called messaging, in other words, how do we best communicate the various good and exciting things happening on our campus in terms of the academic program. We looked at our website and compared it to those of other (aspirational) liberal arts colleges. And finally they wondered about how we can best make sure that DePauw actually provides the kind of program prospective students say they want (seen as primarily a path to a job – the Centers come in here as well).

To me, these questions all seemed related to better understanding and, of course, also articulating the mission of our university. Who do we serve? What do we offer? How do we attract and retain students? They are all good and important questions – especially in a transitional period.

On the whole, as I said before, I was pleased to see the deep level of interest in our academic endeavors on the part of the trustees and if you allow me one personal comment, I think it might be a good idea to get trustees together with faculty more often rather than less often, that way we can better communicate what we do.

From Greg Schwipps:

I echo the general comments from my colleagues. Board members welcomed us and were generally interested in our perspectives. Finding ways increase our opportunities to have meaningful conversations would be valuable.

I attended the Student Life and Enrollment Management Committee. Board member, Kyle Lanham serves as Chair. The committee heard reports from Vice President for Student Life Christopher Wells and Senior Advisor to the President for Diversity and Compliance and Title IX Coordinator, Renee Madison.

Vice President Wells had difficult statistics to share with the committee. Last academic year, 192 individual students were charged through the Community Standards process. During this most recent fall semester 327 individual students were charged. There is no discernable pattern, no specific class year or group is disproportionately represented. While Christopher Wells didn’t use the term, I might say it seemed to be a volatile campus this fall.

Contrasting those discouraging statistics, student groups have been strongly supportive of April's DePauw Dialogue 2.0, including a \$10,000 donation from the Interfraternity Council (IFC).

Christopher Wells stressed, as a result of questions from members of the Board of Trustees Student Life and Enrollment Management Committee, that he believed DePauw should stress more healthy (non-alcoholic) options for student socializing and better hosting options for affinity groups and sororities.

We are currently transforming the Den and Hub Atrium.

From Jackie Roberts:

I attended three of the subcommittee meetings on Friday and the full Board Meeting retreat on Saturday. The three subcommittee meetings were the National Campaign Committee on which Dave Berque and I are the faculty representatives, the Ad Hoc Committee on Inclusion and the Business and Financial Committee. Most of the work from these committees was described in the email from President Casey last week. As Brian mentioned, the Campaign has made significant progress towards the goal of 300 million dollars. At the Ad Hoc Committee on Inclusion, we worked on language for the charge of this committee. Renee Madison presented demographic data on faculty, staff and students including retention data for students. We also looked at a skeleton draft of a long-term inclusion plan. Finally, I also participated in the Business and Financial Affairs Committee where we spent most of the time talking about setting tuition for next year. I have to say that at all times I was warmly welcomed and my input was actively sought and valued. The board seemed to enjoy interacting with the large number of faculty in attendance.

There were no questions for Strategic Planning Committee.

Written Announcements –

The committee's report was submitted to President Casey late January, just before the Board of Trustees meeting and is released to the community with this agenda as a separate document.

Additional Business

15. Remarks from the President (Brian Casey)

I want to report out to the faculty on a number of important matters, including the Strategic Planning Report and the just-completed Board Meetings.

But first I want to speak about the impending presidential transition in what is my last semester at DePauw. I have met with the Board leadership to discuss the transition to offer my own approach to this time, and the Board itself has put together a transition committee consisting of Board members, alumni, faculty and students. That committee is charged to consider everything from introducing the new president to the campus, planning an October 2016 inauguration, and preparing The Elms for a new president and his or her family.

I have offered to the Board plans to focus my efforts as sharply as I can during this semester and I wanted to share these plans with the faculty.

I have divided issues into:

- First, those things that I should focus as much energy as possible to complete during these next few months, specifically those matters in which I am best positioned to see matters through.
- The next category includes those things that I can assist with this semester as they will help strengthen the foundation of the institution in the long run.

- Then there are those matters that I must defer until I can consult with the soon-to-be named 20th president.

In the first group of activities—and one that will take up considerable time—is fundraising. We raised over \$35M since the October Board meeting, bringing the total funds raised in the campaign to over \$255M. We are now working, hard, on a number of gifts for the DePauw Trust, the endowment dedicated to supporting students who show financial need. Several large gifts for the Trust remain open or in conversation phase and I will be spending time these next few months to see how we might close, or accelerate, those gifts. There are few things that will better strengthen DePauw—academically, financially, and in terms of diversity-- than gifts to endowment to support tuition and financial aid. There are few things I can do to better serve DePauw than to find such support.

Further, the closer I and our development staff can get the campaign total to the stated goal amount, the more pressure I can keep off the next president who will need time to meet both board members and potential donors during his or her first few years.

The next fundraising priority will be for the Library. We are working on renovation plans based on the original \$5M amount approved by the Board at the May 2015 meeting. But new, more expansive ideas have emerged and the Board has given us the go ahead to plan for more extensive renovations that will require new fundraising.

The on-campus matters on which I will focus primary attention this semester are four:

First, at some point over the next few weeks we will receive the report of the Independent Review Committee. As I indicated in my email to the campus this past Friday, the members of the committee have asked to meet with student affinity groups as well as the student government. When they came to campus in the fall they also met with city officials and the Greencastle Police, as well as many members of the campus. They indicated that they wanted a few more conversations with campus groups. They will be on campus this week.

I should note that two members of the Committee have recently been named to new professional posts. First, Troy Riggs has been named commissioner of the Indianapolis Police Department. Second, the White House just recently announced Myra Selby to join the Seventh Circuit Federal Court of Appeals, the court that sits right below the Supreme Court. Both have committed to finishing their work with DePauw despite these new positions.

Given the independence of the committee, we cannot be certain when their report will arrive, but when it comes, we as a whole University community—administrators, faculty, students, the board--need to be prepared to consider the recommendations and take up, robustly and directly, the work that they may require. As we have seen, universities all across the nation are trying to see how they can do better with their efforts to create a diverse, safe and supportive campus. The report of the Independent Review Committee offers us yet another tool to do better here.

Second, I will continue to work with the broad committee developing on the five year Diversity and Inclusion Plan. The Diversity and Equity Committee has begun drafting the report based on their work this year, the campus-wide surveys they have sent out and the conversations they have had with campus constituencies and the Board of Trustees. In short order the Diversity and Equity Committee will soon offer a timeline on how the community can react and respond to the draft report.

Third, I will continue to support the campus-based planning committee to work on this year's DePauw Dialogue 2.0. We want this year to not only be successful, but perhaps a model for such days of inquiry in the

future.

Finally, I will meet with the Governance Committee to have a conversation with those faculty members to see how the new governance structure is working and to consider how we might enhance our systems. The new system seems to be off to a strong start—and I want to thank Bridget Gourley and Francesca Seaman for their work on the new structure. I do think we might be able to make some modifications to the structure. These would be very preliminary matters, and of course, any changes would have to come through the Governance committee to this faculty for their consideration

There are, then finally, those matters that I must leave for the next president, or wait until they arrive before acting. As the semester continues, I am certain more matters will fall into this transitional category. I do believe—I know—that DePauw has a remarkably strong set of senior administrators in place. The institution must keep moving forward. And it will.

In short, in these three months I plan to focus my time on those efforts that will strengthen the foundation of the institution, whether that be financially, procedurally, or in terms of our diversity efforts.

Now I would like to speak of the University Strategic Planning Committee

As David Newman reported, the Strategic Planning Committee presented two reports to the Board of Trustees at their recently completed meetings.

I want to say something at the outset here that David Newman couldn't – and that is his presentation was superb. For the first two hours of the Board's Saturday retreat, David led a conversation among faculty, administrators and board members on the core mission of the University and the ways to strengthen our pursuit of the mission in the future. I have seen 8 board retreats in my years here, and that was perhaps the best Board conversation I have ever witnessed.

At the meeting, David offered an update on the successes and open matters under *DePauw 2020*. I won't speak to these today. But I will note that the committee endorsed the essential idea of that original planning document – that DePauw should do all that it could to be an increasingly national, strong liberal arts college. One of the critical purposes of that report was to assert—in an era what this form of education was under increasing question—that our future must be based on pursuit of this form. I am heartened by the committee's implicit endorsement of that central idea.

And as David presented, the committee presented a second, forward looking, report of the committee. This report identified, among many potential competing needs and interests, four priorities that the University must support. These are:

1. Increases in funds for student need-based aid so that DePauw can meet the full need of those students who show need, ending the practice of “gapping” students.
2. Investments in faculty to move the institution to a regularized 3-2(1) course assignment structure.
3. Investments in the University Library to create an energized intellectual heart to the campus, and
4. Investments in our Diversity and Inclusion efforts.

I believe these to be exactly the true highest needs and priorities of the University.

The board accepted the report with considerable enthusiasm and report and called on the committee, and the administration, to refine these priorities and to present plans to implement them at their May meeting.

The committee, the board, and I, know that achieving these priorities will take time and very considerable resources. We would, for example, need not only the \$100M that this campaign will bring into the DePauw

Trust but will need approximately another \$150M in dedicated endowment for us to fully guarantee that we meet the full stated needs of all students who we wish to enroll at DePauw. But I believe these are the exact areas of need to be addressed by DePauw at this time. They are aware of the decline in the number of the Midwestern high school students, a slowdown in endowment growth, and the appeal of attending other institutions that are freezing tuition, such as Purdue, IU and Miami of Ohio.

I look forward to hearing of the committee's continued work on these reports. And I am happy to take any questions or comments you might have about any of these topics.

There were no questions for President Casey.

16. Remarks from the VPAA (Anne Harris)

Reporting back from AAC&U "Diversity, Inclusive Excellence, and Democratic Renewal" conference, and discussions of Academic Affairs the Board of Trustees meeting. Please see Appendix H for accompanying slides.

There were no questions for VPAA Anne Harris.

17. Remarks from the Dean of the Faculty (Carrie Klaus)

A. Call for Nominations for the 2015-2016 United Methodist Exemplary Teaching Award

Faculty, staff, and students are invited to submit nominations for the 2015-2016 United Methodist Exemplary Teaching Award. This award, sponsored by the United Methodist Church with funds supplemented by a generous gift from George and Virginia Crane, is given to one or more faculty members who "exemplify excellence in teaching; civility and concern for students and colleagues; commitment to value-centered education; and service to students, the institution, and the community."

Please send nominations, addressing the criteria mentioned above, to Carrie Klaus (cklaus@depauw.edu) by Friday, February 19. Nominations should be no more than 250 words in length.

A follow-up e-mail, with a list of past recipients, will be forthcoming.

There were no questions for the Dean of Faculty.

18. Unfinished Business

There was no unfinished business.

19. New Business

No one raised any new business.

20. Announcements

The Chair drew attention to the written announcements on the agenda.

Written Announcements

1. *Call for Proposals Extended Studies Proposal for Winter Term and May Term 2017 (Course and Calendar Oversight, Eric Edberg)*

All Extended Studies proposals for Winter Term and May Term 2017 are due on February 12th, 2016 at 5 PM. Proposals may be submitted at

https://my.depauw.edu/admin/registrar/course_proposal/ES_login.asp.

2. *Announcement of Spring 2016 Application deadline for proposals to the J. William and Dorothy A. Asher Fund (David Gellman)*

The J. William and Dorothy A. Asher Fund in the Social Sciences supports research and scholarly efforts in the social sciences. Recognizing that such pursuits can occur in a variety of disciplines and programs, including Conflict Studies, Women's Studies, Economics and Management, History, Political Science, European Studies, Latin American Studies, and other area studies, activities in these and other fields shall be eligible for support with these funds if the research includes a significant social science component. Funding must be awarded for projects before expenses are incurred and there will be no retroactive funding. The deadline for Spring application submissions is April 15. For more details see Appendix F.

21. Adjournment

The meeting was adjourned at 5:55 p.m.

Appendices

Appendix A: Tribute to Charles E. Mays (1938-2015) **Written by Professor Wade Hazel**

I have to tell you, I have mixed feeling about standing up here giving a remembrance of Charles Mays, who retired in 2003 as a professor in Biology. First, most of you probably didn't know Chuck. Second, probably the last thing Chuck would have wanted, even if you all had known him, was someone talking about what a great person he was. But, Chuck was a wonderful person who had a significant impact on this university.

I don't think Chuck (or Charlie, that's what Judy, his wife always used to call him) ever missed a faculty meeting, in the 20 years or so I knew him. Granted, at least in the early years the meetings were at night and a significant number of us, including the president and AVP, would head to the bar after the meeting, which made coming to meeting a little more palatable. But, in all those meetings over all of those years, I don't think I ever heard Chuck speak. I used to watch him as he drew caricatures of other faculty and administrators. But he never spoke. He was a fine artist. He even constructed an album of comic depictions members of the biology department, complete with their exaggerated behaviors and names. Chuck was also musically talented, playing piano by ear, and singing in a group with other faculty members called "The Men of Note". He also loved golf and played very well, although this is one of the few places he ever lost his temper; he was amazingly even-keeled at work, and had a knack for being a calming influence at stressful times.

In spite of not speaking at faculty meetings, Chuck was one of the most widely respected faculty members at DePauw. In biology, a department not known for its exceptional levels of collegiality, everyone considered Chuck their friend: a remarkable accomplishment in itself.

He started at DePauw in 1968, fresh out of a PhD program at the University of Arizona. Chuck was hired into a tenure track position in the Zoology department; there was no Biology Department then. DePauw was a very different place, science faculty often spent 15 to 18 hours teaching in the class and lab each week. Exams were typed on stencils using a typewriter so copies could be spun off of a great cylinder that the departmental secretary cranked. Everyone taught winter term, every year. There were no pre-tenure leaves, no startup monies, no summer research funds for faculty-student collaborations and no full year sabbaticals.

Charlie was trained as a herpetologist—someone who studies reptiles and amphibians. He was an expert on venom delivery and its effects in snakes, studying some of the most venomous snakes in the world, some of which, like the especially deadly sea snakes, would occasionally escape in the lab. After he came DePauw he studied the biology of hellbenders, the largest salamander in North America. In spite of the relatively narrow focus of his research he taught a wide variety of class, including cell biology, biochemistry, vertebrate zoology, comparative physiology, human biology, animal physiology, genetics and immunology-- courses we now cover with the expertise of 3 faculty members. If you were listening carefully, you heard the word biochemistry. Indeed, it is fair to say that Chuck pioneered the teaching of biochemistry at DePauw, before the Chemistry Department added biochemistry to its name. The cell biology and biochemistry course he developed was always full, and amazingly, to me at least, the front and side chalk boards were also be full of detailed artistically precise notes for that day's class before the students had even entered the classroom.

When I arrived at DePauw Chuck had already switched his research program from reptiles and amphibians to the neonatal effects of second hand smoke on pregnant females, using mice as the model system. I knew the research well, because I was a smoker at the time and whenever I ran out of cigarettes I'd sneak down to the basement where Chuck "smoked the mice" and bum a Marlboro from them. All of his research was done in collaboration with students; he worked with over 70 students during the 35 years he taught here. It was not uncommon to overhear a student in the hallway mentioning having to go down to the lab to "smoke the mice." This phrase also lead to numerous comical drawings over the years, often involving rodents rolled up in cigarette papers and set aflame.

Chuck served on every major standing committee, including COA and two terms on COF (now the Review committee). When the university was having financial challenges in the 80s, and established the University Priorities committee to deal with those challenges, he was asked to serve. When the Biology Department was formed by the shotgun wedding of the Zoology and Botany and Bacteriology departments, he was asked to be the first chair. And when the Science Research Fellows Program was established and needed a director that had the support of all the sciences, Chuck was asked to serve, a position he continued to occupy for the first 10 years of the program's existence.

This year, the Science Research Fellows Program is celebrating its 25th anniversary. It is not an exaggeration to say that he built the SRF program into one of the finest honors and fellows programs at DePauw. As director, he was able to consistently recruit and yield, often at higher rates than those achieved overall by the Office of Admission, the very best science students in the applicant pool, students that have made their mark professionally after graduating from DePauw. The SRF program was a rarity when it started, and thanks to his work, it became a model that other schools soon emulated.

When I started this tribute, I said I had never heard Chuck speak at a faculty meeting. Indeed, his life as a faculty member here reminds me of the adage, "It's not what you say that counts, it's what you do." Chuck Mays did many things during his time as member of this faculty that have had a lasting positive impact on the institution.

So, while I'm pretty sure he would not have been comfortable with this sort of recognition, if anyone deserves it, he does.

Appendix B: Course and Minor Descriptions for Consent Agenda Items from Course and Calendar Oversight

Related to Consent Agenda Item B – Change in Course Description

UNIV 495 – Independent Interdisciplinary Senior Project (1.0 credit)

Description – The senior capstone experience for Independent Interdisciplinary majors who do not complete the capstone experience through one of the academic departments included in their major.

Appendix C: Summary of Changes to the Committee Roster for Spring 2016

Related to Consent Agenda Item C – Approval of Colleagues to fill vacancies on Elected Committees

Names in **red** represent changes since the September 2015 roster and those colleagues being approved, others were previously elected.

Faculty Policy Personnel and Review Committee

Description	Representative (end of term)
Faculty member who considers the Arts their curricular home	Eugene Gloria (2016)
Faculty member who considers the Humanities their curricular home	Susan Wilson (2016)
Faculty member who considers the Mathematical, Computational or Natural Sciences their curricular home	Dana Dudle (2017)
Faculty member who considers the Social Sciences their curricular home	Glen Kuecker (2016) (Chair Spring 2016)
Fifth Faculty Member	Tom Ball (2017)
Sixth Faculty Member	Bob Hershberger (Spring 2016) Mark Kannowski (Fall 2015) (Interim Chair fall 2015)
Seventh Faculty Member	Meryl Altman (2017)
Eighth Faculty Member	Rich Cameron (2017)
Ninth Faculty Member	Howard Brooks (2016)

Ex officio (without vote) VPAA (Anne Harris).

Grievance Committee

Grievance Representatives through 2/1/16-1/31/17

Description	Representative
Arts Representative	Lori Miles
Arts Representative	Joe Heithaus
Arts Alternate	Scott Spiegelberg
Arts Alternate	Andrew Hayes (Spring 2016 ONLY)
Humanities Representative	Istvan Csicsery-Ronay
Humanities Representative	Erik Wielenberg
Humanities Alternate	Jason Fuller
Humanities Alternate	Inge Aures
Mathematics, Computational and Natural Sciences Representative	Pat Babington
Mathematics, Computational and Natural Sciences Representative	Bryan Hanson
Mathematics, Computational and Natural Sciences Alternate	Rick Smock
Mathematics, Computational and Natural Sciences Alternate	Kevin Kinney
Social Science Representative	Rebecca Bordt
Social Science Representative	Dan Wachter
Social Science Alternate	Ophelia Goma
Social Science Alternate	Bruce Steinbrickner

Related to Consent Agenda Item D – Announcement of Colleagues to fill vacancies on Appointed Committees

Names in **red** represent announcement of colleagues newly appointed for spring, others were previously appointed an announced to the faculty.

Faculty Priorities and Governance

Position Description	Representative (end of term)
Directly elected	Pam Propsom (2017) (chair)
	Sheryl Tremblay (2016)
Chair of Faculty	Bridget Gourley (2016)
Representative from Curricular Policy and Planning	Scott Thede (2016)
Representative from Faculty Development	Jim Mills (2016)
Representative from Student Academic Life	David Alvarez (2016)
Representative from Faculty Personnel and Policy Review	Meryl Altman (2017)
Ex officio – Chair of Chairs	Lori Miles (2016)

Writing Curriculum Committee

Representative (end of term)
James Wells (2016)
Sharon Crary (2016)
Tamara Beauboeuf (2017)

Other members: Director of the Writing Program (Rebecca Schindler), Administrator of the First-Year Seminar (FYS) program (Tiffany Hebb), the Writing Center Director (Susan Hahn, Associate W Program Director).

Ex Officio (without vote): VPAA or representative (Ken Kirkpatrick), A librarian (Kayla Birt).

Admissions Committee

Representative (end of term)
Marcia McKelligan (2016)
Lynn Bedard (2017)
Cheira Belguellaoui (2017)

Other members: Vice President for Admissions and Financial Aid or representative (Cindy Babington).

Ex Officio (without vote): VPAA or representative (Lynn Ishikawa).

Advising Committee

Representative (end of term)
Lynn Ishikawa (2017)
Lydia Marshall (2016)
Jacob Hale (2016)

Other members: Two (2) including a dean responsible for academic advising (Kelley Hall, Mandy Brookings Blinn); two (2) appointed by Student Congress (Charlie Douglas, Diamond McDonald).

Ex Officio (without vote): none.

Appendix D: Proposed Change to the Membership of the Nature Park Committee

The new By-laws language would read (changes in bold):

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.

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, **Nature Park Ecologist**.

Ex Officio (without vote): Nature Park **Superintendent**, Associate Vice President for Facilities or representative, VPAA or representative, and Emergency Management Coordinator.

Student members: two (2) appointed by Student Congress.

The existing language (approved in April 2015):

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.

Appendix E: Guidelines and Responsibilities for the World Literature Program Steering Committee and Director

World Literature Steering Committee

The World Literature Steering Committee will oversee and guide the continuance of the program; it shall conduct the self-study and draft the long-term plans and goals as appropriate. It shall make recommendations to the Vice President for Academic Affairs regarding the needs and goals of the program.

Except when specified by faculty action as described in the University Catalog, the Academic Handbook, and/or the appropriate faculty meeting minutes, the World Literature Steering Committee shall have supervision over:

- The courses of instruction in World Literature;
- The definition of the World Literature minor concentration;
- The program's academic structure;
- The criteria for identifying courses in other departments that satisfy requirements in World Literature and the selection of such courses;
- The designation of faculty members affiliated with World Literature;
- The organization structure of the World Literature Program

The World Literature Steering Committee is encouraged to provide evidence of participation for the decision file of faculty members teaching in the program.

The members of the World Literature Steering Committee shall be appointed by the Vice President for Academic Affairs based on the recommendations of the Director of the World Literature Program. The World Literature Steering Committee will include members of departments whose faculty teach World Literature courses. Departments may nominate a member of its department to serve on the Steering Committee. Self-nominations are also possible. The term of membership is three years. Membership on the World Literature Steering committee is open to term, tenure-track, and tenured faculty.

Direct of the World Literature Program

The Director the World Literature Program administers the program in consultation with the World Literature Steering Committee. The Director's responsibilities include:

- Overseeing the support personnel and the budget needed to carry out the program;
- Recruiting faculty to teach World Literature courses;
- Maintaining and innovating the program's communication, including the program's website, with other academic departments and programs and with students.

Normally the term of office is two years, but the director may serve two consecutive terms. The Director of the World Literature Program will be a faculty member appointed by the Vice President for Academic Affairs from a department that participates in the World Literature Program.

Appendix F: Announcement of Spring 2016 Application deadline for proposals to the J. William and Dorothy A. Asher Fund

The J. William and Dorothy A. Asher Fund in the Social Sciences supports research and scholarly efforts in the social sciences. Recognizing that such pursuits can occur in a variety of disciplines and programs, including Conflict Studies, Women's Studies, Economics and Management, History, Political Science, European Studies, Latin American Studies, and other area studies, activities in these and other fields shall be eligible for support with these funds if the research includes a significant social science component. Funding must be awarded for projects before expenses are incurred and there will be no retroactive funding. The deadline for Spring application submissions is April 15.

Activities that support faculty and students, working independently or together, are eligible for award. These activities might include but are not limited to:

1. travel to collect data;
2. travel to conference, conventions, and workshops to report research results;
3. student and faculty salaries and wages to enable research, data collection, and writing reports or publications;
4. teaching replacement for load reduction for faculty members pursuing scholarly activities (please check below for specific information about course reassigned time);
5. assistance for longer sabbaticals;
6. equipment purchase;
7. support for student, secretarial, and clerical help;
8. support for a visiting scholar.

Applications and further details are online at <http://www.depauw.edu/offices/academic-affairs/faculty-development/asher-social-sciences/>

David Gellman (History), is chair of this year's Asher Social Science Fund committee, which also includes Tamara Beauboeuf (Women's Studies), Brett O'Bannon (Conflict Studies), Sunil Sahu (Political Science), and five students. Please feel free to contact Gellman with any questions.

Appendix G: Accompanying slides for David Newman’s Summary of University Strategic Planning Committee plan and experiences presentation to Board of Trustees.

**DePauw 2020 at the Halfway Point:
"Midterm Grades" & Moving Forward**

Report From the 2015 ~ 2016
University Strategic Planning Committee
DePauw University

Board of Trustees
Retreat
20 January

Steps Toward Strategic Plan

- Midpoint assessment of *DePauw 2020*
- Survey of faculty, staff, and students
- Reports from the vice presidents
- Identification of strategic goals

Realized Initiatives

- 
 - Faculty
 - Center for Teaching & Learning
 - Center for Grants & Research
- 
 - Curriculum
 - Writing Program
 - Curriculum Renewal (Power, privilege & diversity; International experience)
 - School of Music
 - 21st Century Musician Initiative
 - Chamber Ensembles
 - Student Performance Opportunities (domestic & abroad)

Realized Initiatives

- 
 - Co-Curricular
 - Hubbard Center for Student Engagement
 - Winter Term → Extended Studies
- 
 - Life After DePauw
 - Sophomore Institute
 - Compass Advising Program
 - Hubbard Center Career Services

Realized Initiatives

- 
 - The Campus
 - Lilly Renovation
 - Athletic Campus
 - Anderson St.
 - Hoover Dining Hall
 - Relocation of Admission & Financial Aid Offices
- 
 - The Greencastle Community
 - Relocation of University Bookstore
 - Support Development of New Enterprises

Realized Initiatives

- 
 - Admission
 - The DePauw Trust
- 
 - Endowment
 - Increase Endowment
 - The Campaign for DePauw
 - Alumni
 - New Alumni Engagement Index
 - Annual Giving Programs Strengthened
 - The Fund for DePauw
 - Affinity Gifts

Remaining Initiatives

- Faculty
 - Move to a more standardized 3-2-(1) course assignment
 - Implement new Faculty Development programs and recognition processes
 - Strengthen Faculty Development to enrich student and faculty engagement
 - Re-conceptualize Named Professorships and Endowed Chairs in recognition of University's strongest faculty

Remaining Initiatives

- Curriculum
 - Build upon student engagement with the curriculum
 - Develop strategies for student success across the four years
- Co-Curricular
 - Review & strengthen existing academic centers
 - Janet Prindle Institute for Ethics
 - McDermond Center for Management and Entrepreneurship
 - Pulliam Center for Contemporary Media
 - Review & strengthen Honors & Fellows programs
 - Increase support & opportunities for domestic/international study and service learning

Remaining Initiatives

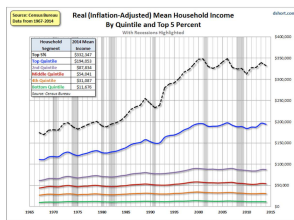
- The Campus
 - Roy O. West Library – renovate and establish the library as a hub of intellectual life
 - Bowman Park – establish collegiate green space for performances, shared campus activity
 - East College – restore symbolic heart of campus
 - Relocate development office
- Greencastle
 - Move additional offices to downtown to spur development
 - Develop long-term plan for the Nature Park and connections to the community

Remaining Initiatives

- Admission
 - Increase endowment for need-based Financial Aid
 - Strengthen national applicant pool
 - Reduce reliance on un-funded merit aid programs

The National Context

- Trends in Household Income



Results from All-Campus Survey

Most frequently mentioned responses to the question: "What do you think the top priorities of DePauw should be over the next five years?"

Students	Staff (Administrative & Support)	Faculty
Diversity and Inclusion (19.0%)	Financial Aid/Budget (17.2%)	Standard Course Assignment/Faculty Morale (24.6%)
Student Life (14.5%)	Condition of Buildings/Grounds (17.2%)	Diversity and Inclusion (20.1%)
Condition of Buildings/Grounds (13.8%)	Diversity and Inclusion (15.3%)	Curriculum/Academic Programs (17.5%)

Remaining Initiatives

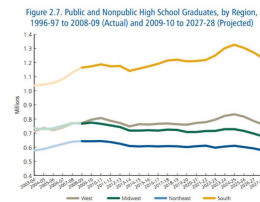
- Student Preparation for Life After DePauw
 - Increase Internship Opportunities
 - Strengthen Pre-professional Advising
 - Enhance Partnership with Office of Alumni Engagement
- Residential Life
 - Establish First-Year Quadrangle in the Dells
 - Improve Upper-Class Housing

The National Context

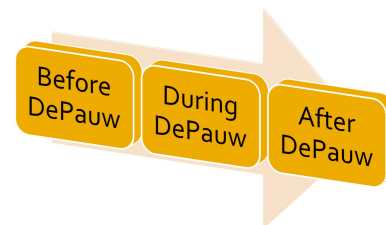
- Trends in Higher Education Costs (tuition, fees, room & board)
 - 1975/76 – \$16,213*
 - 2015/16 – \$43,921
 - (271% increase over 40 years)
 - *in 2015 dollars

The National Context

- Trends in Number of High-School Graduates



Visualizing a Strategic Plan (a Student Perspective)



Before DePauw

- Key Area
 - Recruitment & Enrollment
- Key Question
 - How do we attract, enroll, and retain the most talented and socially-engaged students – both nationally and internationally?
- Initiatives
 - Enhance Access
 - Reduce/End "Institutional Gapping" via the DePauw Trust
 - Increase Alumni Role in recruitment/admission process
 - Enhance the DePauw Brand



During DePauw

- Key Area
 - The Teaching & Learning Experience
- Key Question
 - How do we enhance the student academic experience inside, outside, and beyond the classroom?
- Initiatives
 - Re-conceptualize and renovate Roy O. West Library
 - Greater access
 - More effective center for student & faculty inquiry and collaboration
 - Implement 3+2(s) standard faculty course assignment model
 - Promote new interdisciplinary programs (e.g., Global Health, World Literature)
 - Increase study away and internship opportunities



During DePauw (continued)

- Key Area
 - The Campus Climate
- Key Question
 - How do we create an inclusive on-campus experience that allows students, faculty, staff and administrators to live and thrive?
- Initiatives
 - Institutionalize diversity/inclusion
 - Maintain and improve campus infrastructure



After DePauw

- Key Areas
 - The Post Graduate Experience
 - Continuous Alumni Engagement
- Key Questions
 - How do we effectively link the DePauw education to post-graduate endeavors?
 - How do we foster lifelong contributions of alumni to the university?
- Initiatives
 - Increase alumni role in student career discernment
 - Strengthen pre-professional advising in the Hubbard Center to provide more information on careers in non-profits and social services
 - Seek ways to enhance faculty role in identifying donors/investors
 - Seek creative ways for alumni to make non-financial contributions to the university (service, mentorship, advising)



The Fiscal Picture

Current State	Baseline (2014)	Endowment to Support
Fiscal 2014-15 Operating Budget	\$ (3,247,000)	\$ (29,900,000)
Fiscal 2014-15 Endowment Draw - 5.0%	\$ (5,230,000)	\$ 104,011,100
Unfunded Maintenance Equipment	\$ (2,500,000)	\$ 20,000,000
Foundational Challenge Annual	\$ (7,483,000)	\$ 140,679,100
Priority Consideration capital initiatives		
Access - No Institutional Charging System Devt & Loans	\$ (3,000,000)	\$ 60,000,000
Faculty Support (Adjusted Course Assignments)	(2,000,000)	40,000,000
Academic Programming (Interdisciplinary, pre-programs, etc)	(1,500,000)	30,000,000
Increase Off Campus Study and Intern Opportunities	(750,000)	15,000,000
Additional Inclusive Support	(1,000,000)	20,000,000
Increase Alumni Role in Student Career Discernment	(250,000)	5,000,000
Expand Alumni Engagement	(250,000)	5,000,000
Expand Hubbard Center to Support Under-Addressed Areas	(250,000)	5,000,000
Aspirational Challenge Annual	\$ (6,000,000)	\$ 180,000,000
Optimal Operational Funding	\$ (16,483,000)	\$ 320,679,100
Estimated Capital Investment		
1-day visit or short housing w/ committed gifts	\$ 11,000,000	
Student Housing	30,000,000	
Other	10,000,000	
Total Non-Term Capital	\$ 51,000,000	

What's Next?

- Determine specific cost of strategic initiatives
- Identify time line for implementation
- Identify potential priority trade-offs
- Formulate a plan for periodic evaluation vis-à-vis necessary financial benchmarks
- Initiate conversations with the incoming President

Appendix G: Accompanying slides for VPAA Anne Harris' reporting back from AAC&U "Diversity, Inclusive Excellence, and Democratic Renewal" conference, and discussions of Academic Affairs the Board of Trustees meeting.

Academic Affairs Update
February 2-16 Faculty Meeting

AAC&U
+
Board of Trustees

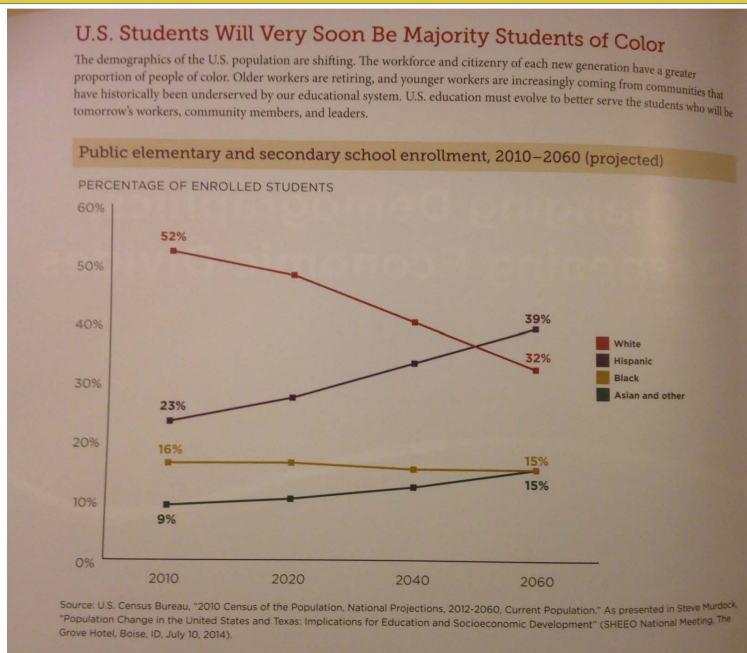
AAC&U
(Association of American Colleges and Universities)

Equity, Inclusive Excellence, Democratic Renewal
January 2016

Diversity, Learning and Student Success:
Shifting Paradigms and Challenging Mindsets
March 2016

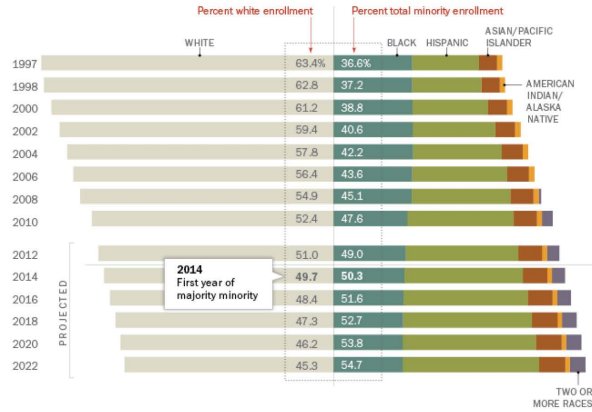
A Shared Vocabulary

- Cultural Competence
- Inclusive Pedagogy
 - ~~Under-prepared~~
 - Under-served
 - ~~Minority Students~~
- New Majority Students
- “What is a New Majority-aware curriculum?”
 - Problem solving
 - Interdisciplinary
 - Collaborative



Public Schools in the United States Projected to Be Majority-Minority in 2014

Actual and projected share of enrollment in public elementary and secondary schools, by race/ethnicity



Note: Whites, blacks, Asian/Pacific Islander and American Indian/Alaska Native include only non-Hispanics. Hispanics are of any race. Prior to 2008, "two or more races" was not an available category. In 2008 and 2009, some students of both Asian origin and Hawaiian or Other Pacific Island origin were included in the two or more races category. In 2010 and 2011, all students of both Asian origin and Hawaiian or Other Pacific Island origin were included in the two or more races category. In 2008, five states reported enrollment counts for students of two or more races. In 2009, 14 states reported enrollment counts for students of two or more races.

Source: National Center for Education Statistics, U.S. Department of Education.

PEW RESEARCH CENTER

A "Curriculum of Meaningful Interaction"

- Posse Scholars
- Bonner Scholars
- Pell Grant Eligible – 23%
 - First generation – 19%
 - Legacy – 19%
 - Greek – 65%
- Honors Programs – 25%
- Affiliation (program, athletics) – 56%

A “Curriculum of Meaningful Interaction”

- Independent Review Committee report release
 - April 6 Day of Dialogue
 - Faculty Triads
 - Faculty Innovation Grants
- May Power, Privilege, and Diversity Workshop
 - Faculty Forum Theme
 - Off-Campus workshops

Academic Affairs at the Board of Trustees Meeting

Alumni College:

Angela Castaneda: “Health and Healing in Contemporary Cuba: Lessons from a Winter Term in Service (WTIS)”

Jeff Kenney: “Global Jihad or Global Capitalism: The Real Radical Transformation Underway in Places Like Egypt”

Andy Cullison: “Help that Harms: How Liberal Arts Can Transform Good Intentions into Good Deeds”

David Alvarez: “Coffee: Islam, Democracy, Globalization”

Strategic Planning Committee:

David Newman, Julia Bruggemann, Jackie Roberts, Greg Schwipps

Academic Affairs Committee of the Board

*Academic programs at peer institutions:
mission, message, multiplicity*

*DePauw's compelling points of difference:
the latest in the curriculum and the practicum*

*"Only at DePauw:"
collaboration, innovation, responsiveness*

*Academic response to campus climate issues:
initiatives and commitments*

Academic Programs at Peer Institutions

College	First images	Mood	Value promoted	Acad. specifics	Click path	message
Kenyon	Student in hard hat – close-up	Active	Collaboration Altruism	Student blogs Top 10 stories Student <u>achievement</u>	Environment; tour of campus	"Along the Middle Path" (unclear)
Oberlin	Faculty playing <u>violin</u> – student <u>watches</u>	Intense, creative	Collaboration Excellence	Music, arts, social justice – named spaces	Exploratory; tour of campus	"Study and design the world we want" (good)
Grinnell	Close-up of <u>Hawaiian</u> damselfly	Wonder	Study	<u>Academics</u> , double majors, prof profile	"After Grinnell" tab – inc. "Why the Liberal Arts?"	None (static website)
Carleton	Students together in series of contrasts	Excitement, happening	Community, possibility	Academics, campus, affordable, global	For Northfield community; employment ops	"Learn More/Live More" + contrasts (great)
Wooster	<u>Lebron James</u> ; jobs, new pres., prof award	Star power	Great people	Collaborative research environment	Virtual tour, alumni profile	"Independent Minds, Working Together" (ok)
Bowdoin	Profs, students and global issues	Important	Important people	"Common Good" – liberal arts message	"Offer of the College" – 19 th c.	None (but "Offer of the College" is great)
Reed	Female prof; student	Curiosity	Innovation	Close interaction, classic departments	Professor achievements	"Shared scholarly concern" on academics page
Colgate	Dynamic Student Organizations (190+)	Active students	Energy	Entrepreneurship Institute; 9:1 <u>fac/student</u> ratio	"Distinctly <u>Colg.</u> " – <u>acad, athl, global</u> sustain., <u>entrepre.</u>	"close contact with field-leading experts"
Davidson	Arts, <u>Entrepre.</u> , Sports, D. Trust, <u>Global</u> , Civic	Excitement, happening	Confidence	Liberal Arts curriculum, faculty	Leadership, Davidson Trust	"Inspiring Leaders to <u>Transf</u> the World"
Middlebury	<u>Shakes.</u> ; <u>Entrep.</u> story; sports	Steadiness, Excellence	Quiet confidence	Multiple schools (global, environment)	25% of entering class: students of color	None ("speaks for itself" feel)

Initiatives in the Academic Program

The Prindle

A global forum for ethical reflection and deliberation hosted

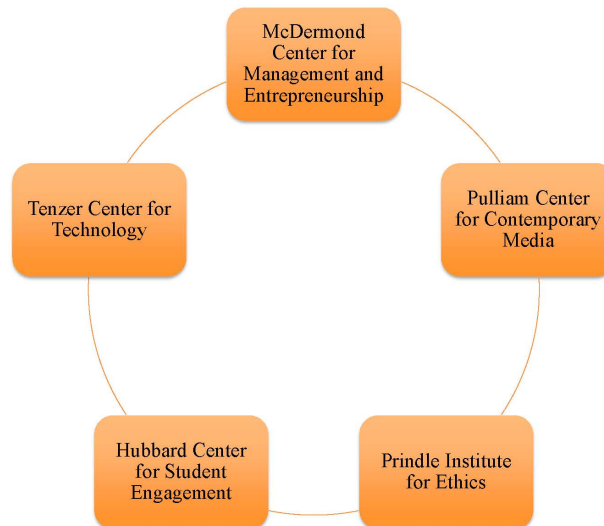
Diversity in Children's Books: A White Author's Quandary (Part I)

Blog | Contributing Scholars | Claudia Mills · Sep 22, 2015



- **Global Crossroads Grant**
 - Expand course offerings on global topics
 - International internships and research
 - Connects DePauw to a global network of liberal arts institutions
- **Power, Privilege and Diversity**
 - Inclusive pedagogy
 - Faculty development

Only at DePauw: “Centers of Inquiry”



Academic Affairs Response to Campus Climate and Community

- **Day of Dialogue: Wednesday, April 6, 2016**
 - Collaborative effort of students, faculty, staff and alumni
 - Plenary speaker, workshops, group conversations, community event
 - Involvement of
 - IFC (Interfraternity Council)
 - Panhellenic Council
 - MGC (Multi-cultural Greek Council)
 - NPHC (National Panhellenic Council)

A 21st-Century Library at DePauw

A compelling vision for the academic heart of campus.

A dynamic space that celebrates the educational tradition and excellence of DePauw.

An architectural concept that advances contemporary student ambitions.

ACCESS – COLLABORATION – COMMUNITY

DePauw University Faculty Meeting Minutes
March 7, 2016

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

The Chair welcomed everyone and made a few reminders:

- Let's continue to be inclusive in our conversations by always introducing ourselves when we speak.
- Please remember the exit change due to construction. If you need an exit on the west side of the Ballroom please take the open partition and exit through the terrace room.
- Because of the exit changes due to construction work it will be particularly important that we use microphones so everyone can hear the conversation.
- 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 at 4:05 p.m.

3. Consent Agenda

Please note, in a desire for parallel language in regards to Film 231 and Film 331, the title for Film 231 will be Topics in Digital Film Production, the minutes will reflect the change.

There were no requests to move anything from the consent agenda to a regular item of business. The consent agenda was approved.

A. Approve Minutes from the February 8, 2016 Faculty Meeting

B. Approval of the following new course (recommended by Course and Calendar Oversight)

FILM 231: Topics in Digital Film Production (1 credit)

FILM 331: Advanced Topics in Digital Film Production (1 credit)

PSY 320: Neuroscience Seminar (0.5 credit)

PSY 341: Cognitive and Social Neuroscience with Laboratory (1 credit)

PSY 348: Computational Neuroscience (1 credit)

PSY 349: Neuropsychology (1 credit)

PSY 480: Neuroscience capstone I (1 credit)

PSY 481: Neuroscience capstone II (1 credit)

UNIV 291: Prindle Selected Topics in Ethics (0.25 credit)

Course descriptions for item B can be found in Appendix A.

C. Announcement of course title changes (approved by Course and Calendar Oversight)

PSY 300 – Neuroscience and Behavior (1 credit). Title changed from Physiological Psychology

PSY 301 – Neuroscience and Behavior with Lab (1 credit). Title changed from Physiological Psychology with Lab

WGSS 355 – Educating Women (1 credit). Title changed from Women in Education

D. Announcement of course title and description changes (approved by Course and Calendar Oversight)

ENG 110 – Academic English Seminar I. (1 credit) Title and description change. Title changed from Writing Seminar for Non-Native Speakers of English I.

ENG 115 – Academic English Seminar II. (1 credit) Title and description change. Title changed from Writing Seminar for Non-Native Speakers of English II.

New course descriptions for item D can be found in Appendix A.

E. Approve departmental name change, Department of Psychology to Department of Psychology and Neuroscience (recommended by the Curricular Policy and Planning Committee)

Reports from Core Committees

Committee rosters are available at:

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

4. Handbook and Topics for Open Faculty Discussions (Chair of the Faculty, Bridget Gourley)

- A. Motion to be voted on: "That the membership for the Nature Park committee in the By-Laws and Standing Rules, Section XI.F include the Nature Park Ecologist on the committee and the title of the Nature Park Manager/Ranger be updated to Nature Park Superintendent." The complete change is found in Appendix B. Advance Notice was given at the February 2016 Faculty Meeting.

Following up on a change to the handbook as a result of changes in positions at DePauw, I move we change the handbook with regard to the Nature Park Committee to include the Nature Park Ecologist as a voting member. I did reach out to the Nature Park Committee before bringing this to the faculty. Advance notice was given in February. Does anyone have any questions?

Rationale

The governance changes in March 2015 were written before the University redefined some positions. At the time we had historic language of a "Nature Park Manager/Ranger" and no "Nature Park Ecologist" position. Now we have a "Nature Park Superintendent" and a "Nature Park Ecologist." It has been proposed and seems quite reasonable that the "Nature Park Ecologist" ought to have a vote on the committee, parallel to the way the Sustainability Director has a vote on the Sustainability committee. Since this requires a change to the By-laws advance notice is being given this month for a vote in February.

There were no clarifying questions.

The motion passed.

Announcements

The Chair brought to everyone's attention the written announcements about topics for the two remaining scheduled open meetings for the year. Later this month the Diversity and Equity Committee will share results from the campus climate survey with a particular emphasis on the faculty/staff survey and facilitate an open conversation about the results.

In April we plan to hold a discussion about the flexible sixth, or 3-2(1), proposal jointly led by University Strategic Planning, Governance and Faculty Development.

There were no questions.

Written Announcements –

Topics for the March and April Open Faculty Discussions.

Tuesday March 29, 4 pm, UB Ballroom – The Diversity and Equity Committee will share results from the campus climate survey, with a particular emphasis on the faculty/staff survey, and facilitate an open conversation about the results. They hope this will inform our conversations during DePauw Dialogue 2.0 the following week.

Tuesday April 19, 4 pm, UB Ballroom – The Chairs of the Faculty Development Committee, Governance Committee, Review Committee, and Strategic Planning Committee, with the assistance of the VPAA and Dean of Faculty, will host an open discussion regarding the Flexible Six or 3-2(1) proposal.

5. Faculty Priorities and Governance – (Pam Proptom)

- A. The Governance Committee gives advance notice of their intent to ask the faculty to add a sentence to the description of the committee in the Academic Handbook requiring the President and Vice President for Academic Affairs to meet regularly with the committee. The exact language can be found in Appendix B.

Rationale

To keep lines of communication open between the faculty and the administration, Faculty Priorities and Governance has found it valuable to meet with the regularly with the President and Vice President for Academic Affairs. When the governance restructuring was proposed in spring 2015 we originally listed the President and Vice President for Academic Affairs as ex officio members of the committee, however, the faculty amended the proposal to strike those administrative members giving the committee the ability to meet without senior administrators. Adding language to the By-laws requiring the committee to meet with our two senior academic administrators codifies a best practice for shared governance. This motion has been discussed with and is supported by the President and Vice-President for Academic Affairs.

There were no questions for Faculty Priorities and Governance.

Written Announcements –

none

6. Curricular Policy and Planning – (Dave Guinee)

- A. Curricular Policy and Planning gives advance notice of its intent to ask the faculty to vote on a new major in neuroscience at the April 2016 Faculty meeting. A synopsis of the rationale for a new major, the list of courses and catalog language can be found in Appendix C.

Rationale

Neuroscience is an interdisciplinary science that represents the synthesis of knowledge from the life sciences (biology, kinesiology, psychology), physical sciences (chemistry, physics), computational sciences (computer science, mathematics), social sciences (anthropology, education, sociology), and humanities (philosophy). The field of neuroscience has experienced significant growth over the last few decades. DePauw is well positioned to develop a Neuroscience major, and the Department of Psychology brought a proposal forward to Curricular Policy and Planning, who endorses the proposal. The interdisciplinary nature of Neuroscience means that the development of a major should be cost effective while at the same time enhancing the stature of the university. Nearly all of the coursework required to implement the new major already exist across the university curriculum, so the need to create new courses is limited.

There were no clarifying questions.

- B. Curricular Policy and Planning gives advance notice of its intent to ask the faculty to vote on a new minor in statistics at the April 2016 Faculty meeting. A synopsis of the rationale for a new minor, the list of courses and catalog language can be found in Appendix D.

Rationale

The Department of Mathematics is currently offering Majors in Mathematics, Major in Actuarial Science, and Minor in Mathematics. The Department has invested a significant amount of time to develop and to offer several statistics courses. The Department believes it is now time to add a concentration in statistics at

the level of a minor. In developing the proposal, the department followed the guidelines for undergraduate minors and concentrations in statistical science (see, Cannon et al. 2012, full reference in Appendix D). The proposed Minor in Statistics will provide students with a strong background of mathematical and statistical sciences as foundations for novel statistical modeling and data analysis. The Minor in Statistics curriculum is designed: (a) to provide a strong general background, both theoretical and applied, in mathematical and statistical sciences, and (b) to prepare students for careers in quantitative areas that require novel statistical modeling and data analysis.

There were no clarifying questions.

- C. Curricular Policy and Planning gives advance notice of its intent to ask the faculty to vote on changes to the catalog description of majors at DePauw University. The original language and suggested changes are in Appendix E.

The Chair made the announcement that debate and voting would be in April. She also noted that as a result of getting language for the agenda we notice, that we never added Cellular and Molecular Biology, which we approved during fall semester, to the list of majors we offer on the webpages that describe majors at DePauw. That has been corrected and the major will be listed in the list as part of the new language in Appendix E, and the minutes of this meeting will reflect that correction.

Rationale

These changes iron out some current inconsistencies in requirements for majors and describe parameters for inter-departmental majors.

There were no clarifying questions.

There were no other questions for Curricular Policy and Planning.

Written Announcements –

None

7. Faculty Personnel Policy and Review (Glen Kuecker, Meryl Altman)

Faculty Personnel Policy and Review’s report is an offer to answer questions.

There were no questions for Faculty Personnel Policy and Review.

Written Announcements –

1. Building on the feedback during the February faculty open discussion Faculty Personnel Policy and Review plans to bring handbook language forward at the April faculty meeting for a vote in May related to an inclusive and welcoming classroom.
2. The committee continues its work on scheduled reviews for the year.

8. Faculty Development (Jim Mills)

A. Faculty Development’s Report is an offer to answer questions.

- B. Announcement from the Faculty Development Coordinator
 - Fulbright Scholarship Programs – Update
 - GLCA Center for Teaching and Learning

Thematic Direction of Faculty Development Events for spring 2017

There were no questions for Faculty Development.

Written Announcements –

Upcoming FDC deadlines:

Student/Faculty Summer Research – March 9th

Faculty Summer Stipends – April 6th

Howes Summer Student Grant applications due – April 13th

Faculty Fellowship year 1 and year 2 reports due – May 4th

9. Student Academic Life (Khadija Stewart)

Student Academic Life Committee's report is an offer to answer questions.

There were no questions for Student Academic Life.

Written Announcements –

None.

Reports from other Committees

Committee rosters are available at:

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

10. University Strategic Planning committee – (David Newman)

A. Announcement about April 19 Open Faculty Discussion on the topic of the Flexible Six or 3-2(1) proposal.

B. Offer to answer questions.

There were no questions for University Strategic Planning.

Written Announcements –

None.

Communications

11. Remarks from the President (Brian Casey)

I offer a brief update on a number of University matters. First, I wanted to thank the many faculty members who were on campus this weekend for the various admissions events related to the Honors and Fellows Weekend. We had the largest such weekend we have ever seen. If the past is any measure these students typically show the highest level of academic achievement and proclivity to enroll, so a good Honors and Fellows Weekend is always a good thing, so thank you again to the many faculty here on Sunday.

The admissions season generally goes well. While applications are down a bit, we will still report one of our two three of four highest application years ever. Currently the GPA and test scores of those admitted are running higher than last year. Encouragingly have also seen a 15% increase in applications from domestic students of color.

It's still very early to predict seasonal results, but I know that Cindy has a very good operation over in Admissions. We will see an increase in need-based aid this year given the number of gifts to The DePauw Trust. This will surely help enrollment for student who show financial need. We will, of course, know a lot more as DePauw comes to May 1. So here's to Cindy Babington and that crucial effort.

Next, we have now heard from the Independent Review Committee members that, now that the open comment period is over, they are writing their report and recommendations. We are expecting this report to be made available to the University before spring break. We have a team on campus assembled to make sure that the report is made available to the campus, and that we have a robust process in place to allow us to work with the recommendations offered. We will also work with the city in coordinating the release of the report.

I know that work on the Day of Dialogue is continuing among faculty and students, and I know that the Diversity and Equity Committee is working on a full, first draft of the Five Year Diversity and Inclusion Plan. I expect that you will hear updates on those faculty and staff working on these efforts over the next few weeks.

On campus projects, Hoover Hall and Stewart Plaza remain on schedule and on time. Right now we are still planning on having Hoover Hall and Wallace Stewart Commons operational at the end of October in 2016. At that time, construction will begin on both the Hub and the Den, converting these into more flexible, usable spaces for our students. We have never had a true student union on this campus, and we now have the possibility for two such spaces for students by the end of the next academic year.

Anne Harris and others are leading continued planning efforts on the renovation of Roy O West Library now that we have the green light from the Board to consider options greater than a \$5M renovation spend will allow.

Work will begin this summer on significant renovations to the Women's Center, the AAAS House and the Dorothy Brown Cultural Center. Plans for all these projects will be refined through this spring through consultation with those who use these buildings and centers.

There is a lot of work left to make sure this year's operating budget closes in a balanced state. Brad and I are working closely with Cabinet colleagues to make sure we balance the budget for another year. I don't expect anything drastic happening, but I know that Brad and his team will be looking at holding some administrative positions open for a bit, if needed, to keep the budget on the right side of virtue through the year.

Finally, my own travels and Melanie's are focused on closing gifts to endowment over the next two months, moving DePauw as close as we can to the \$100 million goal for need-based aid in the DePauw Trust this year. I hope to have announcements about these gifts in short order.

I know that this is a very operational report, but I would be happy to answer any questions you might have on this or any other matter.

There were no questions for President Casey.

12. Remarks from the VPAA (Anne Harris)

- I. It is with tremendous pleasure I announce that we have successfully completed a search and hire for our **Director of Sponsored Research and Institutional Grants** position. Corinne Wagner will begin work at DePauw on Monday, March 21 (Spring Break to settle in). Meet and greet shortly thereafter.
- II. Related to The Centers at DePauw – quick update on the searches for McDermond Center Director and Tenzer Technology Center Director – open meetings to discuss the possibilities in April
- III. Thank you for the **Dept. and Program Diversity and Inclusion meetings** – hard work
- IV. DAY OF DIALOGUE: April 6, 2016 – Building Community through Engaging Difference

The Day

- **Keynote speaker:** Dr. Jamie Washington, President and a Founder of the Social Justice Training Institute, and currently Visiting Assistant Professor of Religion and Social Ethics at Winston Salem State University (more at <http://www.sjti.org/faculty.html>)
- **Breakout Sessions:** Working from possible 32 breakout sessions to 15; 3 types of sessions
 - Focus session – preliminary reading, discussion-based
 - Workshop – develop specific skill set
 - Presentation – interactive discussion on an issue
- **Lunch:** Community-wide
- **Breakout Sessions:** Same as those offered in the morning; led by combination of DPU faculty, students, and staff *and* outside consultants, speakers, activists
 - April 1: all workshops available for sign-up (to gage size of room needed)
 - Possibilities include: Disability in a Diverse Society; What Do We Mean by Diversity & Inclusion?; Social Justice and Self-Care; the Greek SystemS at DePauw; Freedom of Opinion and Expression; Trans* Experience in Higher Education; Micro-Aggressions; Social Media Activism In and Out of the DePauw Classroom; Immigration; Being Poor in Higher Education; Ethics of Comedy/Humor; Greencastle and DePauw; Religion and Spirituality in College; Reading Ta-Nehisi Coates; Social Justice through Writing; Moving from Safe Space to Brave Space...
- **Caucuses:** Discussion of the day among institutional affinity groups (students, staff, faculty)
 - Led by student, staff, faculty facilitators who have received training (see below)
- **Community event:** To Be Determined

The Organization

- **Series of Subcommittees:** Structural Logistics (Anne Harris), Administrative Organization (Christopher Wells), Pre- and Post-Day Programming (Caroline Jetton), Advertising (Anna Gawlik), and Mobilization (Craig Carter)
 - Structural Logistics: David Alvarez, Andy Cullison, Keith Nightenhelser, Emmitt Riley
 - Pre- and Post-Day Programming: Adam Cohen, Doug Harms, Keith Nightenhelser, Jeane Pope, Rebecca Schindler
- **Facilitator Workshop** – Workshop this coming Saturday: 10 a.m. to 2 p.m. in Watson Forum with Montage Diversity Consultant – ideally would have 4/5 more faculty members to facilitate discussion for faculty caucus groups.

Please see Appendix F for accompanying DePauw Day of Dialogue handout.

There were no questions for VPAA Anne Harris.

Additional Business

<p>13. Unfinished Business</p> <p>There was no unfinished business.</p>
<p>14. New Business</p> <p>No one raised any new business.</p>
<p>15. Announcements</p> <p>Written Announcements</p> <ol style="list-style-type: none"> 1. At the conclusion of the business meeting there will be an open discussion about the slate to date for faculty elections. 2. Final nominations for elected positions due March 10, 5 pm.
<p>16. Adjournment</p> <p>The Chair of the Faculty made a few announcements about the open discussion about the slate for elected positions before adjourning the meeting.</p> <p>A bit of context before I open the floor for additional nominations. Historically before handling things electronically, divisions got together in the same room and had a conversation to decide on their nominees for positions. Often divisional positions as well as at-large positions were contested. By having conversations we found ourselves with a reasonable level of nominees for contested positions and nominees for all positions. In recent years, prior to our new governance system that began this year divisions started handling everything electronically and just forwarding all names, I might get 8 names for one divisional position and no names for 6 other positions.</p> <p>I thought it was important to return to that conversation to build an effective slate. Since we have moved to a smaller number of elected positions, I thought it made sense to do this as a full faculty after individuals had a chance to express strong interests and colleagues had a chance to suggest one another think about where they might be particularly effective in service. By having a discussion of the slate at the conclusion of the March faculty meeting we put in place this approach without adding another meeting to our already busy schedules.</p> <p>In my past experience within my own division, when we saw places where there was need someone willing to serve in a variety of capacities might agree to run for an under-served position. Others might step forward for those underserved positions. Colleagues might look at the slate and realize someone they thought had good insight about an issue wasn't running and ask them to consider it.</p> <p>After spring break everyone will have an opportunity to fill out a service statement, really a quick questionnaire about service they already have and appointed committees of interest. Governance will then use that information to fill out the appointed committees with colleagues interested in the work of those committees and trying our best to balance workload.</p> <p>I will display the nominees to date for elected positions on the screen. Because projection is horizontal I've split things onto multiple slides. You have the displayed slides on the front side of the handout. On the backside are reminders about key guiding principles and a list of the appointed vacancies that will be filled after we complete elections.</p>

After our conversation today, I will share the slate via email in case someone wasn't able to join us today and take nominations through Thursday. The ballot will then come out next week.

Our time will be effectively spent if we can shore up most of these nominations now. If someone wants more information about the work of a committee and ebb and flow of that work colleagues can speak to that.

With that introduction, I officially adjourn our meeting and welcome nominations, questions and comments.

The meeting was adjourned at 4:38 p.m.

Appendices

Appendix A: Course and Minor Descriptions for Consent Agenda Items from Course and Calendar Oversight

Related to Consent Agenda Item B – Approval of New Courses

FILM 231 – Topics in Digital Film Production (1 credit)

Topics courses in the area of digital film production. Courses may include Introduction to Digital Filmmaking or Short Film Screenwriting, as well as COMM 236, Television Production and Televisual Literacy and ARTS 163, Introduction to Photography. Prerequisites may apply depending on the topic. For Introduction to Digital Filmmaking, the prerequisite will be: FILM 100, FILM 200, FILM 220, OR FILM 241.

FILM 331 – Advanced Topics in Digital Film Production (1 credit)

Advanced topics courses in the area of digital film production. Courses may include intermediate Digital Filmmaking, Directing for the Camera, or Film Development as well as COMM 319, Writing for the Stage, Screen and TV, and ENG 342, Screenwriting Workshop. Some courses will require a prerequisite; prerequisite for Intermediate Digital Filmmaking: FILM 100, FILM 200, FILM 220, OR FILM 241 AND FILM 231 or its equivalent.

PSY 320 – Neuroscience Seminar (0.5 credit)

A seminar course covering some aspect of neuroscience across different levels of analysis (e.g., cellular, system, psychological). In the course students will explore recent literature related to a focused area of neuroscience. Prerequisite: PSY 100, BIO 101, PSY 300 or 301. May be repeated for credit with different topics.

PSY 341 – Cognitive and Social Neuroscience with Laboratory (1 credit)

A survey course with a weekly laboratory that explores the neurobiological foundations of cognition (e.g., memory, attention, decision making) and social interaction (e.g., empathy, stereotyping, self-regulation). The course considers methodology in cognitive and social neuroscience, and examines the literature related to normative function, as well as, psychiatric and neurological disease. The laboratory includes designing experiments and collecting data from human participants using methodologies from neuroscience to understand cognitive and social processes. Students may complete laboratory reports and mini-reviews of the literature related to the course material. Prerequisite: PSY 100, BIO 101, PSY 300 or 301.

PSY 348 – Computational Neuroscience (1 credit)

This course will expose students to computational models of cognitive processes and compare these models to recent findings in neuroscience. The course will incorporate projects such as implementations and evaluations of simple neural networks (e.g. models of memory and perceptual learning), reinforcement learning models (e.g. models of learning), and Bayesian models (e.g. optimal cognitive processes). We will read and discuss primary and secondary sources to understand how well these models fit the empirical results and whether the models offer plausible neural explanations at different scales. We will also read and discuss review articles that look at larger-scale interactions among brain regions as a means of explaining cognitive processes. Prerequisite: PSY 100, CSC 121, PSY 300 or 301.

PSY 349 – Neuropsychology (1 credit)

This course will examine the neuropsychological foundations of cognition, emotion, and social interaction within the Behavioral Neurology tradition. The primary focus will be on examining the effects of focal, degenerative, and developmental neurological damage through the reading of the primary, secondary, and popular literatures, class discussion, and presentations. Topics covered include agnosia, aphasia, amnesia, disorders of executive function and social cognition, and neurodegenerative and psychiatric disease. Prerequisite: PSY 100.

PSY 480 – Neuroscience capstone I (1 credit)

Individual completion of a grant proposal including oral reports and literature review. Prerequisite: Major in Neuroscience and all Core coursework in Neuroscience. May not be taken pass/fail.

PSY 481 – Neuroscience capstone II (1 credit)

Completion of a research project formulated in the grant proposal written for NEUR 480. Prerequisite: Major in Neuroscience, all Core coursework in Neuroscience, NEUR 480 and permission of research sponsor. May not be taken pass/fail.

UNIV 291 – Prindle Selected Topics in Ethics (0.25 credit)

Prindle reading courses are designed to give students an opportunity to take a focused mini-course on a subject or issue that speaks to issues of ethical concern. The offerings are multi-disciplinary and topics will vary significantly depending on the professor and their disciplinary home.

Related to Consent Agenda Item D – Announcement of title and description changes

ENG 110 – Academic English Seminar I. (1 credit) (Title and description change)

This course strengthens the English language fluency of multilingual students (including international students, resident immigrants, and students whose language in the home was not English), developing their ability to write, speak, and read proficiently in a college-level academic environment. *May not be counted toward a major in English. See Writing Program for details.*

ENG 115 – Academic English Seminar II. (1 credit) (Title and description change)

This course provides intermediate-level instruction in academic English for multilingual students (including international students, resident immigrants, and students whose language in the home was not English). It focuses on academic writing proficiency and critical thinking in preparation for the more advanced skills required in other college-level writing courses. *English 115 may not be counted toward a major in English. See Writing Program for details.*

Appendix B: Proposed Change to Committee Descriptions in the Academic Handbook

Related to the Nature Park Committee:

The new By-laws language would read (changes in bold):

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.

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 Direction of the Janet Prindle Institute for Ethics or representative, Vice-president for Student Life or representative, **Nature Park Ecologist**.

Ex Officio (without vote): Nature Park **Superintendent**, Associate Vice President for Facilities or representative, VPAA or representative, and Emergency Management Coordinator.

Student members: two (2) appointed by Student Congress.

The existing language (approved in April 2015):

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 Direction 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.

Related to the Faculty Priorities and Governance Committee:

The new By-laws language would read (addition in bold):

Section VIII.A. Faculty Priorities and Governance Committee

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. The Faculty Priorities and Governance Committee 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. **The committee meets regularly, approximately monthly, with the President and Vice-President of Academic Affairs.** The Faculty Priorities and Governance Committee makes faculty service assignments to Standing Appointed and Ad hoc Appointed Committees in consultation with the Core Faculty Committees.

The following Standing Appointed Committees report to the Faculty Priorities and Governance Committee: Honorary Degree and University Occasions Committee.

The following Ad hoc Appointed Committees report to the Faculty Priorities and Governance Committee: Hartman Center Committee, Nature Park Committee and Arts Advisory Committee.

A member of the Faculty Priorities and Governance Committee should be assigned as a liaison to each Standing Appointed Committee and Ad hoc Appointed Committee when formed.

2. *Membership.*

Faculty membership: One (1) representative from the Core Faculty Committees: Curricular Policy and Planning Committee, Faculty Personnel Policy and Review Committee, Faculty Development Committee, and Student Academic Life Committee; two (2) 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): Chair of Chairs.

Student members: None.

Appendix C: Proposal for the New Neuroscience Major

Motivation for a Neuroscience Major

Neuroscience is an interdisciplinary science that represents the synthesis of knowledge from the life sciences (biology, kinesiology, psychology), physical sciences (chemistry, physics), computational sciences (computer science, mathematics), social sciences (anthropology, education, sociology), and humanities (philosophy). The field of neuroscience has experienced significant growth over the last few decades, in addition to burgeoning public support as evidenced by President Bush declaring the 1990's as the Decade of the Brain and President Obama's current Brain Initiative that reaches across most federal funding agencies (e.g., NIH, NSF, DOD). At its core, Neuroscience seeks to understand how the brain gives rise to the mind and behavior within basic (e.g., the function of neurotransmitters, neural circuits, the influence of culture on behavior) and applied (e.g., the basis of neurological and psychiatric disease) contexts.

DePauw is well positioned to develop a Neuroscience major, and we believe that this is a timely undertaking. Relative to traditional degree offerings in the natural and social sciences, the number of schools offering undergraduate Neuroscience majors nationwide is relatively small (i.e., 87)¹ and there are only two Neuroscience majors at liberal arts schools in Indiana, so there is clearly room for expansion. Additionally, nine of our 12 peer schools within the Great Lakes Colleges Association offer a major (7) or concentration (2) in Neuroscience and one offers a minor. The lack of a Neuroscience major at DePauw may result in talented students choosing to pursue studies at other colleges or universities. The Office of Admissions does not formally track interests in a Neuroscience major at DePauw; however, they indicate that this is a major that students ask about during campus visits and that some students decline offers from DePauw to accept positions at institutions that have a Neuroscience major. Evidence for the interest in neuroscience at DePauw within the student body is reflected in the cohort of students pursuing an Independent Interdisciplinary Major in Neuroscience (4 as of 9/23/2015). The creation of a new major at DePauw would allow these and future students to more fully realize their academic interests in Neuroscience.

The interdisciplinary nature of Neuroscience means that the development of a major should be cost effective while at the same time enhancing the stature of the university. Nearly all of the coursework required to implement the new major already exist across the university curriculum, so the need to create new courses is limited. A Neuroscience major should attract students with interests in basic and applied science that following the completion of their degree would be well positioned to enter graduate school in various fields including neuroscience, biology, psychology, or cognitive science, or professional programs in medicine or allied health, in addition to pursuing employment in the biotechnology or pharmaceutical industries, or public sector.

Leadership – The Neuroscience major will be housed in the Department of Psychology. To provide an identity for the new major, the department proposes a name change to the Department of Psychology and Neuroscience. This change will convey the distinct nature of the two disciplines represented within the department, and reflects a common step in the formation of a Neuroscience major housed within a department of psychology (examples include - Indiana University, Washington University at St. Louis).

The Neuroscience Advisor will facilitate the day-to-day operations of the Neuroscience major. This individual will guide curriculum development within the major and provide a point of contact related to other aspects of the Neuroscience major (i.e., recruitment, retention and placement of students, course development, etc.). The Neuroscience Advisor will be responsible for advising/mentoring majors, identifying faculty with interests in neuroscience that may serve as advisors for neuroscience majors, monitoring course offering to ensure the timely progression of students through the program, and serving as a liaison between contributing departments and other relevant parties within the university.

Structure of the Major – Neuroscience majors should gain interdisciplinary experience in biology, psychology and related disciplines (e.g., chemistry, physics, philosophy, kinesiology) that will allow them to consider brain-behavior relationships across the full range of biological systems (e.g., molecular, organismal, societal). Thus students will complete core coursework within biology, chemistry, computer science and psychology including a course in quantitative analysis (5 credits); and more specialized courses examining brain-behavior relationships within biology and psychology (3.5 credits). To allow students to explore their unique interests related to neuroscience, they may also take electives from a variety of disciplines (i.e., biology, chemistry, computer science, kinesiology, philosophy, physics, psychology, sociology) (2 credits). The total number of courses required for the major will be 11.5, including the senior capstone. There are no hidden prerequisites for the core and required courses in the major; some electives do have prerequisites based upon departmental requirements that are not included in the requirements for the Neuroscience major.

Changes and additions to the department curriculum.

One existing psychology course (PSY 300/301 Physiological Psychology) will be renamed (PSY 300/301 Neuroscience and Behavior), two Topics in Psychology (PSY 346) courses (Computational Neuroscience, Neuropsychology) will be transitioned to regular courses (NEUR 348 Computational Neuroscience, NEUR 349 Neuropsychology), and three new courses (NEUR 320 Neuroscience Seminar, NEUR 341 Cognitive & Social Neuroscience, NEUR 480/481 Neuroscience Capstone) will be created to support the Neuroscience major. These courses are intended to bring a unique identity to the Neuroscience major since the other coursework is drawn from a variety of different departments. NEUR 320 will represent a seminar course taken in the third year wherein students will meet weekly to read and discuss current research within the field of neuroscience. Ideally, this course will rotate between faculty members to add breadth and depth to the major. One goal of this course is to allow students to build connections in their understanding of neuroscience across various levels of analysis. For instance, in a given semester readings might examine the molecular, structural, neuropsychological, and social effects of a neurological disease such as Alzheimer's. NEUR 480/481 represents the capstone experience for students in the Neuroscience major and will involve writing a NIH style predoctoral fellowship grant describing a novel research project for a one-semester project. For a two-semester project students will conduct an empirical or simulation study of an experiment proposed in the grant application written in the first semester.

With the formation of the Neuroscience major, the department will cease to offer the "Concentration in Neuroscience" that has not been significantly utilized by students and is not formally acknowledged on students' transcripts by the university.

Student Outcomes –

In proposing the major, we have assumed the following:

- Neuroscience majors should have foundational knowledge of biology, psychology, and allied sciences.
- Neuroscience majors should have advanced knowledge related to key disciplines contributing to the field.
- Neuroscience majors should understand and have experience with quantitative methodology and research methods underpinning the discipline.
- Neuroscience majors should be actively involved in research as part of their training, and should gain experience with the grant application process.
- Neuroscience majors should have foundational, intermediate and capstone experiences that serve to instill an appreciation for connections between levels of analysis within the nervous system.

- Neuroscience majors should appreciate the contribution of the discipline to basic, applied, and clinical science.
- Neuroscience majors should be prepared to pursue relevant graduate or professional training or to enter the job market.

Development – Robert West developed the proposal in conversation with leadership and faculty of the departments of Biology and Psychology, and leadership within departments that offer relevant core and elective courses. Faculty within the Departments of Biology and Psychology have together and independently considered the need to develop the proposed major over several years.

Staffing – The proposed major requires no additional faculty beyond those currently represented within the contributing departments of the university or those hired to fill open positions. The proposed major includes the revision of an existing one credit course (PSY 300/301 Biological Psychology), one new .5 credit course (NEUR 320 – Junior Neuroscience seminar), one new 1 credit course (NEUR 341 Cognitive & Social Neuroscience), and a one or two credit Senior Capstone (NEUR 480/481). Based upon Neuroscience majors and concentrations at other GLCA institutions, we anticipate that the enrollment will be between 10-15 students per class (or 30-45 distributed across the 2nd to 4th years of study). Initially majors are expected to represent a shift of students that might otherwise major in Biology, Psychology, or that would pursue an Independent Interdisciplinary Major in Neuroscience. As enrollment in the proposed major grows and attracts students that might have not otherwise attended DePauw, it may be necessary to recruit new faculty that would have a home within departments contributing substantially to the major.

Budget – The additional financial resources required to support the new major are expected to be modest relative to the benefits to the university. The major only requires the realignment of one existing 1 credit course (Physiological Psychology), and the development of one new 1 credit course, a .5 credit third year seminar course, and the senior capstone course. The other core, required, and elective courses related to the Neuroscience major count towards the major in the home departments. Likewise, new courses that will be developed related to the Neuroscience major (e.g., Cognitive and Social Neuroscience) would also be of interest to traditional majors within the relevant department (e.g., Psychology). Therefore, these courses would both support the Neuroscience major and enhance existing majors. We anticipate that many of the new Neuroscience majors will represent students who would otherwise pursue a major in Psychology or Biology; as the major grows we anticipate that it may attract students who would not otherwise choose to attend DePauw. Funds are required to expand the capacity of the laboratory associated with BIO 382 (Neurobiology) to accommodate increased enrollment in the course associated with including this course as a requirement for the major (\$48,000). The VPAA has pledged to provide these funds when the major is approved.

Notes -

- 1) Ramos, R. L., et al. (2011). Undergraduate neuroscience education in the U.S.: An analysis using data from the National Center for Education Statistics. *The Journal of Undergraduate Neuroscience Education*, 9(2), A66-A70.

Catalog Text

Requirements for a major in Neuroscience

Total number of required courses

11.5

Core courses (5 credits)

BIO 101 – Molecules, Genes and Cells

CHEM 120 – Structure and Properties of Organic Molecules

CSC 121 – Computer Science I
PSY 100 – Introduction to Psychology
PSY 214 – Statistics for Behavioral Science or MATH 141 - Stats for Professionals

Other required courses (3.5 credits)

BIO 382 - Neurobiology with Lab (Taught Fall or Spring)
PSY 300/301 – Neuroscience and Behavior (with Lab) (Taught Fall and Spring)
NEUR 320 – Neuroscience Seminar (Taught Fall or Spring)
NEUR 341 - Cognitive & Social Neuroscience with Lab (Taught Fall or Spring)

2 Courses, with 1 at 300 or 400 level (2 credits)

Biology:

BIO 203 Human Anatomy
BIO 241 Intermediate Cell Biology
BIO 320 Genetics
BIO 325 Bioinformatics
BIO 315 Molecular Biology
BIO 314 Biochemistry and Cellular Biology
BIO 335 Animal Physiology
BIO 381 Cell Signaling in Physiology
BIO 385 Molecular Neurobiology with Lab
BIO 415 Molecular Genetics & Genomics

Chemistry:

CHEM 240 Structure and Function of Biomolecules
CHEM 343 Advanced Biochemistry

Computer Science:

CSC 233 Foundations of Computation
CSC 320 Human Computer Interaction
CSC 330 Artificial Intelligence
CSC 360 Autonomous Robotics

Kinesiology:

KINS 254 Human Physiology
KINS 350 Motor Control
KINS 410 Muscle Physiology

Philosophy:

PHIL 234 Biomedical Ethics
PHIL 360 Philosophy of Science

Physics:

PHYS 270 Mathematical Methods
PHYS 370 Atomic and Molecular Physics
PHYS 380 Nuclear and Particle Physics

Psychology:

PSY 232 Abnormal
PSY 256 Drugs, Brain and Behavior
PSY 280 Cognitive Psychology
PSY 331 Human Perception
PSY 380/381 Learning and Comparative Cognition
PSY 350 Evolutionary Psychology

NEUR 348 Computational Neuroscience
NEUR 349 Neuropsychology

Sociology:

SOC 315 Sociology of Madness

Other courses may be substituted as petitioned by the students and approved by the Department.

Research in Neuroscience

For student planning to attend graduate or professional school, independent or student-faculty collaborative research is highly recommended for Neuroscience majors. Relevant experience can be gained through an on/off campus summer research placement or by conducting student-faculty collaborative research during the academic year.

Number of 300 and 400 level courses

4.5 (not including NEUR 480)

Senior requirement and capstone experience

NEUR 480/481 Senior Capstone (1 cr. or 2 cr.)

For the Senior Capstone, Neuroscience majors will complete a grant application that describes a novel program of research. The grant application will conform to the NIH F31 – Individual NRSA for PhD Students (http://grants.nih.gov/grants/forms_page_limits.htm#fell) application and be completed in the fall or spring of the final year.

Students wishing to conduct an empirical thesis should complete NEUR 480 in the Fall semester and NEUR 481 in the Spring semester. NEUR 481 will involve the collection of data for an experiment proposed in NEUR 480. The results of this research will be reported in a manuscript and in an oral presentation.

Additional information

No more than two courses from off-campus programs can count toward the major. Neuroscience majors are encouraged to also take courses in physics and additional courses in computer science depending upon their career interests.

Writing in the Major

Writing in the Neuroscience major is distributed across the curriculum beginning with introductory core courses in biology, chemistry, computer science, and psychology, and continuing in upper level courses representing multiple disciplines. The interdisciplinary nature of Neuroscience means that students should learn to communicate their science to varying audiences. As an example, writing for an audience grounded in the biological tradition can be quite different from writing for an audience grounded in the psychological tradition. The requirement to complete 300 level coursework in Biology and Psychology will ensure that students are exposed to, and gain experience with, communicating to audiences in two of the principle disciplines related to Neuroscience. Within these courses, students will gain experience writing a variety of different kinds of documents (e.g., laboratory reports, reports the findings of an empirical study, integrative reviews of the literature). For instance, laboratory reports represent a key writing component of required 300 level coursework in Biology and Psychology. Additionally, an integrative review of the literature is a fundamental component of the grant application written for the Neuroscience Capstone. Given the deep public interests in Neuroscience, it is also important that majors learn to responsibly communicate the findings and implications of science to a lay audience. The development of this skill will begin in Neuroscience and Behavior (PSY 300/301), be reinforced in the Junior Neuroscience Seminar (NEUR 320), and represents a component of the grant application written for the Neuroscience Capstone (NEUR 480/481). As an example, in the Junior Neuroscience Seminar, students may be asked to identify a recent empirical article related to their interests and prepare a press release describing the results of the study for a lay or general professional audience.

Appendix D: Proposal for the Minor in Statistics

I. Introduction

The Department of Mathematics is currently offering Majors in Mathematics, Major in Actuarial Science, and Minor in Mathematics. The Department has invested a significant amount of time to develop and to offer several statistics courses, such as introductory statistics and regression analysis. The Department believes it is appropriate to create a minor in the discipline of statistics and now the Department proposes a new area—Minor in Statistics. In developing the proposal, the department followed the guidelines for undergraduate minors and concentrations in statistical science (see, Cannon et al. 2012). The proposed Minor in Statistics will provide students with a strong background of mathematical and statistical sciences as foundations for novel statistical modeling and data analysis. The Minor in Statistics curriculum is designed: (a) to provide a strong general background, both theoretical and applied, in mathematical and statistical sciences, and (b) to prepare students for careers in quantitative areas that require novel statistical modeling and data analysis.

2. Rationale

What is statistics? Statistics is the mathematical science involved in the application of quantitative principles to the collection, analysis, and presentation of numerical information. Statisticians are professionals trained in mathematics and statistics techniques that allow them to apply their knowledge of statistical methods to a variety of subject areas, such as biology, economics, engineering, medicine, public health, psychology, marketing, and education. Many applications cannot occur without use of statistical techniques.

Statistics is the fastest growing STEM undergraduate degree in the United States over the last four years (see, American Statistical Association (2015)). "The demand for statisticians is currently high and growing. According to the Occupational Outlook Handbook, published by the Bureau of Labor Statistics, the number of nonacademic jobs for statisticians is expected to increase through 2016. Furthermore, colleges and universities will be hiring more faculty members in statistics fields. Salaries and opportunities for advancement are competitive and reflect the current demand." — The American Statistical Association. In January 2009, the Chief Economist of Google, Dr. Hal Varian, said "The sexy job in the next ten years will be statisticians. Because now we really do have essentially free and ubiquitous data. So the complimentary factor is the ability to understand that data and extract value from it."

Many of our peer institutions (GLCA) have been offering Minor in Statistics. The Department of Mathematics believes the proposed Minor in Statistics will be a good first step for a student aspiring to become a Statistician. The Minor of Statistics program is considered to be an excellent preparation for those students aspiring to pursue a graduate degree in any of the quantitative disciplines, especially Master and Ph.D. degrees in Statistics.

3. Requirements for the Minor in Statistics

Required courses

Mathematics course:

MATH 151: Calculus I (or MATH 135-136)

Core statistics courses (2 courses):

MATH 141: Statistics for Professionals (equivalent to ECON 350/ BIO 275/ PSY 214)

MATH 341: Statistical Model Analysis

Electives courses (2 courses)*

MATH 247: Mathematical Statistics

MATH 340: Topics in Statistics
MATH 441: Probability
MATH 423: Advanced Topics in Operations Research
ECON 450: Econometrics

**Students may choose new developed statistics courses as electives, if applicable.*

4. Rationale for required courses

MATH 141 is the core introductory statistics course that provides basic exploratory and inferential statistical methods. MATH 151 provides students with the mathematical background required to formally understand statistical/probability models and multivariable regression techniques (such as MATH 341).

5. Selected learning goals for the Minor

The proposed undergraduate minor in statistics is designed to prepare students with a broad quantitative background that deals with real-world data in a research environment. The tentative learning goals for the minor are as follows:

Required courses:

MATH 151: Calculus 1

After taking this class (or equivalent), students will

- develop problem-solving skills, especially in formulating verbal descriptions as mathematical problems and in constructing long, multi-step solutions.
- develop ability to write well-organized, coherent solutions to problems.
- understand the concept of derivative as representing rate of change and slope.
- know basic differentiation formulas and rules and be adept at computing derivatives of elementary functions symbolically.
- understand the concept of definite integral, especially as representing area and distance, and to be able to approximate a definite integral by Riemann sums.

MATH 141: Statistics for Professionals

After taking this class, students will

- learn the statistical terminologies and will be able to understand the distinction between descriptive and inferential statistics.
- understand the principles of observational and experimental studies, data collection methods, and biases.
- be able to produce appropriate graphical, tabular, and numerical summaries of the variables in a data set and be able to summarize such information into verbal descriptions.
- understand the relationships in bivariate data using graphical and numerical methods including scatterplots and, correlation coefficients, and least squares regression lines.
- learn the basic concepts of probability and some probably distributions.
- understand the concept of sampling distributions of various statistics.
- perform statistical inferences on a single sample and two-sample using confidence intervals and tests of hypotheses.

MATH 341: Statistical Model Analysis

- After taking this class, students will
- understand how calculus are utilized in this course.
- design and carry out studies using statistical models, for example, regression models for testing substantive theories.
- understand statistical assumptions and how to detect and address violations.
- recognize strengths and weaknesses in analyses and formulate constructive critiques.

- learn the implications of confounding and interaction in the context of statistical inference.
- learn about more advanced statistical procedures.
- interpret and communicate the results clearly and effectively.
- learn to be proficient in the use of statistical packages, such as R and SAS.
- read, understand, and evaluate the professional literature that uses regression analysis

Elective courses:

Here are the learning outcomes for two elective courses, as an example.

MATH 247: Mathematical Statistics

After taking this course, student will

- understand the concepts in probability, probability rules, conditional probability, independence, Bayes Theorem, etc.
- enable to recognize random variables and functions of random variables be familiar with many common distributions, continuous or discrete, univariate or multivariate, that provide rich families for modeling real data.
- understand the concept of mathematical expectation.
- learn marginal and conditional distributions.
- understand various properties of random sample along with some convergence concepts.
- learn the foundations of statistical inference.
- understand mainly the concepts and development of statistical methodology that will prepare students for further study of statistical inference.

MATH 340: Topics in Statistics (Design in Experiments, as an example)

After taking this course, students will

- learn how to plan, design and conduct experiments efficiently and effectively, and analyze the resulting data to obtain objective conclusions.
- know how to calculate variance and standard deviation from a data set and how to perform a t-test to determine whether means are significantly different.
- be able to understand the difference between CRD, RCB, and LS and also be able to explain the assumptions necessary to perform an ANOVA for each design.
- understand the use regression methods to find point and interval estimates of model parameters, and to test hypotheses about them.
- utilize standard statistical computer software, such as R and SAS to carry out the analyses.

6. Selected peer institutions with a formal statistics program

Albion College (Minor in Statistics)

Allegheny College (Major/Minor in Applied Statistics)

Ohio Wesleyan University (Statistics Track in the Mathematics Major)

Kenyon College (Major/Minor in Statistics)

Kalamazoo College (Statistics Track in the Mathematics Minor)

7. Staffing requirements

The mathematics department has now two full-time faculty members in the areas of statistics and thus, no additional staff will be needed to offer the minor All required courses for minor are available to students to complete the minor requirements.

8. Reference

A Cannon, B Hartlaub, R Lock, W Notz, M Parker, (2002), "Guidelines for Undergraduate Minors and Concentrations in Statistical Science." Journal of Statistics Education, Volume 10, No 2, 2002,

<http://www.amstat.org/publications/jse/>.

American Statistical Association, (2015), "Statistics is the Fastest-Growing Undergraduate STEM Degree", ASA February 23-20115, Press Release

<http://www.amstat.org/newsroom/pressreleases/2015-StatsFastestGrowingSTEMDegree.pdf>

American Statistical Association, (2015), "Statistics is the Fastest-Growing Undergraduate STEM Degree", ASA February 23-20115, Press Release <http://www.amstat.org/newsroom/pressreleases/2015-StatsFastestGrowingSTEMDegree.pdf>

Appendix E: Proposed Changes to the Catalog Description of the major

NEW CATALOG LANGUAGE:

THE MAJOR

Each candidate for the bachelor's degree must complete one major with at least a 2.0 (C) grade point average and a satisfactory senior capstone.

Types of Majors

There are three types of majors offered in the College of Liberal Arts: departmental, inter-departmental and interdisciplinary. In the School of Music, the major is associated with the degree: Performance with the Bachelor of Music, Music with the Bachelor of Musical Arts, and Music Education with the Bachelor of Music Education.

Departmental major. The departmental major consists of eight to 10 courses in a single academic department, including at least three courses at the 300-400 level. A department may also require as many as six courses from related departments. The total number of course credits required for a major may not exceed 14 (including pre-requisites). In departments designated as single-subject departments, i.e., history or political science, at least 19 of the 31 courses required for graduation must be outside the major subject. In departments designated as dual-subject departments, i.e., sociology and anthropology or modern languages, a minimum of 19 courses must be outside the student's major subject, and 16 of 31 courses must be outside the major department.

Inter-departmental major. This major involves coursework from two or three complementary departments. The inter-departmental major is administered by a joint committee of the contributing departments. It consists of 10-12 course credits from the contributing departments and may include additional courses from other departments, with the total requirements not to exceed 14 course credits (including pre-requisite courses). A minimum of 16 course credits must be from outside the contributing departments.

Interdisciplinary major. An interdisciplinary major consists of an integrated series of courses selected from at least two of the conventional academic disciplines. Interdisciplinary majors may be administered by an interdisciplinary program (Africana Studies, Asian Studies, Conflict Studies, Film Studies and Women's, Gender and Sexuality Studies) or an academic department. Also, there is an option for a student-designed independent interdisciplinary major.

The interdisciplinary major includes a total of 10 to 14 courses in at least two disciplines. At least four courses in the total must be at the 300-400 level.

An interdisciplinary major must include at least 16 courses outside the subject matter of the major and may have no more than eight courses in any one discipline (subject) comprising the major.

Independent Interdisciplinary Major. Students also have the opportunity to devise, in consultation with faculty advisors, an independent interdisciplinary major. Although any general problem of a genuine academic, scientific or intellectual nature may constitute the subject of an interdisciplinary major, such a major is ordinarily defined in one of three ways:

- an area of the world, geographically, politically or culturally prescribed, such as the United States, Latin America, Asia, East Europe or the Middle East;
- a period of time in the history of some part of the world, such as the Victorian Age, the Enlightenment, the Renaissance or the Middle Ages; or
- a specific problem that is treated by several disciplines, such as the concept of social justice, the artist in the modern world, the rhetoric of revolutionary movements or political modernization.

In selecting a subject for an independently designed interdisciplinary major, students should be guided by two further considerations. First, a mere interest in certain academic disciplines, however closely related they may appear, is not a significant justification for an interdisciplinary major. Students must have in mind a subject that can serve as a focal point for the courses chosen. Second, although the subject to be examined in the major may coincide with the vocational interests of a student, it must at the same time be a legitimate object of study in its own right.

Each individualized major is supervised by a committee of three faculty members. Upon the recommendation of two faculty members from the disciplines relevant to the major, students apply to the Office of Academic Affairs for admission early in the second semester of the sophomore year. Students taking an independent interdisciplinary major should have the major approved and filed with the Office of the Registrar by the end of the sixth week of the second semester of the sophomore year. The latest that applications may be considered is the sixth week of the junior year.

Changes in Major Requirements

Department, school or program requirements for the major are those in effect at the time the student declares the major. Changes in departmental requirements after a major is declared may apply provided they do not require a student to enroll in more than a normal course load in any semester or do not prolong the time needed to meet degree requirements. Departments, schools and programs are responsible for determining and certifying that each student in the major is sufficiently prepared in the field as a whole.

Senior Capstone Experience

The Senior Capstone experience may consist of one or more of the following options, as determined by departments, schools or programs: senior seminar, comprehensive examination, theses, projects, performances and/or exhibitions. Descriptions of the senior capstone experience requirement for each major are included in the catalog description of the major.

Satisfactory completion of a senior capstone is required to complete a major at DePauw. For departments, schools, or programs that require an examination as a component of the senior capstone experience, satisfactory performance on this exam is required to earn a major. Students who do not perform satisfactorily on the comprehensive examination the first time have the right to be reexamined once. Students must pass the comprehensive examination within one academic year after the first commencement date following the initial examination. At the discretion of the department, school, or program, a student may take a maximum of two re-examinations.

Each student completes at least one major as a part of the degree program. Although not required, a student may also elect to complete a minor area of study.

Declaring a Major. Each student is required to select a major and a faculty advisor in that major department or interdisciplinary program by the sixth week in the second semester of the sophomore year. Faculty advisors, staff members in the offices of academic affairs, the registrar, and career services may assist students in making appropriate choices. Students planning for a study abroad program must declare a major prior to applying for off-campus study.

The Academic Standing Committee will take appropriate warning actions in the case of students who have failed to declare their major 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.

Two Majors. Students may complete a maximum of two majors. A student with two majors must meet all requirements for each major. Students who have double majors must have at least six courses that do not overlap between the two majors.

DEPAUW UNIVERSITY OFFERS THE FOLLOWING MAJORS IN THE COLLEGE OF LIBERAL ARTS:

(see the School of Music in this section for description of the majors available within the three music degree options.)

<u>Actuarial Science</u>	<u>Communication</u>	<u>Film Studies</u>	<u>Philosophy</u>
<u>Africana Studies</u>	<u>Computer Science</u>	<u>French</u>	<u>Physics</u>
<u>Anthropology</u>	<u>Conflict Studies</u>	<u>Geology</u>	<u>Political Science</u>
<u>Art (History)</u>	<u>Earth Sciences</u>	<u>German</u>	<u>Pre-engineering</u>
<u>Art (Studio)</u>	<u>East Asian Studies</u>	<u>Greek</u>	<u>Psychology</u>
<u>Biochemistry</u>	<u>Economics</u>	<u>History</u>	<u>Religious Studies</u>
<u>Biology</u>	<u>Education Studies</u>	<u>Independent Interdisciplinary</u>	<u>Romance Languages</u>
<u>Cellular and Molecular Biology</u>	<u>English (Writing)</u>	<u>Kinesiology</u>	<u>Sociology</u>
<u>Chemistry</u>	<u>English (Literature)</u>	<u>Latin</u>	<u>Spanish</u>
<u>Classical Civilization</u>	<u>Environmental Biology</u>	<u>Mathematics</u>	<u>Theatre</u>
	<u>Environmental Geoscience</u>	<u>Music (College of Liberal Arts)</u>	<u>Women's Studies</u>

EXISTING CATALOG LANGUAGE:

THE MAJOR

Each candidate for the bachelor's degree must complete one major with at least a 2.0 (C) grade point average. Department, school or program requirements for the major are those in effect at the time the student declares the major. Changes in departmental requirements after a major is declared may apply provided they do not require a student to enroll in more than a normal course load in any semester or do not prolong the time needed to meet degree requirements. Departments, schools and programs are responsible for determining and certifying that each student in the major is sufficiently prepared in the field as a whole.

The Senior Capstone experience may consist of one or more of the following options, as determined by departments, schools or programs: senior seminar, comprehensive examination, theses, projects, performances and/or exhibitions. Descriptions of the senior capstone experience requirement(s) for each department, school, or program are in Section III. The Major under each department, school, or program section.

Satisfactory completion of a senior capstone is required to complete a major at DePauw. For departments, schools, or programs that require an examination as a component of the senior capstone experience, satisfactory performance on this exam is required to earn a major. Students who do not perform satisfactorily on the comprehensive examination the first time have the right to be reexamined once. Students must pass the comprehensive examination within one academic year after the first commencement date following the initial examination. At the discretion of the department, school, or program, a student may take a maximum of two re-examinations.

Each student completes at least one major as a part of the degree program. Although not required, a student may also elect to complete a minor area of study.

Declaring a Major Each student is required to select a major and a faculty advisor in that major department or interdisciplinary program by the sixth week in the second semester of the sophomore year. Faculty

advisors, staff members in the offices of academic affairs, the registrar, and career services may assist students in making appropriate choices. Students planning for a study abroad program must declare a major prior to applying for off-campus study.

The Academic Standing Committee will take appropriate warning actions in the case of students who have failed to declare their major 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.

Departmental Major The departmental major consists of eight to 10 courses in a single academic department, including at least three courses at the 300-400 level. **A department may designate as many as two courses from other departments as requirements of its majors. A department may also require as many as six courses from related departments. The total number of courses required for a major may not exceed 14 courses.** In departments designated as single-subject departments, i.e., history or political science, at least 19 of the 31 courses required for graduation must be outside the major subject.

In departments designated as dual-subject departments, i.e., sociology and anthropology or modern languages, a minimum of 19 courses must be outside the student's major subject, and 16 of 31 courses must be outside the major department.

Two Majors Students may complete a maximum of two majors. A student with two majors must meet all requirements for each major. Students who have double majors must have at least six courses that do not overlap between the two majors.

DEPAUW UNIVERSITY OFFERS THE FOLLOWING MAJORS IN THE COLLEGE OF LIBERAL ARTS:

(see the School of Music in this section for description of the majors available within the three music degree options.)

<u>Actuarial Science</u>	<u>Communication</u>	<u>Film Studies</u>	<u>Philosophy</u>
<u>Africana Studies</u>	<u>Computer Science</u>	<u>French</u>	<u>Physics</u>
<u>Anthropology</u>	<u>Conflict Studies</u>	<u>Geology</u>	<u>Political Science</u>
<u>Art (History)</u>	<u>Earth Sciences</u>	<u>German</u>	<u>Pre-engineering</u>
<u>Art (Studio)</u>	<u>East Asian Studies</u>	<u>Greek</u>	<u>Psychology</u>
<u>Biochemistry</u>	<u>Economics</u>	<u>History</u>	<u>Religious Studies</u>
<u>Biology</u>	<u>Education Studies</u>	<u>Independent</u>	<u>Romance</u>
		<u>Interdisciplinary</u>	<u>Languages</u>
<u>Cellular and Molecular Biology</u>	<u>English (Writing)</u>	<u>Kinesiology</u>	<u>Sociology</u>
<u>Chemistry</u>	<u>English (Literature)</u>	<u>Latin</u>	<u>Spanish</u>
<u>Classical Civilization</u>	<u>Environmental Biology</u>	<u>Mathematics</u>	<u>Theatre</u>
	<u>Environmental Geoscience</u>	<u>Music (College of Liberal Arts)</u>	<u>Women's Studies</u>

INTERDISCIPLINARY MAJOR

An interdisciplinary major consists of an integrated series of courses selected from at least two of the conventional academic disciplines. Interdisciplinary majors are available in Africana Studies, Asian Studies, Conflict Studies, Film Studies and Women's Studies. Students also have the opportunity to devise, in consultation with faculty advisors, an academic program suited to an area of special interest. Although any general problem of a genuine academic, scientific or intellectual nature may constitute the subject of an interdisciplinary major, such a major is ordinarily defined in one of three ways:

- an area of the world, geographically, politically or culturally prescribed, such as the United States, Latin America, Asia, East Europe or the Middle East;
- a period of time in the history of some part of the world, such as the Victorian Age, the Enlightenment, the Renaissance or the Middle Ages; or
- a specific problem that is treated by several disciplines, such as the concept of social justice, the artist in the modern world, the rhetoric of revolutionary movements or political modernization.

The interdisciplinary major includes a total of 10 to 12 courses in at least two disciplines and at least four courses from each of the two disciplines. At least four courses in the total must be at the 300-400 level. Each individualized major is supervised by a committee of three faculty members.

An interdisciplinary major must include at least 16 courses outside the subject matter of the area major involved and may have no more than eight courses in any one discipline (subject) comprising the major. However, up to 10 courses may be taken in a language as part of the interdisciplinary major.

Exceptions to these guidelines may be made for specific programs upon approval of the Committee on Academic Policy and Planning.

In selecting a subject for an independently designed interdisciplinary major, students should be guided by two further considerations. First, a mere interest in certain academic disciplines, however closely related they may appear, is not a significant justification for an interdisciplinary major. Students must have in mind a subject that can serve as a focal point for the courses chosen. Second, although the subject to be examined in the major may coincide with the vocational interests of a student, it must at the same time be a legitimate object of study in its own right.

The student must earn a 2.0 GPA in all course credit applied to the major, and, as a part of the major, each student during the senior year must satisfactorily complete one or more of the following: a seminar, thesis, appropriate project or departmental comprehensive examination. Each interdisciplinary major committee shall designate ways in which students may fulfill this comprehensive requirement.

Upon the recommendation of two faculty members from the disciplines relevant to the major, students apply to the Office of Academic Affairs for admission early in the second semester of the sophomore year. Students taking an independent interdisciplinary major should have the major approved and filed with the Office of the Registrar by the end of the sixth week of the second semester of the sophomore year. The latest that applications may be considered is the sixth week of the junior year.

Appendix F: Handout for Day of Dialogue from VPAA

DEPAUW DAY OF DIALOGUE – APRIL 6, 2016 Building Community through Engaging Difference

THE DAY

- **Keynote speaker:** Dr. Jamie Washington, President and a Founder of the Social Justice Training Institute, and recently Visiting Assistant Professor of Religion and Social Ethics at Winston Salem State University (more at <http://www.sjti.org/faculty.html>)
- **Breakout Sessions:** Working from possible 32 breakout sessions to 15; 3 types of sessions
 - Focus session – preliminary reading, discussion-based
 - Workshop – develop specific skill set
 - Presentation – interactive discussion on an issue
- **Lunch:** Community-wide
- **Breakout Sessions:** Same as those offered in the morning; led by combination of DePauw faculty, students, and staff *and* outside consultants, speakers, and activists
 - April 1: all workshops available for sign-up (to gage size of room needed)
 - Possibilities include: Disability in a Diverse Society; What Do We Mean by Diversity & Inclusion?; Social Justice and Self-Care; the Greek SystemS at DePauw; Freedom of Opinion and Expression; Trans* Experience in Higher Education; Micro-Aggressions; Social Media Activism In and Out of the DePauw Classroom; Immigration; Being Poor in Higher Education; Ethics of Comedy/Humor; Greencastle and DePauw; Religion and Spirituality in College; Reading Ta-Nehisi Coates; Social Justice through Writing; Moving from Safe Space to Brave Space...
- **Caucuses:** Discussion of the day among institutional affinity groups (students, staff, faculty)
 - Led by student, staff, faculty facilitators who have received training (see below)
- **Community event:** To Be Determined

THE ORGANIZATION

- **Series of Subcommittees:** Structural Logistics (Anne Harris), Administrative Organization (Christopher Wells), Pre- and Post-Day Programming (Caroline Jetton), Advertising (Anna Gawlik), and Mobilization (Craig Carter). Please contact members with ideas.
 - Structural Logistics: (breakout sessions) David Alvarez, Andy Cullison, Keith Nightenhelser, Emmitt Riley
 - Pre- and Post-Day Programming: Adam Cohen, Doug Harms, Keith Nightenhelser, Jeane Pope, Rebecca Schindler
- **Facilitators Workshop** – Workshop this coming Saturday, March 12: 10 a.m. to 2 p.m. in Watson Forum with Montage Diversity Consultant – ideally would have 4/5 more faculty members to facilitate discussion for faculty caucus groups.

**DePauw University Faculty Meeting Minutes
April 4, 2016**

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

The Chair welcomed everyone and made a few reminders:

- Let's continue to be inclusive in our conversations by always introducing ourselves when we speak, with the construction this is particularly important.
- 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 at 4:05 p.m.

3. Faculty Remembrances for Delores 'Dee' Seketa MA DPU '81

Delores 'Dee' Seketa MA DPU '81, Instructor Emeritus of Biological Sciences passed away February 24, 2016. She taught at DePauw from 1981 until her retirement in 2008. Dana Dudle, Professor of Biology 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 consent agenda was approved.

A. Approve Minutes from the March 7, 2016 Faculty Meeting

B. Approval of the following new courses (recommended by Course and Calendar Oversight)

ITAL 372: Advanced Italian II (1 credit)

ITAL 471: Italian Cultural Studies (1 credit)

Course descriptions for item B can be found in Appendix B.

C. Announcement of changes in pre-requisites (approved by Course and Calendar Oversight)

BIO 325: Changed from "Pre-requisite BIO 215 or permission of instructor" to "Pre-requisites BIO 101 or CHEM 240"

CHEM 240: Changed from "Pre-requisite: CHEM 120" to "Pre-requisite: CHEM 120, Pre or co-requisite CHEM 170"

CHEM 310: Changed from "Pre-requisite: CHEM 240" to "Pre-requisites: CHEM 130, CHEM 240, and CHEM 260"

CHEM 320: Changed from "Pre-requisites: CHEM 120 and CHEM 170" to "Pre-requisites CHEM 130, CHEM 240, and CHEM 260"

CHEM 343: Changed from "Pre-requisites: BIO 315, CHEM 240 and CHEM 260" to "Pre-requisites CHEM 130, CHEM 240, CHEM 260 and BIO 101 or Bio 215"

CHEM 351: Changed from "Pre-requisite: CHEM 260" to "Pre-requisites CHEM 130, CHEM 240, and CHEM 260"

CHEM 363: Changed from "Pre-requisites: MATH 152, PHYS 130 and CHEM 260" to "Pre-requisites MATH 152, PHYS 130, CHEM 130, CHEM 240, CHEM 260"

D. Approve program, major and minor name change:

Conflict Studies Program, Major and Minor to Peace and Conflict Studies Program (PACS), Major, and Minor (recommended by the Curricular Policy and Planning Committee)

Reports from Core Committees

Committee rosters are available at:

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

5. **Joint Proposal from Diversity and Equity Committee, Faculty Priorities and Governance Committee and DePauw Student Government**

- A. Diversity and Equity Committee, Faculty Priorities and Governance Committee give advance notice of their collective intent to ask the faculty to vote hold DePauw Dialogue annually as part of the Academic Calendar in fall semesters. The vote will take place at the May 2016 Faculty Meeting.

This motion originated with DePauw Student Government and is endorsed by the Diversity and Equity and Faculty Priorities and Governance Committees. A letter of support for the proposal from DePauw Student Government is found in Appendix C.

Next month we will vote on a proposal to hold DePauw Dialogue annually as part of the Academic Calendar in fall semester. From a by-laws perspective, this motion does not require advance notice, still we wanted to be sure everyone knew about the proposal and had time to reflect. The proposal originates with DePauw Student Government. Our student body President, Craig Carter, and Vice President, Katie Kondry, first began speaking with me about it last fall. Since that time the proposal has been discussed in Student Government, Diversity and Equity and Governance committee meetings. All three groups are supportive. I hope you will read the letter of support from DePauw Student Government found in Appendix C before our next meeting.

Discussion of the motion and a vote will occur in May. If there are any clarifying questions we can take them now and I encourage you to ask other questions that come to mind during the upcoming month so everyone feels prepared to vote in May. You can direct those questions to me and I'll be happy to share them with whatever group(s) might best be positioned to provide answers before our May meeting. Questions now?

There were no clarifying questions.

Brief Rationale

Paraphrasing DePauw Student Government eloquent letter (Appendix C), an annual Day of Dialogue, ensures that space is set aside to come together and consider concepts that often are not explored as an entire campus community, such as bias, difference, privilege, and identity. The hope is the day will provide a regular opportunity for students, faculty, and staff members to work collaboratively in a rigorous intellectual environment--an environment that pushes all participants to examine their individual role in building a shared community. As our student leaders state, "An annual DePauw Dialogue need not be a reactive mechanism, used to respond to the latest campus crisis, but rather, a proactive tool that other universities could, and should, model. DePauw should not wait to follow in the footsteps of peer institutions; in reinforcing cultural competency and creating space for difficult dialogue, DePauw should embrace its liberal arts heritage and forge a new status quo in higher education."

Procedural Notes:

- (1) Since the faculty voted many years ago to give Management of Academic Operations (MAO) authority to set the Academic Calendar and that role was forwarded to our new Course and Calendar Oversight Committee in the governance changes of April 2015, if this motion passes the faculty will be tasking Course and Calendar Oversight with including the event in the Academic Calendar annually and announcing the date to faculty with the calendar.
- (2) The expectation of those who propose the motion is that Day of Dialogue would be included in the

Fall 2016 calendar.

- (3) DePauw Student Government recommends after five years we “evaluate the day’s purpose and relative usefulness in addressing institutional and systemic concerns.”
- (4) While advance notice is not required for a calendar change, everyone involved wanted to be transparent with the community and give time for reflection in light of the upcoming second Day of Dialogue on April 6, 2016.

6. Handbook and Topics for Open Faculty Discussions (Chair of the Faculty, Bridget Gourley)

Written Announcements –

Topic for the April Open Faculty Discussion.

Tuesday April 19, 4 pm, UB Ballroom – The Chairs of the Faculty Development Committee, Governance Committee, Review Committee, and Strategic Planning Committee, with the assistance of the VPAA and Dean of Faculty, will host an open discussion regarding the Flexible Six or 3-2(1) proposal.

Handbook Loose Ends

As I finish my term as Chair of the Faculty I plan to give advance notice of any handbook change loose ends where the handbook doesn’t agree with current practice, details are outdated, or I’ve found a detail we ought to clean up from our Governance revision. If anyone has discovered what you think might be a detail to fit in this category please forward them to me **NO LATER THAN April 22**, so they can be reviewed by Governance before being placed on the agenda.

There were no questions for Faculty Development, Student Academic Life, Honorary Degree and University Occasions.

7. Faculty Priorities and Governance – (Pam Propsom)

- A. Motion to be voted on, “That a sentence be added to the description of the Faculty Priorities and Governance Committee in the Academic Handbook requiring the President and Vice President for Academic Affairs to meet regularly with the committee. The exact language can be found in Appendix D. Advance notice was given at the March 7, 2016 Faculty Meeting.

Rationale

To open communication between the faculty and the administration, Faculty Priorities and Governance has found it valuable to meet with the regularly with the President and Vice President for Academic Affairs. When the governance restructuring was proposed in spring 2015 we originally listed the President and Vice President for Academic Affairs as ex officio members of the committee, however, the faculty amended the proposal to strike those administrative members giving the committee the ability to meet without senior administrators. Adding language to the By-laws requiring the committee to meet with our two senior academic administrators codifies a best practice for shared governance. This motion has been discussed with and is supported by the President, President-elect and Vice-President for Academic Affairs.

The motion came from a Core committee and needed no second. Advance notice was given in March. There were no questions or comments about the motion.

The motion carried.

There were no questions for Faculty Priorities and Governance.

Written Announcements –

none

8. Curricular Policy and Planning – (Dave Guinee)

- A. Motion to be voted on, “Approval of a new major in Neuroscience as outlined in Appendix E.” A synopsis of the rationale for a new major, the list of courses and catalog language can be found in Appendix E. Advance notice was given at the March 7, 2016 Faculty Meeting.

Rationale

Neuroscience is an interdisciplinary science that represents the synthesis of knowledge from the life sciences (biology, kinesiology, psychology), physical sciences (chemistry, physics), computational sciences (computer science, mathematics), social sciences (anthropology, education, sociology), and humanities (philosophy). The field of neuroscience has experienced significant growth over the last few decades. DePauw is well positioned to develop a Neuroscience major, and the Department of Psychology brought a proposal forward to Curricular Policy and Planning, who endorses the proposal. The interdisciplinary nature of Neuroscience means that the development of a major should be cost effective while at the same time enhancing the stature of the university. Nearly all of the coursework required to implement the new major already exist across the university curriculum, so the need to create new courses is limited.

The motion came from a Core committee and needed no second. Advance notice was given in March. There were no questions about the neuroscience major and no one spoke about the motion.

The motion carried.

- B. Motion to be voted on, “Approval of a new minor in Statistics as outlined in Appendix F.” A synopsis of the rationale for a new minor, the list of courses and catalog language can be found in Appendix F. Advance notice was given at the March 7, 2016 Faculty Meeting.

Rationale

The Department of Mathematics is currently offering Majors in Mathematics, Major in Actuarial Science, and Minor in Mathematics. The Department has invested a significant amount of time to develop and to offer several statistics courses. The Department believes it is now time to add a concentration in statistics at the level of a minor. In developing the proposal, the department followed the guidelines for undergraduate minors and concentrations in statistical science (see, Cannon et al. 2012, full reference in Appendix D). The proposed Minor in Statistics will provide students with a strong background of mathematical and statistical sciences as foundations for novel statistical modeling and data analysis. The Minor in Statistics curriculum is designed: (a) to provide a strong general background, both theoretical and applied, in mathematical and statistical sciences, and (b) to prepare students for careers in quantitative areas that require novel statistical modeling and data analysis.

The motion came from a Core committee and needed no second. Advance notice was given in March. There were no questions or comments about the minor.

The motion carried.

- C. Motion to be voted on, “Approval of changes to the catalog description of majors at DePauw University as outlined in Appendix G.” The original language and suggested changes are in Appendix G. Advance notice was given at the March 7, 2016 Faculty Meeting.

Rationale

These changes iron out some current inconsistencies in requirements for majors and describe parameters

for inter-departmental majors.

The motion came from a Core committee and needed no second. Advance notice was given in March. There were no questions about the language change.

The motion carried.

- D. Curricular Policy and Planning gives advance notice of its intent to ask the faculty to vote on a new interdisciplinary major and minor in Global Health at the May 2016 Faculty Meeting. A synopsis of the rationale for a new major and minor, the list of courses and catalog language can be found in Appendix H. The complete proposal will be included in the email distribution of the agenda as a stand-alone document.

There were no clarifying questions asked about the motion.

Brief Rationale

Public health concerns are prominent in public discourse around the world. The HIV/AIDS epidemic, the threat of global pandemic disease, the American health care crisis, international health crises, health disparities, obesity, malnutrition, environmental health concerns, food and vaccine supply exemplify the types of urgent public health challenges that pervade the daily news and fuel policy debates. Effective solutions rely on understanding complex phenomena that play out at the level of local communities as well as on the global stage, such as the impacts of environmental degradation, war and civil unrest, immigration patterns, cultural practices, and differential and ethical access to preventive programs and treatments.

The Global Health Major at DePauw University will provide students with an array of analytical frameworks for understanding the complexities of population health and will offer opportunities to integrate and apply these frameworks within the context of course work, civic engagement, and independent research. The major will situate students as graduates who are well prepared both in fields that integrate numerous disciplinary backgrounds and for graduate work in the rapidly growing fields of population health care, policy and practice. Students will be prepared for careers in non-governmental organizations, consulting firms, community clinics, health systems corporations, professional associations, government agencies, research institutions, public relations firms, social work and a range of development and health care professions domestically and abroad.

The Global Health Major builds on the strong ties between the liberal arts and the core concepts of public health—a diverse, interdisciplinary field unified around the examination of human and animal health at the population level. Recognizing the central importance of health within a global context, the issues, theories, and methodologies presented in this major educate students in critical and quantitative reasoning, integrative and experiential learning and emphasize effective public health communication through writing and speaking.

The Global Health Major will be interdisciplinary and will require that students design their own curriculum drawn from approved and relevant course listings and affiliated faculty, to take part in at least one internship or experiential learning opportunity/practicum experience, and come together in a senior seminar where they complete a capstone senior thesis project.

D. Announcement about First-year Seminar and the Power, Privilege and Diversity requirement.

Curricular Policy and Planning is considering the question of whether First Year Seminar Classes can fulfill the Power, Privilege, and Diversity Requirement. The motion mandating a PPD course did not exclude first-

year seminars from providing that credit. Good arguments have been advanced on both sides of the question. To get a better sense of where the faculty as a whole stands, Prof. Guinee will be sending out a two-question survey to the faculty.

There were no questions for Curricular Policy and Planning.

Written Announcements –

None

9. Faculty Personnel Policy and Review (Glen Kuecker)

- A. Faculty Personnel Policy and Review gives advance notice of its intent to ask the faculty to approve two changes to the Academic Handbook with regard to review criteria for faculty related to diverse and inclusive teaching practices as outlined in Appendix I. Voting will occur at the May 2016 Faculty Meeting.

Brief Rationale (for a more complete rationale see Appendix I)

During the past three academic semesters Committee on Faculty (COF)/Review has engaged in discussions about diversity and inclusion as it pertains to search procedures, Appendix A (term, interim, tenure and promotion criteria), and Student Opinion Survey. The discussions originated from the administration and faculty's response to Student Government's charge for us to create a more inclusive campus. The Dean of Faculty, Diversity and Equity Committee, and Senior Advisor to the President for Diversity and Compliance requested COF/Review to make changes to Appendix A and to the Student Opinion Survey. Their objective is to: "(a) intentionally embed in our policies language and practices that lead to greater equity, and (b) make improvements in terms of accountability for faculty with regard to creating inclusive classroom environments."

There were no questions for Faculty Personnel Policy and Review.

Written Announcements –

1. The committee continues its work on scheduled reviews for the year.

10. Faculty Development (Jim Mills)

Faculty Development's Report is an offer to answer questions.

There were no questions for Faculty Development.

Written Announcements –

Upcoming FDC deadlines:

Faculty Summer Stipends – April 6th

Howes Summer Student Grant applications due – April 13th

Faculty Fellowship year 1 and year 2 reports due – May 4th

11. Student Academic Life (Khadija Stewart)

Student Academic Life Committee's report is an offer to answer questions.

There were no questions for Student Academic Life.

Written Announcements –

1. Student Academic Life was tasked with reviewing the policies and procedures for reporting and investigating concerns of bias and discrimination in the classroom. The committee has been working with Student Life on a protocol that we hope to share with the faculty by the May faculty meeting.
2. Student Academic Life, in conjunction with Academic Life, developed a proposal to the Dean of the Libraries asking him to pilot a program where the library purchases (a few) textbooks for first year courses and makes them available to students through the Library reserve system. Details of this proposal will be shared with faculty to solicit their input later in the spring.

Reports from other Committees

Committee rosters are available at:

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

12. University Strategic Planning Committee – (David Newman)

- A. Brief details related to the April 19 Open Faculty Discussion on the topic of the Flexible Six or 3-2(1) proposal.

There were no questions for University Strategic Planning Committee.

Written Announcements –

None.

13. Presidential Transition Team – (David Newman)

- A. Announcement about opportunity to participate in divisional lunches with President-elect Mark McCoy.

All lunches will be 11:30 am-12:30 pm in the Inn at DePauw Galleria

1. Arts: Tuesday, April 5
2. Humanities: Friday April 15
3. Social Sciences: Monday, April 18
4. Mathematical, Computational, and Natural Sciences: Thursday, April 21

There were no questions for the Presidential Transition Team.

14. Diversity and Equity Committee – (Caroline Jetton)

Renee Madison explained that the Diversity and Equity Committee will be sharing highlights of the results of the faculty and staff climate survey conducted in the fall 2015. The first presentation was at the reserved open faculty conversation time, March 29, 2016. There will be four more additional dates to share the information with faculty and staff. After we have provided a number of opportunities for as many people as possible to hear the information, we will assemble a working group to further review the entire survey results and share recommendations to include in the long-term diversity inclusion plan.

Question from faculty member: Can faculty attend any of the next four campus climate survey informational meetings?

Response: Yes, faculty and staff are able to attend any of the four scheduled meetings.

Diversity and Equity Committee's report is an offer to answer questions.

Please see Appendix M for accompanying Faculty/Staff Campus Climate Survey Next Steps.

There were no questions for the Diversity and Equity Committee.

Written Announcements –

1. DePauw Dialogue, *Building Community through Engaging Difference*, will be held on Wednesday, April 6, 2016. See Schedule in Appendix J.
2. The draft of the five-year campus inclusion plan is currently being edited. The draft will be shared with the campus community so that comments and input can be submitted. Feedback from the community will be an essential step toward finalizing the plan.

15. Honorary Degree and University Occasions Committee – (Brooke Cox)

Honorary Degree and University Occasions Committee's report is an offer to answer questions.

There were no questions for the Honorary Degree and University Occasions Committee.

Written Announcements –

The Honorary Degrees & University Occasions Committee requests **nominations for Honorary Degree recipients** at the May 2017 Commencement **by Friday, April 22 at 5:00 p.m.** Please see your email for a description of the process. Nominations can be submitted to Keith Nightenhelser (k_night@depauw.edu) or Brooke Cox (bcox@depauw.edu).

Communications

16. Remarks from the President (Brian Casey)

President Casey was not able to attend the faculty meeting due to professional travel.

Question from faculty member: I was off-campus when the incidents happened in the fall. I read the Independent Review Committee report and found it troubling that it stated that the Greencastle Police followed appropriate protocols. As the report describes the events, a black student was waving his arms and was deemed threatening and so the police forcefully removed him. But then the report itself describes a black staff member merely yelling, "See Angie, this is what happens." And yet he was also arrested and removed by the police. How was that following police protocol as the report describes it, especially since the Caucasian girl who had actually displayed violence (by throwing coffee), was merely escorted out and not arrested?

Response from President-elect McCoy: The Independent Review was truly independent. I don't personally know about their processes because they were independent without any input from us. The four recommendation points are specific and we are taking them seriously. The review committee has completed its work and now it is up to us to take up the points that need to be addressed. I cannot add much about the past but will be leading this effort forward from here.

17. Remarks from the VPAA (Anne Harris)

We continue to engage in new work and new conversations:

1. Corinne Wagner (intro, grants@depauw.edu, office, dept. outreach, faculty-student connections)
2. Thank you for departmental conversations (compilation and follow-up)
3. Summer offers an entirely new set of conversations (hope to repeat every year)
 - a. May slate:
 - i. Power, Privilege and Diversity (Clarissa Peterson, James Wells, Tim Good)
 - ii. Environmental Justice (Jen Everett and John Caraher)
 - iii. Community Engagement (Doug Harms)
 - iv. Scheduling has been address to allow faculty to participate in more than one opportunity, contact Dean Carrie Klaus for more details.
 - b. SEED – Seeking Educational Equity and Diversity Workshop – with follow-through during the academic year (Tamara Beauboeuf, Sarah Lee, Neal McKinney)
 - c. ARPAC – Anti -Racist Pedagogy Across the Curriculum Workshop (Leigh-Anne Goins and Lynn Ishikawa)
4. Open meeting about 3-2-(1) teaching assignment – Tuesday, April 19 at 4 p.m. here
5. Day of Dialogue recap and offer to answer questions

Day of Dialogue

SCHEDULE:

- 9:30 a.m. – **Keynote speaker:** Rev. Dr. Jamie Washington in the Lilly Center Gym
- 11:00 a.m. – 12:15 p.m. – **Breakout Session 1** (see list below) throughout campus
- 12:30 p.m. – 1:15 p.m. – **Lunch** at food stations around campus (Lilly, Union Building, the GCPA, and Julian)
- 1:30 p.m. – 2:45 p.m. – **Breakout Session 2** (see list below) throughout campus
- 3 p.m. – 4 p.m. – **Discussion groups** of students, staff, and faculty throughout campus
- 4 p.m. – **Community Event** on Bowman Park: ice cream social with live music from cover band, War Radio

BREAKOUT SESSIONS:

1. Being Poor in Higher Education
2. Building Community
3. Community Building within the LGBTQ+ Community
4. Cross Cultural Communication
5. DePauw Alums on Diversity During and After DePauw
6. Disability in a Diverse Society
7. Ethics of Comedy and Humor
8. Freedom of Opinion and Expression
9. First Generation College Experience
10. Greek Communities at DePauw University
11. Greencastle and DePauw
12. Implicit Bias
13. Incremental Steps to Transforming Communities (limit of 45)
14. International Experience at a Small Liberal Arts College
15. Micro-aggressions
16. The Privilege of Oblivion
17. Reading Coates (limit of 20)
18. Religion, Spirituality, Belief & Meaning Making: Engaging Across Difference

19. Social Justice through Creativity (limit of 20)
20. Trans* Experience in Higher Education
21. What Do We Mean by Diversity and Inclusion?

Question from faculty member: When will we know the room numbers for the breakout sessions?

Response: The committee is using the interest survey to figure out what session can fit in what location. We also need to allow cushion for people who will come to a session that had not signed up. You should know something about rooms tonight or tomorrow. Each session will be offered twice, once in the morning and again in the afternoon. You are not committed to attend the session you chose in advance if in the moment different sessions are more interesting.

Question from faculty member: Concerning the 3-2-(1) discussion, is there a document that describes this?

Response: Yes, there is, some materials have been shared with department chairs for chairs meeting. As your chair. The Strategic Planning Committee meets this Friday, we will definitely develop a vision document of what the 1 means.

Additional Business

18. Unfinished Business

There was no unfinished business.

19. New Business

No one raised any new business.

20. Announcements

Written Announcements

1. Appendix K lists the results for elected service opportunities beginning in AY2016-17. One hundred and sixteen eligible voters exercised their right to vote.
2. Please note we still have just a few vacancies, ***two positions on Faculty Development, one position on Student Academic Life, a Parliamentarian, and a GLCA Academic Council Representative. Also, 13 Grievance positions for February 1, 2017-January 31, 2018.*** To volunteer for any of these elected positions please notify the Chair of the Faculty by April 15 or volunteer on your on-line Service Survey Statement.
3. You will receive a link to complete your on-line Service Survey Statement, a form listing you existing committee service indicating your interests in appointed committees. Responses are due April 15. More detailed instructions will accompany the survey. The summary list of appointed vacancies we anticipate needing to fill can be found in Appendix L.

21. Adjournment

The meeting was adjourned at 4:55 p.m.

Appendices

Appendix A: Tribute to Delores 'Dee' Seketa (1932-2016) **Written by Professor Dana Dudle**

Dee Seketa passed away last month at the age of 82, surrounded by her three sons Mark, Greg, and Steven and their families, including six grandchildren and three great-grandchildren. Many of us in the Biology department and elsewhere on campus are profoundly struck by this loss.

After having earned a Bachelor's of Science in 1955 in Botany with minors in chemistry & bacteriology from University of Illinois, Dee participated in research projects involving virology, tissue culture, and chromosome mapping. She also did graduate work in science education, earned her teaching certification, and taught high school biology.

She joined the DePauw community in 1979 as a graduate student, earning a MA in Science Education in 1981. In 1979, she joined the **Zoology** department as a graduate teaching assistant. By 1981 she was a Laboratory coordinator—just in time to help out Bob Stark and Wade Hazel in their first year here—and, soon became an essential teacher in the laboratory, teaching Introductory Biology, Human Anatomy, and Animal Biology.

From 1999 until she retired in 2008, Dee taught a course known as “Biodiversity”, a course that was once a requirement for the Bio major, and which was described by one former student as “the class where you learn everything about everything that’s ever been alive, ever”. The Biodiversity course quickly earned the status of “a rite of passage” among the Bio students. They emerged from Dee’s classroom with newly opened eyes, much more aware of the living creatures sharing this world with us.

When I asked a few colleagues in the Biology department how they would describe Dee, one of the most common responses was something along the lines of: She really loved animals. I mean, she REALLY loved animals. Not just stray dogs and cats, which she adopted at an alarming rate, but hedgehogs, microscopic water bears, jellyfish, hissing cockroaches, stinky opossums, etc. Her love for and knowledge about all living things extended beyond the animal kingdom, too... she exhibited at least as much affection for seaweeds, slime molds, bracket fungi, flowering cacti, liverworts, and Venus fly traps, not to mention her students. Her affection for these living creatures was matched by detailed knowledge and a drive to share that knowledge with her students.

Dee’s skill at helping living things thrive allowed the Biology Department to keep several large, beautiful saltwater reef tanks and freshwater tanks in Olin Hall that were a hallmark of the Admissions tours for many years. I also must mention the Olin Hall greenhouse, which, largely due to her work, still houses an unusually diverse group of plant specimens from around the world. Without going into detail, I can say from personal observation that it seemed as though Dee practically built that greenhouse collection from the ground up, and held it together with her bare hands, at some points of her DPU career.

Dee loved DePauw students fiercely, and would do anything for them. In response to a call for comments in the last few weeks, students have written to me about the care she showed them years after she had them in class. Some talked about how she worked with them weekly (or more) to learn how to study. A few sent photos of living creatures—corals and cycads—to commemorate her life by showing off what she’d taught them. Dr. Luke Flory who is an assistant professor at the University of Florida says “I spent two years working for Dee in the greenhouse and the lab where her enthusiasm for plants and animals inspired me to pursue ecology as a career.”

Dee was an instructor for several Winter Term courses in places such as the Dominican Republic, Andros Island in the Bahamas, and the Amazon River with colleagues such as Bob Stark, Dana Garrigan, and me.

Anyone lucky enough to travel with Dee is touched and inspired by her excitement and intense curiosity about the ecosystems, biological, and human communities she encounters.

One student, Brittain Phillips, a creative writing biology student who joined Dee, George, and me on a Winter Term Trip in the Peruvian Amazon wrote a reflection essay that includes the following, “Dee stays behind so that she can take her time inspecting anything even remotely out of the ordinary (the tropics are a cornucopia of the biologically bizarre). On the trail she speaks another language, a Linnaeus-inspired dialect of Fabaceae, Lepidoptera, Homoptera, and other wonderful scientific tags that sound like the names of planets on Star Trek. Dee channels her pure scientist’s excitement through wild scribbles in her notebook and barely audible comments to herself and those lucky students near enough to hear.

Brittain concludes, “I learned a lot from the rain forest. By listening to Dee I learned how a strangler fig grows, how a bromeliad catches water, and what a bushmaster sounds like when it sleeps. The most valuable knowledge I’m taking away from Peru, however, is that which I learned from the Seketas. They are interesting, intelligent, and enthusiastic, and still crazy for each other after almost half a century of marriage. There’s nothing wrong with amazing plants and fascinating animals, but I now know that people like George and Dee are the most remarkable of all.”

Dee once said to me in passing that she didn’t feel her career had been significant. I think she was referring to her relative status compared to her tenure-track colleagues. I know from talking with her students and our colleagues and from my own observations that she made a huge impact on the Biology program at DePauw, and the impact is still felt today.

Appendix B: Course and Minor Descriptions for Consent Agenda Items from Course and Calendar Oversight

Related to Consent Agenda Item B – Approval of New Courses

ITAL 372: Advanced Italian II (1 credit)

This new course is a continuation of Advanced Italian I. *Pre-requisite: Italian 271 & 272 or permission of instructor.*

Distribution Area: Language

ITAL 471: Italian Cultural Studies (1 credit)

This course introduces students to different aspects of contemporary Italy. Students will look at the changes happening in society and culture. The course instigates intellectual curiosity, and invites the students to analyze particular aspects of the language and different textual genres, focusing on a variety of language registers, idiomatic expressions, and cultural variations. We will focus also on developing communicative skills of argumentation and negotiation. Overall, this course has a thematic approach, offering a portrait of Italy through a discussion of economy, work, food, literature, art, theater, history, geography and famous intellectual figures.

Appendix C: Letter from DePauw Student Government in Support of an Annual Day of Dialogue

Greetings Members of the Faculty,

We are reaching out to you today on behalf of the DePauw student body to ask for your support in annually committing one day per academic year to exclusively focus, as an entire community, on conversations that build toward a more inclusive community. While DePauw continues to work towards achieving this goal, we feel that we have a long way to go. Admittedly, there is still much room for growth and there are critical conversations worthy of community-wide, institutional attention. Of course, these are conversations worthy of not just DePauw's attention, but of our increasingly multicultural and intersectional community at large. An annual DePauw Dialogue need not be a reactive mechanism, used to respond to the latest campus crisis, but rather, a proactive tool that other universities could, and should, model. DePauw should not wait to follow in the footsteps of peer institutions; in reinforcing cultural competency and creating space for difficult dialogue, DePauw should embrace its liberal arts heritage and forge a new status quo in higher education.

As a liberal arts institution, it is DePauw's mission to teach its students values and habits that will serve them throughout their lives, equipping students with the skills necessary to make positive contributions to their extended communities as active citizens of the world. In establishing an annual Day of Dialogue, we are hoping to ensure that space is set aside on a regular basis to consider concepts that often go unexplored in the classroom such as bias, difference, privilege, and identity. It is our hope that this day will continue to provide a regular opportunity for students, faculty, and staff members to work collaboratively in a rigorous intellectual environment--an environment that pushes all participants to examine their individual role in building a shared community. Engaging in these difficult, albeit important, conversations will generate stronger leaders, citizens, and stewards of not only our campus, but the world.

At this time, we are not requesting that this day be added to the academic calendar in perpetuity, but that it be included for the foreseeable future. While we are open to other time frames, we believe that the day should be included in the academic calendar for at least the next five years. After five years, a working group consisting of students, faculty, and staff members, should convene to evaluate the day's purpose and relative usefulness in addressing institutional and systemic concerns. We look forward to working further with the Office of the Registrar, Faculty Governance, the Course and Calendar Oversight Committee, and the Diversity and Equity Committee in determining the day's placement on the academic calendar. We acknowledge that there are many tradeoffs and inherent risks in annually substituting a campus-wide focus for a day of everyone's unique set of classes, but find community building and inclusivity pursuits worthy of academically-natured attention. At this time, we welcome any and all proposals from other university parties, but feel that an early November date both dually alleviates concerns associated with the already shorter second semester calendar while providing adequate time for the day's organizers to come together and successfully plan the day throughout the fall semester, guaranteeing that those involved in the planning process will be around to see the day's success. Similarly, fewer students are historically off-campus during the fall semester, ensuring that as many members of our community as possible are able to attend the day's events. Furthermore, a first-semester date both reinforces to new members of our community that these are values DePauw prioritizes and could be further supported and supplemented with First-Year Mentor Program activities. We hope that you will join us in creating a more inclusive DePauw by endorsing a proposal for an annual Day of Dialogue.

Sincerely,

Craig Carter, Student Body President

Katie Kondry, Student Body Vice President

Appendix D: Proposed Change to Committee Descriptions in the Academic Handbook

Related to the Faculty Priorities and Governance Committee:

The new By-laws language would read (addition in bold):

Section VIII.A. Faculty Priorities and Governance Committee

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. The Faculty Priorities and Governance Committee 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. **The committee meets regularly, approximately monthly, with the President and Vice-President of Academic Affairs.** The Faculty Priorities and Governance Committee makes faculty service assignments to Standing Appointed and Ad hoc Appointed Committees in consultation with the Core Faculty Committees.

The following Standing Appointed Committees report to the Faculty Priorities and Governance Committee: Honorary Degree and University Occasions Committee.

The following Ad hoc Appointed Committees report to the Faculty Priorities and Governance Committee: Hartman Center Committee, Nature Park Committee and Arts Advisory Committee.

A member of the Faculty Priorities and Governance Committee should be assigned as a liaison to each Standing Appointed Committee and Ad hoc Appointed Committee when formed.

2. *Membership.*

Faculty membership: One (1) representative from the Core Faculty Committees: Curricular Policy and Planning Committee, Faculty Personnel Policy and Review Committee, Faculty Development Committee, and Student Academic Life Committee; two (2) 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): Chair of Chairs.

Student members: None.

Appendix E: Proposal for the New Major in Neuroscience

Motivation for a Neuroscience Major

Neuroscience is an interdisciplinary science that represents the synthesis of knowledge from the life sciences (biology, kinesiology, psychology), physical sciences (chemistry, physics), computational sciences (computer science, mathematics), social sciences (anthropology, education, sociology), and humanities (philosophy). The field of neuroscience has experienced significant growth over the last few decades, in addition to burgeoning public support as evidenced by President Bush declaring the 1990's as the Decade of the Brain and President Obama's current Brain Initiative that reaches across most federal funding agencies (e.g., NIH, NSF, DOD). At its core, Neuroscience seeks to understand how the brain gives rise to the mind and behavior within basic (e.g., the function of neurotransmitters, neural circuits, the influence of culture on behavior) and applied (e.g., the basis of neurological and psychiatric disease) contexts.

DePauw is well positioned to develop a Neuroscience major, and we believe that this is a timely undertaking. Relative to traditional degree offerings in the natural and social sciences, the number of schools offering undergraduate Neuroscience majors nationwide is relatively small (i.e., 87)¹ and there are only two Neuroscience majors at liberal arts schools in Indiana, so there is clearly room for expansion. Additionally, nine of our 12 peer schools within the Great Lakes Colleges Association offer a major (7) or concentration (2) in Neuroscience and one offers a minor. The lack of a Neuroscience major at DePauw may result in talented students choosing to pursue studies at other colleges or universities. The Office of Admissions does not formally track interests in a Neuroscience major at DePauw; however, they indicate that this is a major that students ask about during campus visits and that some students decline offers from DePauw to accept positions at institutions that have a Neuroscience major. Evidence for the interest in neuroscience at DePauw within the student body is reflected in the cohort of students pursuing an Independent Interdisciplinary Major in Neuroscience (4 as of 9/23/2015). The creation of a new major at DePauw would allow these and future students to more fully realize their academic interests in Neuroscience.

The interdisciplinary nature of Neuroscience means that the development of a major should be cost effective while at the same time enhancing the stature of the university. Nearly all of the coursework required to implement the new major already exist across the university curriculum, so the need to create new courses is limited. A Neuroscience major should attract students with interests in basic and applied science that following the completion of their degree would be well positioned to enter graduate school in various fields including neuroscience, biology, psychology, or cognitive science, or professional programs in medicine or allied health, in addition to pursuing employment in the biotechnology or pharmaceutical industries, or public sector.

Leadership – The Neuroscience major will be housed in the Department of Psychology. To provide an identity for the new major, the department proposes a name change to the Department of Psychology and Neuroscience. This change will convey the distinct nature of the two disciplines represented within the department, and reflects a common step in the formation of a Neuroscience major housed within a department of psychology (examples include - Indiana University, Washington University at St. Louis).

The Neuroscience Advisor will facilitate the day-to-day operations of the Neuroscience major. This individual will guide curriculum development within the major and provide a point of contact related to other aspects of the Neuroscience major (i.e., recruitment, retention and placement of students, course development, etc.). The Neuroscience Advisor will be responsible for advising/mentoring majors, identifying faculty with interests in neuroscience that may serve as advisors for neuroscience majors, monitoring course offering to ensure the timely progression of students through the program, and serving as a liaison between contributing departments and other relevant parties within the university.

Structure of the Major – Neuroscience majors should gain interdisciplinary experience in biology, psychology and related disciplines (e.g., chemistry, physics, philosophy, kinesiology) that will allow them to consider brain-behavior relationships across the full range of biological systems (e.g., molecular, organismal, societal). Thus students will complete core coursework within biology, chemistry, computer science and psychology including a course in quantitative analysis (5 credits); and more specialized courses examining brain-behavior relationships within biology and psychology (3.5 credits). To allow students to explore their unique interests related to neuroscience, they may also take electives from a variety of disciplines (i.e., biology, chemistry, computer science, kinesiology, philosophy, physics, psychology, sociology) (2 credits). The total number of courses required for the major will be 11.5, including the senior capstone. There are no hidden prerequisites for the core and required courses in the major; some electives do have prerequisites based upon departmental requirements that are not included in the requirements for the Neuroscience major.

Changes and additions to the department curriculum.

One existing psychology course (PSY 300/301 Physiological Psychology) will be renamed (PSY 300/301 Neuroscience and Behavior), two Topics in Psychology (PSY 346) courses (Computational Neuroscience, Neuropsychology) will be transitioned to regular courses (NEUR 348 Computational Neuroscience, NEUR 349 Neuropsychology), and three new courses (NEUR 320 Neuroscience Seminar, NEUR 341 Cognitive & Social Neuroscience, NEUR 480/481 Neuroscience Capstone) will be created to support the Neuroscience major. These courses are intended to bring a unique identity to the Neuroscience major since the other coursework is drawn from a variety of different departments. NEUR 320 will represent a seminar course taken in the third year wherein students will meet weekly to read and discuss current research within the field of neuroscience. Ideally, this course will rotate between faculty members to add breadth and depth to the major. One goal of this course is to allow students to build connections in their understanding of neuroscience across various levels of analysis. For instance, in a given semester readings might examine the molecular, structural, neuropsychological, and social effects of a neurological disease such as Alzheimer's. NEUR 480/481 represents the capstone experience for students in the Neuroscience major and will involve writing a NIH style predoctoral fellowship grant describing a novel research project for a one-semester project. For a two-semester project students will conduct an empirical or simulation study of an experiment proposed in the grant application written in the first semester.

With the formation of the Neuroscience major, the department will cease to offer the "Concentration in Neuroscience" that has not been significantly utilized by students and is not formally acknowledged on students' transcripts by the university.

Student Outcomes –

In proposing the major, we have assumed the following:

- Neuroscience majors should have foundational knowledge of biology, psychology, and allied sciences.
- Neuroscience majors should have advanced knowledge related to key disciplines contributing to the field.
- Neuroscience majors should understand and have experience with quantitative methodology and research methods underpinning the discipline.
- Neuroscience majors should be actively involved in research as part of their training, and should gain experience with the grant application process.
- Neuroscience majors should have foundational, intermediate and capstone experiences that serve to instill an appreciation for connections between levels of analysis within the nervous system.

- Neuroscience majors should appreciate the contribution of the discipline to basic, applied, and clinical science.
- Neuroscience majors should be prepared to pursue relevant graduate or professional training or to enter the job market.

Development – Robert West developed the proposal in conversation with leadership and faculty of the departments of Biology and Psychology, and leadership within departments that offer relevant core and elective courses. Faculty within the Departments of Biology and Psychology have together and independently considered the need to develop the proposed major over several years.

Staffing – The proposed major requires no additional faculty beyond those currently represented within the contributing departments of the university or those hired to fill open positions. The proposed major includes the revision of an existing one credit course (PSY 300/301 Biological Psychology), one new .5 credit course (NEUR 320 – Junior Neuroscience seminar), one new 1 credit course (NEUR 341 Cognitive & Social Neuroscience), and a one or two credit Senior Capstone (NEUR 480/481). Based upon Neuroscience majors and concentrations at other GLCA institutions, we anticipate that the enrollment will be between 10-15 students per class (or 30-45 distributed across the 2nd to 4th years of study). Initially majors are expected to represent a shift of students that might otherwise major in Biology, Psychology, or that would pursue an Independent Interdisciplinary Major in Neuroscience. As enrollment in the proposed major grows and attracts students that might have not otherwise attended DePauw, it may be necessary to recruit new faculty that would have a home within departments contributing substantially to the major.

Budget – The additional financial resources required to support the new major are expected to be modest relative to the benefits to the university. The major only requires the realignment of one existing 1 credit course (Physiological Psychology), and the development of one new 1 credit course, a .5 credit third year seminar course, and the senior capstone course. The other core, required, and elective courses related to the Neuroscience major count towards the major in the home departments. Likewise, new courses that will be developed related to the Neuroscience major (e.g., Cognitive and Social Neuroscience) would also be of interest to traditional majors within the relevant department (e.g., Psychology). Therefore, these courses would both support the Neuroscience major and enhance existing majors. We anticipate that many of the new Neuroscience majors will represent students who would otherwise pursue a major in Psychology or Biology; as the major grows we anticipate that it may attract students who would not otherwise choose to attend DePauw. Funds are required to expand the capacity of the laboratory associated with BIO 382 (Neurobiology) to accommodate increased enrollment in the course associated with including this course as a requirement for the major (\$48,000). The VPAA has pledged to provide these funds when the major is approved.

Notes -

- 1) Ramos, R. L., et al. (2011). Undergraduate neuroscience education in the U.S.: An analysis using data from the National Center for Education Statistics. *The Journal of Undergraduate Neuroscience Education*, 9(2), A66-A70.

Catalog Text

Requirements for a major in Neuroscience

Total number of required courses

11.5

Core courses (5 credits)

BIO 101 – Molecules, Genes and Cells

CHEM 120 – Structure and Properties of Organic Molecules

CSC 121 – Computer Science I

PSY 100 – Introduction to Psychology

PSY 214 – Statistics for Behavioral Science or MATH 141 - Stats for Professionals

Other required courses (3.5 credits)

BIO 382 - Neurobiology with Lab (Taught Fall or Spring)

PSY 300/301 – Neuroscience and Behavior (with Lab) (Taught Fall and Spring)

NEUR 320 – Neuroscience Seminar (Taught Fall or Spring)

NEUR 341 - Cognitive & Social Neuroscience with Lab (Taught Fall or Spring)

2 Courses, with 1 at 300 or 400 level (2 credits)

Biology:

BIO 203 Human Anatomy

BIO 241 Intermediate Cell Biology

BIO 320 Genetics

BIO 325 Bioinformatics

BIO 315 Molecular Biology

BIO 314 Biochemistry and Cellular Biology

BIO 335 Animal Physiology

BIO 381 Cell Signaling in Physiology

BIO 385 Molecular Neurobiology with Lab

BIO 415 Molecular Genetics & Genomics

Chemistry:

CHEM 240 Structure and Function of Biomolecules

CHEM 343 Advanced Biochemistry

Computer Science:

CSC 233 Foundations of Computation

CSC 320 Human Computer Interaction

CSC 330 Artificial Intelligence

CSC 360 Autonomous Robotics

Kinesiology:

KINS 254 Human Physiology

KINS 350 Motor Control

KINS 410 Muscle Physiology

Philosophy:

PHIL 234 Biomedical Ethics

PHIL 360 Philosophy of Science

Physics:

PHYS 270 Mathematical Methods

PHYS 370 Atomic and Molecular Physics

PHYS 380 Nuclear and Particle Physics

Psychology:

PSY 232 Abnormal

PSY 256 Drugs, Brain and Behavior

PSY 280 Cognitive Psychology

PSY 331 Human Perception

PSY 380/381 Learning and Comparative Cognition

PSY 350 Evolutionary Psychology

NEUR 348 Computational Neuroscience

NEUR 349 Neuropsychology

Sociology:

SOC 315 Sociology of Madness

Other courses may be substituted as petitioned by the students and approved by the Department.

Research in Neuroscience

For student planning to attend graduate or professional school, independent or student-faculty collaborative research is highly recommended for Neuroscience majors. Relevant experience can be gained through an on/off campus summer research placement or by conducting student-faculty collaborative research during the academic year.

Number of 300 and 400 level courses

4.5 (not including NEUR 480)

Senior requirement and capstone experience

NEUR 480/481 Senior Capstone (1 cr. or 2 cr.)

For the Senior Capstone, Neuroscience majors will complete a grant application that describes a novel program of research. The grant application will conform to the NIH F31 – Individual NRSA for PhD Students (http://grants.nih.gov/grants/forms_page_limits.htm#fell) application and be completed in the fall or spring of the final year.

Students wishing to conduct an empirical thesis should complete NEUR 480 in the Fall semester and NEUR 481 in the Spring semester. NEUR 481 will involve the collection of data for an experiment proposed in NEUR 480. The results of this research will be reported in a manuscript and in an oral presentation.

Additional information

No more than two courses from off-campus programs can count toward the major. Neuroscience majors are encouraged to also take courses in physics and additional courses in computer science depending upon their career interests.

Writing in the Major

Writing in the Neuroscience major is distributed across the curriculum beginning with introductory core courses in biology, chemistry, computer science, and psychology, and continuing in upper level courses representing multiple disciplines. The interdisciplinary nature of Neuroscience means that students should learn to communicate their science to varying audiences. As an example, writing for an audience grounded in the biological tradition can be quite different from writing for an audience grounded in the psychological tradition. The requirement to complete 300 level coursework in Biology and Psychology will ensure that students are exposed to, and gain experience with, communicating to audiences in two of the principle disciplines related to Neuroscience. Within these courses, students will gain experience writing a variety of different kinds of documents (e.g., laboratory reports, reports the findings of an empirical study, integrative reviews of the literature). For instance, laboratory reports represent a key writing component of required 300 level coursework in Biology and Psychology. Additionally, an integrative review of the literature is a fundamental component of the grant application written for the Neuroscience Capstone. Given the deep public interests in Neuroscience, it is also important that majors learn to responsibly communicate the findings and implications of science to a lay audience. The development of this skill will begin in Neuroscience and Behavior (PSY 300/301), be reinforced in the Junior Neuroscience Seminar (NEUR 320), and represents a component of the grant application written for the Neuroscience Capstone (NEUR 480/481). As an example, in the Junior Neuroscience Seminar, students may be asked to identify a recent empirical article related to their interests and prepare a press release describing the results of the study for a lay or general professional audience.

Appendix F: Proposal for the Minor in Statistics

I. Introduction

The Department of Mathematics is currently offering Majors in Mathematics, Major in Actuarial Science, and Minor in Mathematics. The Department has invested a significant amount of time to develop and to offer several statistics courses, such as introductory statistics and regression analysis. The Department believes it is appropriate to create a minor in the discipline of statistics and now the Department proposes a new area—Minor in Statistics. In developing the proposal, the department followed the guidelines for undergraduate minors and concentrations in statistical science (see, Cannon et al. 2012). The proposed Minor in Statistics will provide students with a strong background of mathematical and statistical sciences as foundations for novel statistical modeling and data analysis. The Minor in Statistics curriculum is designed: (a) to provide a strong general background, both theoretical and applied, in mathematical and statistical sciences, and (b) to prepare students for careers in quantitative areas that require novel statistical modeling and data analysis.

2. Rationale

What is statistics? Statistics is the mathematical science involved in the application of quantitative principles to the collection, analysis, and presentation of numerical information. Statisticians are professionals trained in mathematics and statistics techniques that allow them to apply their knowledge of statistical methods to a variety of subject areas, such as biology, economics, engineering, medicine, public health, psychology, marketing, and education. Many applications cannot occur without use of statistical techniques.

Statistics is the fastest growing STEM undergraduate degree in the United States over the last four years (see, American Statistical Association (2015)). "The demand for statisticians is currently high and growing. According to the Occupational Outlook Handbook, published by the Bureau of Labor Statistics, the number of nonacademic jobs for statisticians is expected to increase through 2016. Furthermore, colleges and universities will be hiring more faculty members in statistics fields. Salaries and opportunities for advancement are competitive and reflect the current demand." — The American Statistical Association. In January 2009, the Chief Economist of Google, Dr. Hal Varian, said "The sexy job in the next ten years will be statisticians. Because now we really do have essentially free and ubiquitous data. So the complimentary factor is the ability to understand that data and extract value from it."

Many of our peer institutions (GLCA) have been offering Minor in Statistics. The Department of Mathematics believes the proposed Minor in Statistics will be a good first step for a student aspiring to become a Statistician. The Minor of Statistics program is considered to be an excellent preparation for those students aspiring to pursue a graduate degree in any of the quantitative disciplines, especially Master and Ph.D. degrees in Statistics.

3. Requirements for the Minor in Statistics

Required courses

Mathematics course:

MATH 151: Calculus I (or MATH 135-136)

Core statistics courses (2 courses):

MATH 141: Statistics for Professionals (equivalent to ECON 350/ BIO 275/ PSY 214)

MATH 341: Statistical Model Analysis

Electives courses (2 courses)*

MATH 247: Mathematical Statistics

MATH 340: Topics in Statistics

MATH 441: Probability

MATH 423: Advanced Topics in Operations Research

ECON 450: Econometrics

**Students may choose new developed statistics courses as electives, if applicable.*

4. Rationale for required courses

MATH 141 is the core introductory statistics course that provides basic exploratory and inferential statistical methods. MATH 151 provides students with the mathematical background required to formally understand statistical/probability models and multivariable regression techniques (such as MATH 341).

5. Selected learning goals for the Minor

The proposed undergraduate minor in statistics is designed to prepare students with a broad quantitative background that deals with real-world data in a research environment. The tentative learning goals for the minor are as follows:

Required courses:

MATH 151: Calculus 1

After taking this class (or equivalent), students will

- develop problem-solving skills, especially in formulating verbal descriptions as mathematical problems and in constructing long, multi-step solutions.
- develop ability to write well-organized, coherent solutions to problems.
- understand the concept of derivative as representing rate of change and slope.
- know basic differentiation formulas and rules and be adept at computing derivatives of elementary functions symbolically.
- understand the concept of definite integral, especially as representing area and distance, and to be able to approximate a definite integral by Riemann sums.

MATH 141: Statistics for Professionals

After taking this class, students will

- learn the statistical terminologies and will be able to understand the distinction between descriptive and inferential statistics.
- understand the principles of observational and experimental studies, data collection methods, and biases.
- be able to produce appropriate graphical, tabular, and numerical summaries of the variables in a data set and be able to summarize such information into verbal descriptions.
- understand the relationships in bivariate data using graphical and numerical methods including scatterplots and, correlation coefficients, and least squares regression lines.
- learn the basic concepts of probability and some probability distributions.
- understand the concept of sampling distributions of various statistics.
- perform statistical inferences on a single sample and two-sample using confidence intervals and tests of hypotheses.

MATH 341: Statistical Model Analysis

- After taking this class, students will
- understand how calculus are utilized in this course.
- design and carry out studies using statistical models, for example, regression models for testing substantive theories.
- understand statistical assumptions and how to detect and address violations.
- recognize strengths and weaknesses in analyses and formulate constructive critiques.
- learn the implications of confounding and interaction in the context of statistical inference.

- learn about more advanced statistical procedures.
- interpret and communicate the results clearly and effectively.
- learn to be proficient in the use of statistical packages, such as R and SAS.
- read, understand, and evaluate the professional literature that uses regression analysis

Elective courses:

Here are the learning outcomes for two elective courses, as an example.

MATH 247: Mathematical Statistics

After taking this course, student will

- understand the concepts in probability, probability rules, conditional probability, independence, Bayes Theorem, etc.
- enable to recognize random variables and functions of random variables be familiar with many common distributions, continuous or discrete, univariate or multivariate, that provide rich families for modeling real data.
- understand the concept of mathematical expectation.
- learn marginal and conditional distributions.
- understand various properties of random sample along with some convergence concepts.
- learn the foundations of statistical inference.
- understand mainly the concepts and development of statistical methodology that will prepare students for further study of statistical inference.

MATH 340: Topics in Statistics (Design in Experiments, as an example)

After taking this course, students will

- learn how to plan, design and conduct experiments efficiently and effectively, and analyze the resulting data to obtain objective conclusions.
- know how to calculate variance and standard deviation from a data set and how to perform a t-test to determine whether means are significantly different.
- be able to understand the difference between CRD, RCB, and LS and also be able to explain the assumptions necessary to perform an ANOVA for each design.
- understand the use regression methods to find point and interval estimates of model parameters, and to test hypotheses about them.
- utilize standard statistical computer software, such as R and SAS to carry out the analyses.

6. Selected peer institutions with a formal statistics program

Albion College (Minor in Statistics)

Allegheny College (Major/Minor in Applied Statistics)

Ohio Wesleyan University (Statistics Track in the Mathematics Major)

Kenyon College (Major/Minor in Statistics)

Kalamazoo College (Statistics Track in the Mathematics Minor)

7. Staffing requirements

The mathematics department has now two full-time faculty members in the areas of statistics and thus, no additional staff will be needed to offer the minor. All required courses for minor are available to students to complete the minor requirements.

8. Reference

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Appendix G: Proposed Changes to the Catalog Description of the major

NEW CATALOG LANGUAGE:

THE MAJOR

Each candidate for the bachelor's degree must complete one major with at least a 2.0 (C) grade point average and a satisfactory senior capstone.

Types of Majors

There are three types of majors offered in the College of Liberal Arts: departmental, inter-departmental and interdisciplinary. In the School of Music, the major is associated with the degree: Performance with the Bachelor of Music, Music with the Bachelor of Musical Arts, and Music Education with the Bachelor of Music Education.

Departmental major. The departmental major consists of eight to 10 courses in a single academic department, including at least three courses at the 300-400 level. A department may also require as many as six courses from related departments. The total number of course credits required for a major may not exceed 14 (including pre-requisites). In departments designated as single-subject departments, i.e., history or political science, at least 19 of the 31 courses required for graduation must be outside the major subject. In departments designated as dual-subject departments, i.e., sociology and anthropology or modern languages, a minimum of 19 courses must be outside the student's major subject, and 16 of 31 courses must be outside the major department.

Inter-departmental major. This major involves coursework from two or three complementary departments. The inter-departmental major is administered by a joint committee of the contributing departments. It consists of 10-12 course credits from the contributing departments and may include additional courses from other departments, with the total requirements not to exceed 14 course credits (including pre-requisite courses). A minimum of 16 course credits must be from outside the contributing departments.

Interdisciplinary major. An interdisciplinary major consists of an integrated series of courses selected from at least two of the conventional academic disciplines. Interdisciplinary majors may be administered by an interdisciplinary program (Africana Studies, Asian Studies, Conflict Studies, Film Studies and Women's, Gender and Sexuality Studies) or an academic department. Also, there is an option for a student-designed independent interdisciplinary major.

The interdisciplinary major includes a total of 10 to 14 courses in at least two disciplines. At least four courses in the total must be at the 300-400 level.

An interdisciplinary major must include at least 16 courses outside the subject matter of the major and may have no more than eight courses in any one discipline (subject) comprising the major.

Independent Interdisciplinary Major. Students also have the opportunity to devise, in consultation with faculty advisors, an independent interdisciplinary major. Although any general problem of a genuine academic, scientific or intellectual nature may constitute the subject of an interdisciplinary major, such a major is ordinarily defined in one of three ways:

- an area of the world, geographically, politically or culturally prescribed, such as the United States, Latin America, Asia, East Europe or the Middle East;
- a period of time in the history of some part of the world, such as the Victorian Age, the Enlightenment, the Renaissance or the Middle Ages; or
- a specific problem that is treated by several disciplines, such as the concept of social justice, the artist in the modern world, the rhetoric of revolutionary movements or political modernization.

In selecting a subject for an independently designed interdisciplinary major, students should be guided by two further considerations. First, a mere interest in certain academic disciplines, however closely related they may appear, is not a significant justification for an interdisciplinary major. Students must have in mind a subject that can serve as a focal point for the courses chosen. Second, although the subject to be examined in the major may coincide with the vocational interests of a student, it must at the same time be a legitimate object of study in its own right.

Each individualized major is supervised by a committee of three faculty members. Upon the recommendation of two faculty members from the disciplines relevant to the major, students apply to the Office of Academic Affairs for admission early in the second semester of the sophomore year. Students taking an independent interdisciplinary major should have the major approved and filed with the Office of the Registrar by the end of the sixth week of the second semester of the sophomore year. The latest that applications may be considered is the sixth week of the junior year.

Changes in Major Requirements

Department, school or program requirements for the major are those in effect at the time the student declares the major. Changes in departmental requirements after a major is declared may apply provided they do not require a student to enroll in more than a normal course load in any semester or do not prolong the time needed to meet degree requirements. Departments, schools and programs are responsible for determining and certifying that each student in the major is sufficiently prepared in the field as a whole.

Senior Capstone Experience

The Senior Capstone experience may consist of one or more of the following options, as determined by departments, schools or programs: senior seminar, comprehensive examination, theses, projects, performances and/or exhibitions. Descriptions of the senior capstone experience requirement for each major are included in the catalog description of the major.

Satisfactory completion of a senior capstone is required to complete a major at DePauw. For departments, schools, or programs that require an examination as a component of the senior capstone experience, satisfactory performance on this exam is required to earn a major. Students who do not perform satisfactorily on the comprehensive examination the first time have the right to be reexamined once. Students must pass the comprehensive examination within one academic year after the first commencement date following the initial examination. At the discretion of the department, school, or program, a student may take a maximum of two re-examinations.

Each student completes at least one major as a part of the degree program. Although not required, a student may also elect to complete a minor area of study.

Declaring a Major. Each student is required to select a major and a faculty advisor in that major department or interdisciplinary program by the sixth week in the second semester of the sophomore year. Faculty advisors, staff members in the offices of academic affairs, the registrar, and career services may assist students in making appropriate choices. Students planning for a study abroad program must declare a major prior to applying for off-campus study.

The Academic Standing Committee will take appropriate warning actions in the case of students who have failed to declare their major 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.

Two Majors. Students may complete a maximum of two majors. A student with two majors must meet all requirements for each major. Students who have double majors must have at least six courses that do not overlap between the two majors.

DEPAUW UNIVERSITY OFFERS THE FOLLOWING MAJORS IN THE COLLEGE OF LIBERAL ARTS:

(see the School of Music in this section for description of the majors available within the three music degree options.)

<u>Actuarial Science</u>	<u>Communication</u>	<u>Film Studies</u>	<u>Philosophy</u>
<u>Africana Studies</u>	<u>Computer Science</u>	<u>French</u>	<u>Physics</u>
<u>Anthropology</u>	<u>Conflict Studies</u>	<u>Geology</u>	<u>Political Science</u>
<u>Art (History)</u>	<u>Earth Sciences</u>	<u>German</u>	<u>Pre-engineering</u>
<u>Art (Studio)</u>	<u>East Asian Studies</u>	<u>Greek</u>	<u>Psychology</u>
<u>Biochemistry</u>	<u>Economics</u>	<u>History</u>	<u>Religious Studies</u>
<u>Biology</u>	<u>Education Studies</u>	<u>Independent Interdisciplinary</u>	<u>Romance Languages</u>
<u>Cellular and Molecular Biology</u>	<u>English (Writing)</u>	<u>Kinesiology</u>	<u>Sociology</u>
<u>Chemistry</u>	<u>English (Literature)</u>	<u>Latin</u>	<u>Spanish</u>
<u>Classical Civilization</u>	<u>Environmental Biology</u>	<u>Mathematics</u>	<u>Theatre</u>
	<u>Environmental Geoscience</u>	<u>Music (College of Liberal Arts)</u>	<u>Women's Studies</u>

EXISTING CATALOG LANGUAGE:

THE MAJOR

Each candidate for the bachelor's degree must complete one major with at least a 2.0 (C) grade point average. Department, school or program requirements for the major are those in effect at the time the student declares the major. Changes in departmental requirements after a major is declared may apply provided they do not require a student to enroll in more than a normal course load in any semester or do not prolong the time needed to meet degree requirements. Departments, schools and programs are responsible for determining and certifying that each student in the major is sufficiently prepared in the field as a whole.

The Senior Capstone experience may consist of one or more of the following options, as determined by departments, schools or programs: senior seminar, comprehensive examination, theses, projects, performances and/or exhibitions. Descriptions of the senior capstone experience requirement(s) for each department, school, or program are in Section III. The Major under each department, school, or program section.

Satisfactory completion of a senior capstone is required to complete a major at DePauw. For departments, schools, or programs that require an examination as a component of the senior capstone experience, satisfactory performance on this exam is required to earn a major. Students who do not perform satisfactorily on the comprehensive examination the first time have the right to be reexamined once. Students must pass the comprehensive examination within one academic year after the first commencement date following the initial examination. At the discretion of the department, school, or program, a student may take a maximum of two re-examinations.

Each student completes at least one major as a part of the degree program. Although not required, a student may also elect to complete a minor area of study.

Declaring a Major Each student is required to select a major and a faculty advisor in that major department or interdisciplinary program by the sixth week in the second semester of the sophomore year. Faculty advisors, staff members in the offices of academic affairs, the registrar, and career services may assist

students in making appropriate choices. Students planning for a study abroad program must declare a major prior to applying for off-campus study.

The Academic Standing Committee will take appropriate warning actions in the case of students who have failed to declare their major 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.

Departmental Major The departmental major consists of eight to 10 courses in a single academic department, including at least three courses at the 300-400 level. **A department may designate as many as two courses from other departments as requirements of its majors. A department may also require as many as six courses from related departments. The total number of courses required for a major may not exceed 14 courses.** In departments designated as single-subject departments, i.e., history or political science, at least 19 of the 31 courses required for graduation must be outside the major subject.

In departments designated as dual-subject departments, i.e., sociology and anthropology or modern languages, a minimum of 19 courses must be outside the student's major subject, and 16 of 31 courses must be outside the major department.

Two Majors Students may complete a maximum of two majors. A student with two majors must meet all requirements for each major. Students who have double majors must have at least six courses that do not overlap between the two majors.

DEPAUW UNIVERSITY OFFERS THE FOLLOWING MAJORS IN THE COLLEGE OF LIBERAL ARTS:

(see the School of Music in this section for description of the majors available within the three music degree options.)

<u>Actuarial Science</u>	<u>Communication</u>	<u>Film Studies</u>	<u>Philosophy</u>
<u>Africana Studies</u>	<u>Computer Science</u>	<u>French</u>	<u>Physics</u>
<u>Anthropology</u>	<u>Conflict Studies</u>	<u>Geology</u>	<u>Political Science</u>
<u>Art (History)</u>	<u>Earth Sciences</u>	<u>German</u>	<u>Pre-engineering</u>
<u>Art (Studio)</u>	<u>East Asian Studies</u>	<u>Greek</u>	<u>Psychology</u>
<u>Biochemistry</u>	<u>Economics</u>	<u>History</u>	<u>Religious Studies</u>
<u>Biology</u>	<u>Education Studies</u>	<u>Independent Interdisciplinary</u>	<u>Romance Languages</u>
<u>Cellular and Molecular Biology</u>	<u>English (Writing)</u>	<u>Kinesiology</u>	<u>Sociology</u>
<u>Chemistry</u>	<u>English (Literature)</u>	<u>Latin</u>	<u>Spanish</u>
<u>Classical Civilization</u>	<u>Environmental Biology</u>	<u>Mathematics</u>	<u>Theatre</u>
	<u>Environmental Geoscience</u>	<u>Music (College of Liberal Arts)</u>	<u>Women's Studies</u>

INTERDISCIPLINARY MAJOR

An interdisciplinary major consists of an integrated series of courses selected from at least two of the conventional academic disciplines. Interdisciplinary majors are available in Africana Studies, Asian Studies, Conflict Studies, Film Studies and Women's Studies. Students also have the opportunity to devise, in consultation with faculty advisors, an academic program suited to an area of special interest. Although any general problem of a genuine academic, scientific or intellectual nature may constitute the subject of an interdisciplinary major, such a major is ordinarily defined in one of three ways:

- an area of the world, geographically, politically or culturally prescribed, such as the United States, Latin America, Asia, East Europe or the Middle East;

- a period of time in the history of some part of the world, such as the Victorian Age, the Enlightenment, the Renaissance or the Middle Ages; or
- a specific problem that is treated by several disciplines, such as the concept of social justice, the artist in the modern world, the rhetoric of revolutionary movements or political modernization.

The interdisciplinary major includes a total of 10 to 12 courses in at least two disciplines and at least four courses from each of the two disciplines. At least four courses in the total must be at the 300-400 level. Each individualized major is supervised by a committee of three faculty members.

An interdisciplinary major must include at least 16 courses outside the subject matter of the area major involved and may have no more than eight courses in any one discipline (subject) comprising the major. However, up to 10 courses may be taken in a language as part of the interdisciplinary major.

Exceptions to these guidelines may be made for specific programs upon approval of the Committee on Academic Policy and Planning.

In selecting a subject for an independently designed interdisciplinary major, students should be guided by two further considerations. First, a mere interest in certain academic disciplines, however closely related they may appear, is not a significant justification for an interdisciplinary major. Students must have in mind a subject that can serve as a focal point for the courses chosen. Second, although the subject to be examined in the major may coincide with the vocational interests of a student, it must at the same time be a legitimate object of study in its own right.

The student must earn a 2.0 GPA in all course credit applied to the major, and, as a part of the major, each student during the senior year must satisfactorily complete one or more of the following: a seminar, thesis, appropriate project or departmental comprehensive examination. Each interdisciplinary major committee shall designate ways in which students may fulfill this comprehensive requirement.

Upon the recommendation of two faculty members from the disciplines relevant to the major, students apply to the Office of Academic Affairs for admission early in the second semester of the sophomore year. Students taking an independent interdisciplinary major should have the major approved and filed with the Office of the Registrar by the end of the sixth week of the second semester of the sophomore year. The latest that applications may be considered is the sixth week of the junior year.

Appendix H: Proposal for the New Interdisciplinary Major and Minor in Global Health

The Importance of Global Health in Higher Education

In 1987, David Fraser, M.D., then president of Swarthmore, published the prescient and influential article, “Epidemiology as a Liberal Art” in the *New England Journal of Medicine* where he proposed that liberal arts colleges were the perfect training ground for the creative thinking and interdisciplinary approach it would take to solve challenges such as the HIV/AIDS epidemic, which had challenged previous suppositions in medical science. Twenty years later “Back to the Pump Handle: Public Health and Undergraduate Education”, published in *Liberal Education*, argued in support of the 2003 recommendation by the IOM (Institutes of Medicine) and World Health Organization (WHO) that **all undergraduates be given “access to education in public health”** (Gebbie, Rosenstock, and Hernandez 2003, 144) and that it was time for higher education to lead in this new integrative field of learning (emphasis added).

Global health is increasingly important across disciplines and educational institutions. As an “area for study, research, and practice that places a priority on improving health and achieving equity in health for all people world-wide...[g]lobal health emphasizes transnational health issues, determinants, and solutions, involves many disciplines within and beyond the health sciences, and promotes interdisciplinary collaboration” (http://ghi.wisc.edu/wp-content/uploads/2012/04/global_health_def_skolnik.pdf).

Beyond academic investigation and the intrinsic value of multi-disciplinary education, employment in global health is one of the most rapidly growing sectors worldwide according to the U.S. Bureau of Labor Statistics. Students with a B.A. with an emphasis on global public health perspectives are well situated for entry into a worthwhile, rewarding and secure career path and student interest in public health is a trend that has been widely reported at campuses across the country (cf. Macalester College concentration on Community and Global Health at <http://www.macalester.edu/news/2012/05/global-health/> for more discussion about the increasing trend and growing educational emphases on public, global and international health).

Liberal arts colleges and universities such as Allegheny, Bates, Beloit, Duke, Haverford, Middlebury, Macalester, Wabash, William and Mary, Williams and others have begun a trend toward the development of public health programs in their curricula, heralded by the IOM and with a goal of creating the “educated citizenry” trained to tackle a multitude of challenges – from the health consequences of climate change to cutting infectious disease transmission (see **Full Proposal Appendix Figure 1** for infographic and details on trends in undergraduate public health degrees nationwide).

Public health is by its very nature, interdisciplinary and many different disciplines can make important global health academic and programmatic contributions. We anticipate that the Major will appeal to many different kinds of students at DePauw. Global Health relies on anthropology to explore cultural and population differences as well as cultural acceptability of health approaches, on economics to evaluate the financial aspects of health programs relative to their outcomes, on philosophy to mediate difficult discussions about scarce resources, priorities, and the ethics of global responses, and on math and the natural sciences to explore concepts related to disease mechanisms, treatments, and surveillance. It is clear that DePauw University is well positioned to join other similar liberal arts institutions in the development of a strong, flagship program in global health. With the University commitment to experiential learning the institution is poised to take a robust position in these national and international curricular developments (see **Full Proposal Appendix Figure 2** for trends in percentages of U.S. institutions that require courses that address global issues as part of international and interdisciplinary education).

Global Health at DePauw

DePauw University has already a history of faculty research, student-faculty research and curricular interest in public and global health. The University has a course on Bioethics and Medicine, several FYS seminars

related to global health (including the HIV/AIDS Epidemic; Global Diseases, Global Responses; Post-earthquake Haiti and Parasitology; Microbes and Human Health; Climate Change and Philosophy), a WT course Nonprofits and Global Health, a proposed course in health science writing to complement an ongoing grant and fellowship writing course, and numerous curricular offerings across departments with potentially relevant content/topics.

Most recently, DePauw has strengthened the global health focus in the curriculum with the addition of two courses with specific foci upon public health theory and practice— a University Studies course: An Introduction to Global Health (taught by Professor Sharon Crary and Dr. Tom Mote in the fall of 2013 and by Professor Rebecca Upton in the fall of 2015) and an upper level seminar in Anthropology: Public Health in Africa taught by Professor Rebecca Upton (Spring 2014, Fall 2014). Both courses have had high student demand. Formalization and further development of a global health curriculum here at DePauw is consistent with our institutional values and commitment to interdisciplinary and intellectual engagement by students and faculty members. At present DePauw has a number of faculty and staff members with expertise and interest in the field of public and global health, as well as numerous others who have expressed interest in affiliations/work with a Major including (but not limited to) the following: (see full proposal for list).

A number of recent graduates who have continued on to graduate school in public health and related fields is on the rise and is documented in the full proposal.

At present, students interested in majoring in Public Health must design an Independent Interdisciplinary Major; there are approximately 5-8 current students with this declared major. We anticipate that a major in Global Health would be appealing to numerous students across the University given the consistent recent interest in global health.

Current Opportunities in Global Health

It is an opportune time for the University to move forward with an investment in an undergraduate focus on global and public health. Global and public health is one of the fastest growing areas in the national job market with growing demand for knowledgeable and experienced graduates from liberal arts colleges with strong critical thinking skills and communication abilities. DePauw has long offered opportunities for experiential learning and with recent attention to increasing the intellectual liveliness of off campus and applied learning opportunities; the GLH Program Practicum requirement, with the emphasis on additional, applied experiential learning in the field, is a logical fit (see *Curriculum Development* section below for further explanation of the Practicum Experience).

Students have been actively involved in public health related activities within the University. Student participation in the Timmy Global Health program and Winter Term in Service trip has been consistently high, students interested in public and international health issues established a global health interest group in 2008-09, and there is a senior award in global health established by Dr. Tom Mote who has committed resources to the institution in the interest of supporting student pursuit of global health at DePauw. In 2014 an informal albeit (hopefully) sustainable speaker series began where DePauw alumni who are working in the field of public health return to talk about their work and contemporary health challenges. In 2014 the University hosted Dr. Kenrad Nelson (DPU '54) and Tanmoy Das Lala '13. In the fall of 2015, the University hosted Rupak Shivakoti '07 and sponsored a field trip to the University of Indianapolis to hear Dr. Paul Farmer speak. This year, two female alumni will be returning to campus to discuss their ongoing work in public health.

Bridging Scientific Disciplines and Undergraduate Learning

Few disciplines are as inherently interdisciplinary as Global Health. Many global health students pursue graduate or professional education in global or public health, medicine, law and business. Global Health

Majors will also be prepared for careers at research and policy think tanks, non-governmental organizations, government agencies, multilateral organizations, and academic institutions. The hire of a new health careers advisor at DePauw will dovetail well with the establishment of the GLH Major. The Hubbard Center and the Health Careers Advisor will be able to provide advising and support for undergraduate students pursuing a career in global health through the following:

- Career advising in global health
- On-campus workshops and skill-building sessions
- Seminars and career fairs
- Access to the GHFP alumni network (as it grows)

Resources Required

A discussion of resources required for development of the curriculum, the practicum experience, and faculty development are included in the full proposal. Additionally, a discussion of potential new faculty lines, logistical support, directs and steering committee are found in the full proposal.

Catalog Language for the Major and Minor

Major

Total Courses Required	ten and a half
Core Courses	GLH 101 – Intro to Global Health GLH 301 [#] – Practicum (0.5 cr) GLH 401 – Senior Seminar One of the following: MATH 141 – Stats for Professionals, BIO 375 – Biostatistics, ECON 350 – Statistics for Economics and Management, or PSY 214 – Statistics for Behavioral Sciences
Other Required Courses	Additional courses that may be chosen for the major are: ANTH 151 – Human Cultures, ANTH 257 – Culture, Medicine and Health*, ANTH 255 – Gender and Anthropology, ANTH 355 – Anthropology of Development*, ANTH 390 – Public Health in Africa*, BIO 102 – Evolution and Ecology, BIO 361 – Immunology*, BIO 250 – Microbiology*, BIO 375 – Biostatistics*, BIO 382 – Neurobiology*, BIO – Select Topics Classes*, CHEM 240 – Structure and Function of Biomolecules*, CHEM 343 – Advance Biochemistry*, CHEM 342 – Select Topics courses (0.5credit)*, HIST 285 – History of Science, ECON 465 – Health Economics*, PHIL 230 – Ethical Theory, PHIL 232 – Environmental Ethics, PHIL 360 – Philosophy of Science*, PHIL 234 – Biomedical Ethics, POLS 170 – International Politics, POLS 235 – Equality & Justice, POLS 253 – China and India in the 21 st Century, POLS 352 –Politics of Developing Nations, POLS 360 – African Politics, POLS 382 – Global Issues, POLS 384 – International Law, PSY 100 – Introduction to Psychology, PSY 214 – Statistics for Behavioral Sciences*, PSY 252 – Drugs and Behavior*, PSY 260 – Social Psychology*, PSY 343 – Health Psychology*, SOC 100 – Contemporary Society, SOC 210 – Gender and Society, SOC 242 – Medical Sociology, SOC 329 – Social Inequalities*, SOC 342 – Women, Health and Social Control* <i>*These courses have a pre-requisite.</i>
Number 300 and 400 level courses	four
Senior Requirement and Capstone Experience	GLH 401 – Senior Seminar. Topics range depending on the expertise of the instructor. A research project is always a significant dimension of the capstone experience

<p>Additional Information</p>	<p>Majors attend Global Health seminars throughout their junior and senior years. (The number of required seminars will be determined by the steering committee).</p> <p>Majors develop a learning contract, required by week six of the second semester, sophomore year (or at least one month after major declaration), structured around two thematic tracks (e.g., Biosocial Determinants of Health, Environment and Human Health, Ethics and Global Health, Population & Family Health, Biostatistics, etc.). The terms of the contract specify the substantive nature of the chosen tracks, including relevant courses. The courses in each track must be from at least two distinct disciplines. Each track must consist of at least three courses, two of which are at the 300-400 level. No more than five courses can be credited to a single track.</p> <p>Students planning to pursue a career or graduate work in Global Health are encouraged to become proficient in a second language during their time at DePauw.</p>
<p>Writing in the Major</p>	<p>The writing requirement for the Global Health major consists of a portfolio of writings presented with a written reflection. Portfolios will be reviewed by the Global Health steering committee for evidence of improvement and competence in writing in the major.</p> <p>Majors submit a portfolio in the spring semester of their junior year. The centerpiece of the portfolio is a written reflection focusing on the student's understanding of his or her development as a writer within the major and how the student used instructor and peer feedback to improve her or his writing. The student will support arguments about how her or his writing has improved by referring to writing samples and peer or instructor feedback from throughout the first three years at DePauw. The writing portfolio should consist of three to five (3-5) papers, for a total of more than 10 pages and less than 30 pages (10-30 pages), not including the written reflection. Papers submitted must be from courses in at least two different departments at DePauw, to reflect the interdisciplinary nature of this major.</p> <p>The portfolio must include the following:</p> <ul style="list-style-type: none"> • One writing sample from a course in the student's first year of college. • One writing sample demonstrating evidence of the student's ability to analyze complex information related to global health. • One writing sample demonstrating evidence of the student's ability to make a convincing argument about a complex topic in global health. • Evidence of the ability to identify and effectively use and document appropriate sources. • Evidence of the ability to write in a clear, concise, and interesting fashion. • Evidence of the ability to write in a manner appropriate to particular audiences such as other experts in the field or the general public. • A written reflection that indicates how the student has evolved as a writer over the course of his or her major and what the student views as future goals for his or her writing.

	<p>All writing samples may be final versions of papers produced after instructor and/or peer feedback in response to paper drafts. This should be noted in the written reflection.</p> <p>Portfolios are due on the second Wednesday of May of the junior year. Any student whose portfolio does not demonstrate competence will be notified by the first day of the fall semester of their senior year and will have to complete an additional writing component of the senior capstone course exam to demonstrate writing competence in the major.</p>
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#GLH 301 is a half-credit course centered on a practicum project that includes one (1) applied clinical or community-based experience. Options that qualify include, but are not limited to, original research, an internship, or other kind of experiential learning (January and May projects may qualify, subject to committee review). A practicum is a unique opportunity for undergraduate students to integrate and apply skills and knowledge gained through coursework with experience gained in a professional public health work environment. Global health work environments include not-for-profit organizations, hospitals, local health departments, and for-profit firms among others. This Practicum expectation mirrors expectations set by the Council on Education for Public Health. A typical practicum experience in the GLH Major requires students to work a minimum of 80 hours under the supervision of an experienced site supervisor and the course instructor. Each practicum has at least one tangible deliverable to be determined by the student and instructor.

Minor

Total Courses Required	five
Core Courses	<p>GLH 101 – Intro to Global Health</p> <p>One of the following: MATH 141 – Stats for Professionals, BIO 375 – Biostatistics, or PSY 214 – Statistics for Behavioral Sciences</p>
Other Required Courses	Two courses at the 200-level and two courses at the 300-level to be selected in coordination with the Minor advisor from the list of courses approved for the Global Health Major. These courses must come from two academic disciplines.
Number 300 and 400 level courses	two
Additional Information	Students planning to pursue a career or graduate work in Global Health are encouraged to become proficient in a second language during their time at DePauw.

*This course that has a pre-requisite.

Other components of the full proposal

Two different example majors, growth of the undergraduate public health major in US Institutions, percent of institutions that require courses on global trends, current students who have expressed interest in a global health major, a relevant bibliography and syllabi for recent offerings of UNIV 275.

Appendix I: Proposed Changes to Review Criteria related to Diversity and Inclusion

Proposed changes

There are two proposed changes to the review criteria in the Academic Handbook. The first is for the non-librarian faculty, and the second is for librarian faculty.

1. The proposed change to the Academic Handbook for non-librarian faculty pertains to the “Professional Competence” criteria in the teaching section for term, interim, tenure, and promotion reviews [see: V. Criteria for Decisions on Faculty Status (from 2004-05), A. Teaching, 1. Professional Competence, page 50-51]. The existing language remains the same, except for the addition of the text highlighted in bold letters and italicized.

Professional Competence: Completion of a terminal degree in the field (see Appendix 2: Terminal Degrees). Continued professional mastery of content, critical scholarship, and methodologies of teaching in areas of responsibility. ***Demonstrated awareness and engagement with trends and practices in pedagogy that promote a diverse and inclusive classroom climate appropriate for teaching in areas of responsibility.*** Evidence may include: professional activities to stay current in the field combined with evidence of use of such current materials in courses; attendance at meetings or workshops on content or teaching methodologies, combined with evidence of use of that material and experience.

2. For librarian faculty, the proposed change are language additions support a new evaluation criteria, which clarifies the definition of “Professional Competence” found in the teaching category and are highlighted in bold letters and italicized to the text found in section V. Criteria for Decisions on Faculty Status, D. Librarians serving as renewable term faculty, page 52.

Librarians serving as renewable term faculty are evaluated in the areas of teaching, scholarly and artistic work, and service, with the following difference: in the evaluation of teaching, the evaluation has a primary focus on library effectiveness. ***Therefore, professional competence in teaching is defined parallel to Article V.A.***

Professional Competence: Completion of a terminal degree in the field (see Appendix 2: Terminal Degrees). Continued professional mastery of content, critical scholarship, and methodologies of librarianship in areas of responsibility. Demonstrated awareness and engagement with trends and practices in librarianship that promote a diverse and inclusive climate appropriate for areas of responsibility. Evidence may include: professional activities to stay current in the field combined with evidence of use of such current materials in practice; attendance at meetings or workshops on content or methodologies, combined with evidence of use of that material and experience.

Librarians may also show evidence related to teaching (Article V.A.), but they must show evidence in at least two of the following areas of library effectiveness:

1. reference services for the university community;
2. development of library collections and information resources;
3. provision of bibliographic organization and control over library collections;
4. instruction in the use of information resources and services including workshops, library and information instruction sessions, and research consultations;
5. creation of instructional materials and tools on the use of information resources and services including catalogs, bibliographies, and indexes.

Timing of changes for new and current faculty

This change will take effect in the fall of 2017 for those faculty members hired to begin teaching in the 2017-2018 academic year; for current faculty members and those hired during the 2015-2016 academic year it will take effect after their next satisfactory promotion review.

Rationale for Action

During the past three academic semesters Committee on Faculty (COF)/Review has engaged in discussions about diversity and inclusion as it pertains to search procedures, Appendix A (term, interim, tenure and promotion criteria), and Student Opinion Survey. The discussions originated from the administration and faculty's response to Student Government's charge for us to create a more inclusive campus. The Dean of Faculty, Diversity and Equity Committee, and Senior Advisor to the President for Diversity and Compliance requested COF/Review to make changes to Appendix A and to the Student Opinion Survey. Their objective is to: "(a) intentionally embed in our policies language and practices that lead to greater equity, and (b) make improvements in terms of accountability for faculty with regard to creating inclusive classroom environments." COF/Review met with the Dean Klaus and Senior Advisor Madison several times to discuss the issue.

The Review Committee notes that while diversity and inclusion are one of our core institutional values, the Academic Handbook lacks language and policy that reflects those values in the areas of faculty hiring, evaluation, and retention. The Review Committee especially notes faculty review process lacks specific mechanisms for incentivizing and evaluating faculty performance in the areas of diversity and inclusion in our teaching. In concert with multiple university initiatives to update, upgrade, and enhance our commitments to diversity and inclusion, the Review Committee recommends making changes to the term, interim, tenure and promotion criteria for teaching. Our view is that placing the language in the Competence criteria makes the strongest institutional commitment.

The Review Committee notes that the Academic Handbook does have language and policies that address related issues of class and campus policy. These include the Classroom Climate Policy and the University Harassment Policy. While these provide mechanisms for addressing academic freedom and anti-discrimination issues, they do not directly engage diversity and inclusion, especially in the areas of teaching. The Classroom Climate Policy articulates a stance on providing classroom climate that does not create a hostile learning environment and defends academic freedom. It does not directly address diversity and inclusion as part of classroom climate. This policy can be found at: [Academic Policies, VIII. Classroom Atmosphere](#). The university's harassment policy appears to be the closest statement in the Handbook in the area of diversity and inclusion. It provides clear language about bias discrimination. It is a potential alternative to using Student Opinion Surveys students to state concerns about diversity and inclusion. The policy can be found at: [General Policies, XX Harassment Policy](#).

Tension Between Academic Freedom and Diversity and Inclusion Policies

The Review Committee recognizes the tension between academic freedom and diversity and inclusion as core university values. Our embrace of academic freedom encourages us to permit discussion of topics that generate offense or discomfort, while our valuing diversity and inclusion invites us to acknowledge the inequities, injustices, oppressions, and marginalizations often embedded within ideas and their expression. The Review Committee does not seek to eliminate the tension. Instead, it finds the challenge of navigating the tension to be a healthy aspect within a multicultural society and important undertaking for an institution committed to liberal education.

Actions taken to solicit faculty comment on proposed changes

At the February 2016 faculty meeting, the Review Committee Chair notified the faculty that it planned to

have a faculty vote by the end of the semester. An email notice from the Review Committee Chair followed. It provided details about the proposed change, and the rationale. The email also solicited feedback from the faculty, and it announced the date for an open faculty meeting to discuss the proposed changes. The open faculty meeting was held on February 23, during which questions were answered and discussion was engaged. Additionally, two members from the Review Committee, Dana Dudle and Meryl Altman, attend the March Department Chairs meeting to solicit feedback. At the Department Chairs meeting, the Review Committee members requested Department Chairs place discussion of the proposed changes on their department meeting agendas. The Review Committee Chair also met with Rick Provine, Dean of the Libraries, to discuss changes to the review criteria for librarian faculty. Dean Provine also consulted with VPAA Harris. The librarian faculty met to discuss the changes. The Review Chair sent advance notice for the May vote to the Faculty Chair prior to the April faculty meeting and such notice appears on the April 4, 2016 Agenda.

Appendix J: Schedule for Day of Dialogue April 6, 2016

DEPAUW DIALOGUE 2016
BUILDING COMMUNITY BY ENGAGING DIFFERENCE
SCHEDULE AND BREAKOUT SESSION OPTIONS

- **9:30 a.m.** – Keynote speaker: Rev. Dr. Jamie Washington in the Lilly Center Gym
- **11:00 a.m. – 12:15 p.m.** – Breakout Session 1 (see list below) throughout campus
- **12:30 p.m. – 1:15 p.m.** – Lunch in the Lilly Center
- **1:30 p.m. – 2:45 p.m.** – Breakout Session 2 (see list below) throughout campus
- **3 p.m. – 4 p.m.** – Caucuses of students, staff, and faculty throughout campus
- **4 p.m.** – Community Event

List of Breakout Sessions

(All are offered both in the morning and in the afternoon; on April 1, you will be invited to fill out a sign-up form to secure your spot in a morning and an afternoon break-out session)

- Being Poor in Higher Education
- Building Community
- Cultural Competence at DePauw University
- DePauw Alums on Diversity During and After DePauw
- Disability in a Diverse Society
- Ethics of Comedy and Humor
- Freedom of Opinion and Expression
- First Generation College Experience
- Greek Communities at DePauw University
- Greencastle and DePauw
- Implicit Bias
- International Experience at a Small Liberal Arts College
- Micro-aggressions
- Moving from Safe Space to Brave Space
- The Privilege of Oblivion
- Reading Coates
- Social Justice through Creativity
- What Do We Mean by Diversity and Inclusion?

Diversity and Inclusion Vision Statement [2016]

We aim to create a campus that encourages examination and dismantling of the historical, systemic and social barriers that inhibit inclusion and to respect and value the contribution of each person's unique and diverse (multifaceted?) identity to the DePauw community. To reach these goals, DePauw aspires to provide a diverse and inclusive learning and living community that supports critical thinking and encourages all of its members to bring their own identities and life experiences to campus to engage actively, intentionally and respectfully with one another.

Defining Diversity

Diversity is the accumulation of individual and social experiences as well as fixed and fluid self-identifications that influence the ways in which we encounter and experience the world. Diversity is therefore far more than a demographic goal or a focus on proportionate representation.

DePauw recognizes a broad range of attributes that can be considered in defining the unique self-identifications of an individual including, but not limited to: race, color, ethnicity, religious beliefs, national origin, sexual orientation, socio-economic status, gender identity, gender expression, age, immigrant status, physical, social, and intellectual attributes and abilities, mental health, physical appearance, military experience, geographic roots, marital status, parental status, education, native language, and political affiliation/beliefs.

Defining Inclusion

The term inclusion describes the active, intentional, and ongoing engagement with difference. On a truly diverse and inclusive campus, individuals are welcomed, valued and respected for their distinctive skills, experiences and perspectives in order to create a working, living and learning environment where everyone has an opportunity to thrive and contribute fully to the community. Fostering an inclusive campus requires that all individuals, as well as the institution, engage with diversity and difference over a sustained period to address any structural or procedural barriers to full inclusion.

Appendix K: Results Elected Service Opportunities beginning in AY2016-2017

- University Strategic Planning – 2 two-year terms
 - Michael Roberts
 - Gregg Schwipps
- Faculty Priorities and Governance – 1 two-year term
 - Glen Kuecker
- Curricular Policy and Planning – 3 two-year terms, one representative must consider Arts their curricular area, one must consider Mathematical, Computational or Natural Sciences their curricular area. May not be from Modern Languages or Education Studies.
 - John Caraher – Mathematical, Computational or Natural Sciences
 - David Gellman - Humanities
 - Scott Spiegelberg – Arts
- Faculty Personnel Policy and Review – 5 two-year terms, must be tenured, one must consider Arts their curricular area, one must consider Social Sciences their curricular area.
 - Nicole Brockmann – Arts
 - Nahyan Fancy – Humanities
 - Bob Hershberger – Humanities
 - Alex Puga - Humanities
 - Rebecca Upton – Social Sciences
- Faculty Development – 3 two-year terms, one must consider Humanities their curricular area, one must consider Social Sciences their curricular area
 - Angela Flury, Humanities
 - VACANT, Social Sciences
 - VACANT
- Student Academic Life – 3 two-year terms
 - Jeremy Anderson
 - Tim Good
 - Erik Wielenberg
- Grievance Representative – 1 one-semester term for Fall 2016, must consider Arts their curricular area, must be tenured
 - Chris White, Arts
- Grievance Representatives (2/1/17 – 1/31/18) – 16 one-year terms, four from each curricular area, must be tenured
 - Humanities – David Guinee, Jen Everett
 - Arts – Jonathan Nichols-Pethick
 - 13 VACANT positions, 3, Arts, 2 Humanities, 4 each Social Sciences and Computational, Mathematical and Natural Sciences
- Chair of the Faculty – 1 two-year term, must be tenured
 - Howard Brooks
- Parliamentarian – 1 one-year term
 - VACANT
- GLCA Academic Council Representative – 1 two-year term – should be a current or recent member of Curricular Policy and Planning or our previous Committee on Academic Policy and Planning (CAPP)
 - VACANT

As a reminder to run for a remaining elected vacancy one must be tenured or in at-least the seventh year of full-time service and meet any additional criteria above.

Appendix L: Summary List of Appointed Vacancies beginning in AY2016-2017

Standing Appointed Committee Positions:

- Academic Standings/Petitions – 2 two-year terms
- Athletic Board – 1 two-year term
- Course and Calendar Oversight – 2 two-year terms, one must consider Arts their curricular area, one must consider humanities their curricular area
- Diversity and Equity – 2 two year terms
- Honorary Degrees and University Occasions – 1 two-year term
- Student Publications – 2 two-year terms, 1 one-year term
- Sustainability – 1 two-year term
- Writing Curriculum Committee – 1 two-year term

Ad-hoc Appointed Committee Positions:

- Admissions – 1 two-year term
- Advising – 2 two-year terms
- Arts Advisory – 1 two-year term
- Harman Center – 2 two-year terms
- Library and Academic Technology – 1 two-year term
- Nature Park – 1 two-year term
- Teacher Education Admission – 1 two-year term

Appendix L: Faculty/Staff Campus Climate Survey Next Steps

Faculty/Staff Campus Climate Survey Next Steps

- Share results with faculty/staff (by June, 2016)
 - March 29, Open Faculty Conversation (Completed)
 - April 12, 4 PM
 - April 20, 8:30 AM
 - April 21, 12 PM
 - April 25, 4 PM
- Assemble working group to (by June 2016)
 - Complete data review (by December, 2016)
 - Provide Recommendations (by June, 2017)
- Share working group results (by October, 2017)
- Comment Period (by December, 2017)
- Incorporate Results into Inclusion Plan (by February, 2018)
- Implementation (Immediate)

**DePauw University Faculty Meeting Minutes
May 2, 2016**

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

The Chair welcomed everyone and made a few reminders:

- Please continue to be inclusive in our conversations by always introducing yourself when you speak.
- Exits to the room appear to be back to normal.
- 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 at 4:05 p.m.

3. Consent Agenda

There were no requests to move anything from the consent agenda to a regular item of business. The consent agenda was approved.

A. Approve Minutes from the April 4, 2016 Faculty Meeting

C. Approval of the following new courses (recommended by Course and Calendar Oversight)

MATH 390: Advanced Topics (Variable Credit)

CSC EXPA: Intensive Computer Science IA (0.5 credit)

CSC EXPB: Intensive Computer Science IB (0.5 credit)

HIST 359: Partition and Memory (1 credit)

REL 259: East Asian Religions (1 credit)

ENG 315: Language, Writing and Power (1 credit)

Course descriptions for item C can be found in Appendix A.

D. Announcement of changes in course number and description (approved by Course and Calendar Oversight)

BIO 295: Practicum for Biology Tutors (0.5 credit) changed from BIO 395

New course descriptions for item D can be found in Appendix A.

E. Announcement of changes in pre-requisites (approved by Course and Calendar Oversight)

CHEM 331: Changed from "Pre-requisite: CHEM 120, CHEM 130 and CHEM 260" to "Pre-requisites CHEM 130, CHEM 240, and CHEM 260"

CHEM 332: Changed from "Pre-requisite: CHEM 120, CHEM 130 and CHEM 260" to "Pre-requisites CHEM 130, CHEM 240, and CHEM 260"

CHEM 352: Changed from "Pre-requisite: CHEM 260" to "Pre-requisites CHEM 130, CHEM 240, and CHEM 260"

CHEM 353: Changed from "Pre-requisite: CHEM 260" to "Pre-requisites CHEM 130, CHEM 240, and CHEM 260"

CHEM 361: Changed from "Pre-requisites: MATH 152, PHYS 130 and CHEM 260" to "Pre-requisites MATH 152, PHYS 130, CHEM 130, CHEM 240, CHEM 260"

CHEM 362: Changed from "Pre-requisites: MATH 152, PHYS 130 and CHEM 260" to "Pre-requisites MATH 152, PHYS 130, CHEM 130, CHEM 240, CHEM 260"

CHEM 440: Changed from "Pre-requisites: CHEM 130, CHEM 240, CHEM 260; MATH 151 and PHYS 120" to "CHEM 130, CHEM 240, CHEM 260; MATH 151, PHYS 120 and BIO 315"

CHEM 450: Changed from "Pre-requisite: CHEM 351 or CHEM 352 or CHEM 353" to "Pre-requisite or co-requisite: CHEM 351 or CHEM 352 or CHEM 353"

CHEM 460: Changed from "Pre-requisite: CHEM 361 or CHEM 362 or CHEM 363" to "Pre-requisite or co-

requisite: CHEM 361 or CHEM 362 or CHEM 363”

F. Approval of International Experience designation (recommended by the Course and Calendar Oversight Committee)

ANTH 370: Public Health in Africa
ENG 250: World Literature
ENG 255A: Global Science Fiction*
ENG 261: Modern Continental Literature
ENG 396: World Literature: Advanced Topics
GER 304: Advanced German
HIST 109: African Civilizations
HIST 110: Modern Africa
HIST 121: Introduction to the Middle East
HIST 122: Modern Middle East
HIST 281: History of the Black Atlantic
HIST 355: African Nationalism
REL 252: Islam
REL 253 Religions of India
REL 257A: Hinduism
RUSS 224: Reading Russian
WGSS 262A: Transnational Feminisms
**Designation for Fall 2016 only.*

G. Approval of Power, Privilege and Diversity designation (recommended by Course and Calendar Oversight Committee)

AFST 100: Introduction to Africana Studies
ANTH 151: Human Cultures
ANTH 255: The Anthropology of Gender
CFT 290: Special Topics: Intercultural Conflict*
COMM 210: Performance Studies I
EDUC 223: Deconstructing Difference
EDUC 390: Tps: Service & Learning*
EDUC 390: Tps: Theorizing Back: Education Critique and Possibility*
ENG 171: Reading Literature: Intercultural Perspectives
ENG 263: African American Literature
ENG 264: Women and Literature: Topics
ENG 265: Asian American Literature
ENG 266: Native American Literature
ENG 390: Women and Literature: Advanced Topics
ENG181A: Lit: Ethics and Society. (Ethics and the Other) *
FREN202: Intermediate French II*
FREN316: French Civilization*
HIST 257: Ethnicity and Conflict in South Africa
HONR 300 (A): Subversive Theologians*
ML295a: Introduction to World Cinema*
MUS 390A: Tps: Music in the United States*
PHIL 209: Tps: Introduction to Native American Philosophy*
POLS 110C: American Government: Race, Power, and Privilege
POLS 235: Equality and Justice
POLS 290: Tps: The Politics of Marginalization
POLS 390: Tps: Ethics and International Relations*
SOC 100: Contemporary Society

SOC 222: Social Deviance
SOC 301B: Girls, Women, Deviance and Social Control*
SOC 210: Gender and Society
SPAN333: Spanish for Heritage Learners
WGSS 140: Intro to Women's Studies
WGSS 250: Queer Theory, Queer Lives
WGSS 260: Women of Color in the U.S.
**Designation for Fall 2016 only.*

4. Conferring of Degrees for May Graduates

- A. Motion to be voted on, "that the faculty authorize the Board of Trustees to confer degrees on candidates eligible for graduation at the conclusion of the semester ending in May 2016."

A request was made to move the conferring of degrees from the consent agenda. Susan Anthony, Communication and Theatre, whose daughter is in the graduating class made the motion to confer degrees. The motion was seconded and passed unanimously.

Reports from Core Committees

Committee rosters are available at:

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

5. Joint Proposal from Diversity and Equity Committee, Faculty Priorities and Governance Committee and DePauw Student Government

- A. Motion to be voted on: "That DePauw Dialogue be held annually as part of the Academic Calendar in fall semesters." Advance notice was given at the April 2016 Faculty Meeting.

This motion originated with DePauw Student Government and is endorsed by the Diversity and Equity and Faculty Priorities and Governance committees. A letter of support for the proposal from DePauw Student Government leadership is found in Appendix B. Additionally, DePauw Student Government (DSG) Senate Chamber wrote a formal resolution in support of the annual Day of Dialogue. The resolution unanimously passed in all legislative bodies and is also found in Appendix B.

Brief Rationale

Paraphrasing DePauw Student Government leadership's eloquent letter (Appendix D), an annual Day of Dialogue, ensures that space is set aside to come together and consider concepts that often are not explored as an entire campus community, such as bias, difference, privilege, and identity. The hope is the day will provide a regular opportunity for students, faculty, and staff members to work collaboratively in a rigorous intellectual environment--an environment that pushes all participants to examine their individual role in building a shared community. As our student leaders state, "An annual DePauw Dialogue need not be a reactive mechanism, used to respond to the latest campus crisis, but rather, a proactive tool that other universities could, and should, model. DePauw should not wait to follow in the footsteps of peer institutions; in reinforcing cultural competency and creating space for difficult dialogue, DePauw should embrace its liberal arts heritage and forge a new status quo in higher education."

Procedural Notes:

- (1) Since the faculty voted many years ago to give Management of Academic Operations (MAO) authority to set the Academic Calendar and that role was forwarded to our new Course and Calendar Oversight Committee in the governance changes of April 2015, if this motion passes the faculty will be tasking

Course and Calendar Oversight with including the event in the Academic Calendar annually and announcing the date to faculty with the calendar.

- (2) The expectation of those who propose the motion is that Day of Dialogue would be included in the Fall 2016 calendar.
- (3) DePauw Student Government recommends after five years we “evaluate the day’s purpose and relative usefulness in addressing institutional and systemic concerns.”
- (4) While advance notice was not required for a calendar change, everyone involved wanted to be transparent with the community and give time for reflection after our second Day of Dialogue in April.

The Chair of the Faculty stated the motion, “That DePauw Dialogue be held annually as part of the Academic Calendar in fall semesters,” comes to us jointly from the Diversity and Equity and Faculty Priorities and Governance committees and therefore needs no second. Advance notice was given in April to be sure everyone had time to consider it fully, although advance notice was not required. The motion originated with DePauw Student Government.

Amendment from faculty member (additions in bold): That DePauw Dialogue be held annually as part of the Academic Calendar in fall semesters **through the 2020-2021 academic year. At that time the University will evaluate the day’s purpose and relative usefulness in addressing institutional and systemic concerns.**

The amendment was seconded.

Question from faculty member about the amendment: Why have a set date?

Response: Looking at the holidays on the calendar, we don't really celebrate them for what they are. If we are really doing something with these holidays, then we can continue. We should not just have it on the calendar, and in the future say "We have had it for the past five years so we need to keep it."

Question from faculty member: Is there a budget for the DePauw Dialogue?

Response: This year, around \$53,000 was spent for the DePauw Dialogue. Expenses included facilitator training, keynote speaker, outside speakers, food, etc. The student government, IFC and Panhellenic Association also contributed funds to cover the event expenses.

Statement: I would recommend that instead of discussing when would be an ideal date each year, we just set a regular date, like the Wednesday of the eighth week of classes. For various reasons it will probably be a Wednesday. We will need to make an announcement next week of the date for the 2016-17 calendar year so that it can be put into class syllabi.

There was a request for a secret ballot.

The motion to amend passed, 81 in favor, 37 against.

There was no further discussion on the amended motion.

The amended motion carried by a vote of 97 in favor, 20 against.

6. Handbook and Committee Roster (Chair of the Faculty, Bridget Gourley)

- A. The Chair of the Faculty gives advance notice of her intent to ask the faculty approve changes to the Grievance Procedure in the Academic Handbook as specified in Appendix C. Voting will occur at the

September 2016 Faculty Meeting.

Rationale:

Working through all the changes to the Academic Handbook as a result of our governance changes in 2016 brought to light a variety of housekeeping changes. Each change seems logical yet substantive enough to give the faculty the opportunity to improve. These changes reflect two things, (1) housekeeping changes in light of the electronic era and (2) removing what effectively amounts to an infinite loop in the procedure that suggests a level of authority not held by the faculty. All changes are suggested by the 2016 Chair of the Faculty, Bridget Gourley.

More substantive questions related to bringing that Handbook in line with current practice are still in discussion in a variety of committees.

Note: As of August 1 2016, there have been no suggested changes forwarded to the Chair of the Faculty.

The Chair of the Faculty reminded everyone that a vote on this motion will be taken in September and encouraged anyone with questions or concerns to be in touch so things could be clarified in advance of the vote.

Moving on to announcements about the committee roster,

Given we are now in our second iteration of election and appointment for committee positions the Chair of the Faculty shared a short report. From her perspective the new system seems to be working more effectively. Instead of four or more rounds of elections in the spring things have been reduced to two rounds. If as a faculty we fill the slate initially we could likely reduce to a single round of elections. Many of our positions were contested which speaks to more engagement in governance. Additionally, regarding the appointed positions, Governance was able to use the interests' colleagues shared to make appointments. Everyone appointed is being given one of their top three, and in most cases, one of the top two committees of interests.

With regard to completing the surveys for appointed positions, including those who completed the survey, those either on leave or going on leave who didn't respond and those already on elected and appointed committees who didn't respond, 175 of our colleagues have engaged in the process. Given a quorum is 84, I think we should feel good about our collective engagement in faculty governance, thank you all. A breakdown of the data is:

- 109 completed surveys of interest received
- 15 faculty currently on leave who may not have seen the note
- 33 faculty who didn't respond who were already elected/appointed
- 18 faculty going on leave for AY16-17 and didn't respond
- — —
- 175 total accounted for

There were no questions for the Chair of the Faculty.

Written Announcements –

Elections and Committee Appointments

1. Thank you to everyone who agree to serve on a governance committee in AY2016-2017.
2. The full governance committee roster for AY2016-2017 will be released after the Faculty Development committee election concludes on Wednesday May 4.
3. ***There are several vacancies on the Grievance Committee for 2/1/17 – 1/31/18.***
4. ***We are still in need of a Parliamentarian and a GLCA Academic Council Representative.***
7. **Faculty Priorities and Governance – (Pam Propsom)**

Pam stated that this was the end of the first year for the Faculty Priorities and Governance Committee in the new form. The committee had discussed a lot and they hoped to make more progress in the future.

Pam also indicated that she had a request from some faculty members for an update of what the administration would be asking the Board of Trustees with regard to faculty salaries and when we can anticipate our letters of appointment.

Finally, on the behalf of the Faculty Governance Committee, she thanked Bridget Gourley for her service as Chair of the Faculty. It is not an enviable position and we appreciate her diligence in helping our faculty governance system run smoothly.

- A. Brief update on the committee's recent work.
 - 1. Made appointments to faculty committees.
 - 2. Discussing faculty role in administrative hiring and review, and faculty interaction with Board of Trustees.
 - 3. Working with the Review Committee, Chairs of the Faculty, faculty in the School of Music, and the administration to bring consistency between Handbook language and actual practice.

Statement from President-elect Mark McCoy: We don't have a firm answer for what the budget will be yet. Student have until midnight tonight to deposit. We are seeing more students from lower incomes depositing, which is a credit to your good work. We will be gathering data in the coming days and be prepared to discuss with the board next week.

There were no questions for Faculty Priorities and Governance.

Written Announcements –
none

8. Curricular Policy and Planning (Dave Guinee)

- A. Motion to be voted on, "That the faculty approve a new interdisciplinary major and minor in Global Health." A synopsis of the rationale for a new major and minor, the list of courses and catalog language can be found in Appendix D. A few small revisions were made to the complete proposal. The revised proposal will be included in the email distribution of the agenda as a separate document. The updates the number of courses at the 300 and 400 level both within each track and overall, clarify requirements for each track and demonstrate that the pre-requisites of some required courses are minimal. Those updates are included in the Appendix D language, where appropriate, as well.

Brief Rationale

Public health concerns are prominent in public discourse around the world. The HIV/AIDS epidemic, the threat of global pandemic disease, the American health care crisis, international health crises, health disparities, obesity, malnutrition, environmental health concerns, food and vaccine supply exemplify the types of urgent public health challenges that pervade the daily news and fuel policy debates. Effective solutions rely on understanding complex phenomena that play out at the level of local communities as well as on the global stage, such as the impacts of environmental degradation, war and civil unrest, immigration patterns, cultural practices, and differential and ethical access to preventive programs and treatments.

The Global Health Major at DePauw University will provide students with an array of analytical frameworks for understanding the complexities of population health and will offer opportunities to integrate and apply these frameworks within the context of course work, civic engagement, and independent research. The major will

situate students as graduates who are well prepared both in fields that integrate numerous disciplinary backgrounds and for graduate work in the rapidly growing fields of population health care, policy and practice. Students will be prepared for careers in non-governmental organizations, consulting firms, community clinics, health systems corporations, professional associations, government agencies, research institutions, public relations firms, social work and a range of development and health care professions domestically and abroad.

The Global Health Major builds on the strong ties between the liberal arts and the core concepts of public health—a diverse, interdisciplinary field unified around the examination of human and animal health at the population level. Recognizing the central importance of health within a global context, the issues, theories, and methodologies presented in this major educate students in critical and quantitative reasoning, integrative and experiential learning and emphasize effective public health communication through writing and speaking.

The Global Health Major will be interdisciplinary and will require that students design their own curriculum drawn from approved and relevant course listings and affiliated faculty, to take part in at least one internship or experiential learning opportunity/practicum experience, and come together in a senior seminar where they complete a capstone senior thesis project.

For the Curriculum Committee, Dave Guinee came to the podium to formally move we vote on the Global Health Proposal. He made the following comments and clarifications.

Amendment to Global Health Proposal

In my hurry to be able to get this proposal on the agenda I left off a key piece of the motion itself. While the current agenda proposal would create a major and minor in Global Health, I neglected to include the language to create an Interdisciplinary Program in Global Health, and we want to avoid the problems faced by World Literature recently. The proposal as written does clearly intend the creation of an Interdisciplinary Program; it includes a section on leadership that calls for co-chairs of the program (one from sciences and one from social science) and a steering committee, and Sharon Crary and Rebecca Upton have already discussed the size of that steering committee with the Academic Vice President. It will be five members, a common configuration. If there are no objections, we will amend the motion before the faculty so that we also create the program at this time.

There were no objections. It is understood that the motion being discussed includes the language to create an Interdisciplinary Program. Coming from a Core Committee the amendments needed no second.

Summary of clarifications to Global Health proposal

In the list of requirements for the major the number of 300-400 level courses is now set at 4.5 including the seminar and practicum.

The discussion of the learning contracts, we clarified clarifies the requirements for each track. It now makes clear that each track has to have one 300-level course. Previously it had looked like each needed two. The list of courses that can be used to fulfill the major has been altered. Previously the courses were listed with an asterisk if they had prerequisites. Now the actual prerequisites are listed in order to make it clear that they prerequisites are not too substantial.

Under "Logistical Support" we have deleted a bit about it seeming reasonable that the program would need additional administrative support. Since it became clear from the administration that such support would not be forthcoming, we have eliminated that language.

Question from faculty member: Will the two co-directors would always be from Sciences and Social Sciences,

will there ever be a director from the Humanities?

Response: The proposal indicated that one director would be from the Sciences and the other from the Social Sciences.

Comment from a faculty member: I celebrate the direction we are going in. We are moving in the direction of being global. I think, though, we have reached a point where sending students abroad to work in a health-related field with only two semesters of language is not enough. We have graduates that have only taken one or two classes, and I don't feel that it is ethical to say that they are equipped in a foreign language. It is not a good idea to send these students into the field when they are not equipped.

Response: We have discussed a minimum of taking at least one course, and not being able to test out of the language department.

Response: I echo the point. Meaningful participation in interdisciplinary programs is what a good modern languages department needs moving forward. Some context: the department is closing its self-study, and we're working toward a more substantive language requirement. We don't teach all of the languages that are relevant to a major in global health, but we do offer languages that address processes of colonization which make things like a Global Health major necessary. A year ago we passed the language certificate. We want to be a resource more than anything else.

There was a request for a secret ballot.

The motion carried by a vote of 97 in favor, 20 against.

Dave Guinee then proceeded to the committee's second item of business.

B. Reporting survey results about First-year Seminar and Power, Privilege and Diversity

1. Ninety-one faculty responded to the survey about whether first-year seminar (FYS) courses should carry Power, Privilege and Diversity (PPD) credit.
2. Fifty-six (55.4%) opposed the idea and 45 (44.6%) supported it.
3. Curriculum decided that at present we will follow precedent and consider FYS a stand-alone requirement which does not grant credit for other general education requirements.

Dave Guinee concluded with a couple announcements.

Announcements

The current voting members of the Curriculum Committee and the incoming members have selected John Caraher to serve as chair for next year.

Dave Guinee thanked Bridget Gourley for her guidance regarding agenda items from the Curriculum Committee during the past academic year.

Announcement on behalf of Course and Calendar Oversight

Ken Kirkpatrick, Registrar, on behalf of the Course and Calendar Oversight Committee announced that the committee will continue to review proposals for courses meeting the International Experience (IE) and Power, Privilege and Diversity (PPD) requirements over the summer. If you have a course being offered that you think would be appropriate please send requests for review to the Course and Calendar Oversight Committee.

Written Announcements –

None

9. Faculty Personnel Policy and Review (Glen Kuecker)

A. Motion to be voted on, “That the Academic Handbook be amended with regard to review criteria for faculty related to diverse and inclusive teaching practices as specified in Appendix E.” Advance notice was given at the April 2016 Faculty Meeting.

Brief Rationale (for a more complete rationale see Appendix E)

During the past three academic semesters Committee on Faculty (COF)/Review has engaged in discussions about diversity and inclusion as it pertains to search procedures, Appendix A (term, interim, tenure and promotion criteria), and Student Opinion Survey. The discussions originated from the administration and faculty’s response to Student Government’s charge for us to create a more inclusive campus. The Dean of Faculty, Diversity and Equity Committee, and Senior Advisor to the President for Diversity and Compliance requested COF/Review to make changes to Appendix A and to the Student Opinion Survey. Their objective is to: “(a) intentionally embed in our policies language and practices that lead to greater equity, and (b) make improvements in terms of accountability for faculty with regard to creating inclusive classroom environments.”

In making the motion on adding language to the handbook about competence regarding diversity and inclusion in the review criteria Glen Kuecker addressed the following points.

- History of the handbook change
- Students call for greater faculty engagement with diversity and inclusion in the classroom
- Reflection of our institutional values and commitment to diversity and inclusion
- Forward thinking that is innovative and creative. It’s not a copy and paste approach.
- Addresses a larger discussion about what it means to be a faculty member in the 21st century.
- Matches a long term institutional commitment from FDC and Academic Affairs
- Why place the change in Professional Competence
 - Considered effectiveness, methods, and stand alone
 - Strongest statement of values and commitment
 - Similar to teaching
 - Always an elusive quest for perfection
 - Never get there but value in the struggle
 - Intentionality and dedication
 - Developmental
 - Not something we walk into DePauw having
 - High learning curve, practice, study
 - Reduces the perceived and real vulnerability in evaluation process
 - Rewards experimentation, boldness, and growth

There were no questions, comments or discussion about the motion.

There was a request for a secret ballot.

The motion carried by a vote of 82 in favor, 31 against.

B. Update on the committee’s agenda during Spring 2016.

Professor Kuecker proceeded with a summary of the Review Committee’s work during the spring semester.

Review committee will have completed 16 interim, tenure, and promotion cases this spring.

Concluded its review of the Dean of School of Music and made a recommendation to the University President.

Diversity and Inclusion Handbook language moved to a faculty vote at the May meeting.

The Subcommittee formed to propose revisions in Student Opinion Survey moved forward with researching changes, conducted a survey of faculty opinion, and is moving forward with a new model.

Discussions with the Administration on the formulation of Lesser Sanctions Policy has moved forward. We anticipate having formal language by the end of the semester that will be ready for advance notice in the September faculty meeting. This brings us closer to concluding a process that reaches back to 2005.

Discussions about 3-2-(1), Teacher Scholar Model, and Tenure and Promotion Standards. Ob hold while we navigate the workload question.

Discussions about changes in Interim Review criteria language: use of “strong” as criteria for continuation at interim generates some issues that need to be addressed. We have not had forward movement on this issue.

Coordinating with Faculty Development Committee on Review’s role related to “major” grants. We anticipate developing handbook language for advance notice in the September faculty meeting.

Discussions about changing Promotion Review criteria language: Change from “either/or” for service and scholarly and creative activity to “strong” in both. We did not make progress on this item.

Discussions about associate chair positions: defining, appointing, reviewing

Discussions about department chair review and selection process (including interdisciplinary programs). We have not made progress on this item.

Discussions are on-going about Review Committee process for selection of chairs/directors/coordinators for Interdisciplinary Programs that grant majors

There were no questions for the Review Committee.

Written Announcements –

None.

10. Faculty Development (Jim Mills)

- A. The Faculty Development Committee gives advance notice of their intent to ask the faculty to modify the charge of the committee in the Academic Handbook. The specific Handbook language is in Appendix F. Voting will occur at the September 2016 Faculty Meeting.

Rationale:

The revised charge clarifies the mission of the Faculty Development Committee (the original language simply says “plans and executes faculty development programs within the University”), describing in greater detail the work of the committee with regard to internal awards, eliminating the statement that the committee works with outside agencies (it does not), and clarifying that the focus of the committee is on awards for faculty rather than for students (the IGC had broadened its focus to include more student awards). It also states clearly the committee’s role in making recommendations to the VPAA on faculty development funding, and it clarifies the relationship between the committee, the Faculty Development Coordinator, and the Dean of Faculty.

There were no questions for Faculty Development.

<p>Written Announcements – None</p>
<p>11. Student Academic Life (Khadija Stewart)</p> <p>A. Student Academic Life gives advanced notice of their intent to ask the faculty to approve changes to the Classroom Atmosphere Policy. The specific changes to the specific policy are found in Appendix G. Voting will occur at the September 2016 Faculty Meeting.</p> <p>There were no questions for Student Academic Life.</p> <p>Written Announcements –</p> <ol style="list-style-type: none"> 1. Student Academic Life, in collaboration with Student Life worked on a protocol to report incidents of bias. 2. The libraries, with recommendation from Student Academic Life is piloting a proposal to expand reserve services by providing print copies of required textbooks for courses that typically enroll first-year students beginning in the fall 2016. Complete proposal is found in Appendix H.
<p>Reports from other Committees Committee rosters are available at: http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/</p>
<p>12. University Strategic Planning Committee – (David Newman)</p> <p>University Strategic Planning Committee’s report is an offer to answer questions.</p> <p>There were no questions for the University Strategic Planning Committee.</p> <p>Written Announcements – None.</p>
<p>13. Course and Calendar Oversight Committee – (Eric Edberg)</p> <p>Written Announcements – The Course and Calendar Oversight Committee will continue to accept and review proposals for International Experience (IE) and Power, Privilege and Diversity (PPD) designations on a rolling basis over the summer.</p>
<p>14. Diversity and Equity Committee – (Caroline Jetton)</p> <p>It was announced that email was received May 1 about the Campus Inclusion Plan, please review the plan and if you would like to comment do so by May 15.</p> <p>Diversity and Equity Committee’s report is an offer to answer questions.</p> <p>There were no questions for the Diversity and Equity Committee.</p> <p>Written Announcements –</p> <ol style="list-style-type: none"> 1. The PowerPoint slides from the Faculty/Staff Climate Survey presentation will be available in e-services on May 4. 2. The draft of the five-year campus inclusion plan will be shared before the end of the semester and

feedback on the plan will be requested. The Board of Trustees will provide feedback in May 2016. In order to provide President-Elect Mark McCoy and incoming Vice President for Enrollment Management Anthony Jones sufficient time to review and provide input into the plan, over the summer, the final plan will be shared with the campus community early in the fall 2016 semester.

Communications

15. Remarks from the President (Brian Casey)

The Chair of the Faculty noted that President Casey was traveling trying to wrap up some major gifts to the campaign. He asked that during his remarks that she remind everyone of the faculty awards reception and announcements at his home, The Elms on Friday May 13. He is looking forward to hosting, honoring this year's retirees and celebrating our collective achievements one last time. He hopes we will all come.

The Chair of the Faculty, Bridget Gourley noted that she and the Faculty Priorities and Governance Committee developed the following resolution in honor of President Casey's service to DePauw:

- Whereas Brian Casey's term as the 19th President of DePauw University is coming to a close, and
- Whereas Brian Casey was the first NCAA Academic All American Swimmer to lead the university, and
- Whereas, a scholar of American higher education, his dissertation examined, "Nostalgia and the Campus: Emotion and American Higher Education, 1880-1940," Brian Casey always had creating a better DePauw at heart, and
- Whereas, Brian Casey established memorable bookends to the student experience – beginning the opening convocation with a bagpipe accompanied parade that passes between lines of faculty welcoming students into the community of scholars and concluding with commencement where the faculty pass between lines students, providing an opportunity for students to acknowledge all who helped develop their critical minds, and
- Whereas Brian Casey is nationally known for his consummate music playlists, and
- Whereas Brian Casey has formidable and inspiring disco dancing skills, and
- Whereas Brian Casey made DePauw a university where the President knows everyone's name, and
- Whereas Brian Casey's connection with students is unparalleled as a university president, and
- Whereas the first half of Brian Casey's term was filled with planning, DePauw 2020 and the campus master plan to name just two; the second half was about implementation, the launch of a capital campaign with the largest initial goal in University history and the opening of the Hubbard Center for Student Engagement, again noting just two; and
- Whereas Brian Casey has overseen a large number of building projects from athletic venues to communal gathering spaces on campus and beyond, and
- Whereas Brian Casey has been a tireless and successful fundraiser in service of an outstanding student experience, and

- Whereas Brian Casey provides us all with innumerable memories as part of the last eight years in DePauw's history,

Be it resolved, we the faculty of DePauw University thank him for his years of faithful and dedicated service to our institution.

The Faculty passed the resolution by acclamation.

16. Remarks from the VPAA (Anne Harris)

VPAA, Anne Harris shared the following updates:

1. Parental Leave Policy

- Work with faculty input from the Women and Family Task Force
- Work throughout the year with past models, staff input
- In the interest of time, brief presentation of the policy from Renee
- Contact HR/VPAA for more information

2. Centers at DePauw

- Thanks to the faculty members who are serving on search committees
- Both searches have expanded to encompass the role of Centers @ DP
- We're now talking about McDermond, Tenzer, Prindle, and Pulliam
- Striving for dynamic collaboration – searches for directors in the fall

3. Academic Program Initiatives

- EAB Initiative this fall
 - Both a new software platform *and* a reinvigoration of advising
 - Migrating from 3-services to the SSC
 - FYS faculty this May
 - All other faculty by October registration process
- SEED for 2016-17
 - The model of SEED is to have individuals attend a one-week summer workshop and then return to their campuses to facilitate year-long seminars.
 - This model of peer-led professional development addresses systems of oppression, power, and privilege through a methodology of personal reflection, testimony, and learning experientially and collectively. It focuses on “deep experience,” not superficial or easy understandings of self and society.
 - Three of our colleagues will be participating in the summer workshop in July and will return to campus to co-facilitate a SEED seminar for our community during the upcoming academic year. We are seeking participation from DePauw faculty and staff to gather together for a series of nine (9) monthly three-hour meetings occurring the first Tuesday of each month from 5-8 p.m. and it is critical that interested individuals’ commitment to the entirety of the seminar program.
 - Participating in the 2016-2017 SEED seminar is a year-long commitment focused on ongoing constructive conversation. We will engage in experiential, interactive exercises and discussions to deepen our understanding of self, expand our knowledge of the world, and point the way to making our campus community more inclusive.
 - If you are interested in participating, there is a Google form that will be sent out this week. We look forward to your interest and partnership in this undertaking.
- Faculty Career Mentor for 2016-17
 - Based on her work with Mid- to Late-Career Faculty Study
 - National Center for Faculty Development and Diversity
 - Work with faculty across the academic life cycle – newly hired to post-tenure to help us free up the

- energies that led us to this career and DePauw.
- iv. One-on-one and small group meetings
- v. Co-ordination with Jeff Kenney
- vi. "bring the fruits of discovery and engagement to their teaching"
- d. Asher Fund for the Humanities is confirmed
 - i. Will begin this fall
 - ii. Operates like the current Asher Fund for Social Sciences
 - 1. Dept. and program representatives
 - 2. Plus students (always one more student than faculty)

There were no questions for VPAA Anne Harris.

17. Remarks from the Dean of Faculty (Carrie Klaus)

Dean Klaus announced the United Methodist Exemplary Teaching Award for 2015-2016.

The recipient of this year's United Methodist Exemplary Teaching Award, for "excellence in teaching; civility and concern for students and colleagues; commitment to value-centered education; and service to students, the institution, and the community" has been a faculty member in the Department of Computer Science since 1998.

He is known, not only as an outstanding teacher in the classroom, but as an advisor and leader who cares deeply about individual students and thinks broadly about the profession and the discipline. A departmental colleague writes, "When I asked [a Latina woman student] why she majored in Computer Science, she told me about [this professor's] Computer Science I with robots, and how it had captivated her. US Hispanic Computer Science majors (bachelors) numbered only 2,159 in 2009, with females accounting for only about 400 of these students. [This professor's] teaching helps us recruit minorities and women—a huge benefit with the problems of underrepresentation in computing."

Faculty note that his kindness, clarity, courage, and concern extends not only to his students but to his relations with colleagues as well. This professor is also deeply invested in the local community. Among other efforts, "his work with [CTEP, the Community Technology Enhancement Program] helps students refurbish donated computers to give to local disadvantaged families."

A student who credits this faculty member with his decision to major in Computer Science writes, "His quirkiness, enthusiasm, and passion in the classroom is unparalleled as he knows how to best connect to the students and command their attention."

Again, this student's praise of this professor extends to his dedication beyond the limits of the classroom. He writes, "He is an amazing individual who is not just committed to his students inside the classroom, but outside as well. He is accommodating and understanding when need be, but tough when necessary." This student adds, "I've seen him at every event from the Day of Inclusion, to the forums that preceded the campus protests. His presence is not just felt in the classroom, but in the community as well. This is shown through his position as a Bonner Scholar Chair, and his involvement in things such as Posse Plus Retreat."

This student concludes, "When we are speaking of excellence in teaching, commitment to education, in addition to service to students, the institution, and the community, we are speaking of Douglas Harms."

She then asked that we join her in congratulating Doug Harms, the 2015-16 United Methodist Exemplary Teaching Award recipient.

Additional Business

18. Unfinished Business

There was no unfinished business.

19. New Business

No one raised any new business.

20. Announcements

On behalf of Professor Nahyan Fancy, the Chair of the faculty announced Dr. Sonja Brentjes work with Syrian refugees in Germany. As was suggested by several who heard her speak in a lunch time forum, and knowing the communities previous interest in helping with the Syrian refugee crisis, Prof. Fancy asked that we note that the Red Cross is establishing a fund dedicated to helping, in particular, forty refugee children who are in desperate need of psychological treatment. More information on how to support the effort will be forthcoming from Prof. Fancy via email.

Pam Propsom announced that Senior Day will take place Friday, May 13 during the lunch hour. Seniors have been told to report to Julian where they will complete short surveys regarding post-graduation plans and contact info, and do a science literacy assessment.

We learned the passing of a couple of retired colleagues, James Madison Professor Emeritus in Geoscience and Dick Kelley, who taught courses in Psychology and was in what at the time was the Bureau of Testing and Research, now the Office of Institutional Research. While they each passed earlier in the year, the Chair didn't learn of their passing in time for someone to write a remembrance this year. The Chair hopes we'll be able to recognize their contributions in the fall. For now, if you'd like to know more take a look at the most recent Alumni Magazine and review our website.

On a happier note, our Women's Softball team closes out their regular season tomorrow, Tuesday after starting at 4 pm with a double header against Kenyon. The Chair of the Faculty noted she would be guest coaching. Please come show your support as they try to become the first Division III Women's Softball team to go undefeated in their conference. The weather suggests it should a great evening to take a break, spend some time supporting our students and getting fresh air.

A. Faculty development workshop on environmental justice (June 8 – June 10): (John Caraher, Environmental Fellows Program)

The environmental justice workshop will feature a keynote and faculty development workshop led by Dr. Robert Bullard (topics include cross-disciplinary and environmental justice research methods). Dr. Kyle Powys Whyte (Michigan State University) will join us to facilitate our work with topics such as eco-social justice

pedagogies and community engagement. Together, we will:

- Develop courses, modules, assignments, or pedagogical approaches to enrich DePauw's environmental curricula, aligning with the broad goals of the PPD requirement.
- Develop courses, modules, assignments or pedagogical approaches to enrich courses that *already* deal with privilege, power, and diversity with environmental content.
- Enhance environmental literacy among faculty members teaching about privilege, power, and diversity.
- Build more bridges among faculty across disciplinary lines to foster collaboration on environmental and social justice topics.

Faculty members will select a course to develop or enrich, and will produce a draft syllabus, new module, assignment, or statement of revised pedagogy. Participants will receive a stipend consistent with other faculty development workshops such as W, Q, and S. If you plan to participate in the workshop please reply to Amber Hecko by Wednesday, May 4. As early interest has predominantly come from faculty in science and mathematics, we particularly invite colleagues from the humanities and social sciences to consider the workshop.

There were no questions.

Written Announcements

None

21. Adjournment

The meeting was adjourned at 4:55 p.m.

Appendices

Appendix A: Course Descriptions for Consent Agenda Items from Course and Calendar Oversight

Related to Consent Agenda Item C – Approval of New Courses

MATH 390: Advanced Topics (Variable Credit)

A. Actuarial Mathematics; B. Algebra; C. Analysis; D. Foundations of Mathematics; E. Geometry; F. Applied Mathematics; G. Special Topics

CSC EXP A: Intensive Computer Science IA (0.5 credit)

This is an introductory course in which problem solving and algorithm development are studied by considering computer science topics, such as computer graphics, graphical user interfaces, modeling and simulation, artificial intelligence and information management systems. Interesting and relevant programming assignments related to these topics are written in a high-level programming language that supports objects. Additional assignments utilize writing and data analysis to reinforce central course concepts and to address related areas of computing, such as ethics, history and the meaning of intelligence. The course meets five hours each week, including labs and in-class time to work on projects. No prerequisites.

CSC EXP B: Intensive Computer Science IB (0.5 credit)

Continuation of CSC EXP A. Prerequisite: CSC EXP A.

HIST 359: Partition and Memory (1 credit)

This course examines the history of partition, its representations, memories and legacy in Israel-Palestine and Pakistan-India in a broadly comparative manner. The course not only engages with the events leading up to partition, but how partition and partition memories and narratives continue to inform the construction of national identities, and how the conflicts within those narratives continue to fuel current clashes in these regions. Using an interdisciplinary approach, the course grapples with the differing memories of key events to flesh out their ethical and political implications. The course also engages with films on and about partition and memory. It assesses the limits and capabilities of this genre for refining cultural memories, coping with memories of violence, as well as challenging the status quo of collective memories and national histories.

REL 259: East Asian Religions (1 credit)

This course serves as an introduction to the religious beliefs and practices of East Asia. The course proceeds in chronological order, but it will also focus on broader themes of East Asian religions. Emphasis will be placed on the diversity and unity of religious expressions in China, Korea, and Japan, with readings drawn from a wide-range of texts: religious scriptures, philosophical texts, popular literature, and ethnographic studies. Special attention will be given to those forms of religion common to both the elite and popular culture: cosmology, afterlife, morality, and mythology. The course also raises more general questions concerning gender, class, political patronage, and differing concepts of religion.

ENG 315: Language, Writing and Power (1 credit)

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

Related to Consent Agenda Item D – Announcement of number and description changes

BIO 295: Practicum for Biology Tutors (0.5 credit) previously BIO 395

New description: Development of tutoring and problem-solving skills in biology through readings, direct experience, reflection and discussion. Experience in tutoring/assisting of a biology course under direct supervision. Prerequisites: one year of Biology and permission of instructor. May be counted one time toward Biology majors.

Appendix B: Letter from DePauw Student Government in Support of an Annual Day of Dialogue

Greetings Members of the Faculty,

We are reaching out to you today on behalf of the DePauw student body to ask for your support in annually committing one day per academic year to exclusively focus, as an entire community, on conversations that build toward a more inclusive community. While DePauw continues to work towards achieving this goal, we feel that we have a long way to go. Admittedly, there is still much room for growth and there are critical conversations worthy of community-wide, institutional attention. Of course, these are conversations worthy of not just DePauw's attention, but of our increasingly multicultural and intersectional community at large. An annual DePauw Dialogue need not be a reactive mechanism, used to respond to the latest campus crisis, but rather, a proactive tool that other universities could, and should, model. DePauw should not wait to follow in the footsteps of peer institutions; in reinforcing cultural competency and creating space for difficult dialogue, DePauw should embrace its liberal arts heritage and forge a new status quo in higher education.

As a liberal arts institution, it is DePauw's mission to teach its students values and habits that will serve them throughout their lives, equipping students with the skills necessary to make positive contributions to their extended communities as active citizens of the world. In establishing an annual Day of Dialogue, we are hoping to ensure that space is set aside on a regular basis to consider concepts that often go unexplored in the classroom such as bias, difference, privilege, and identity. It is our hope that this day will continue to provide a regular opportunity for students, faculty, and staff members to work collaboratively in a rigorous intellectual environment--an environment that pushes all participants to examine their individual role in building a shared community. Engaging in these difficult, albeit important, conversations will generate stronger leaders, citizens, and stewards of not only our campus, but the world.

At this time, we are not requesting that this day be added to the academic calendar in perpetuity, but that it be included for the foreseeable future. While we are open to other time frames, we believe that the day should be included in the academic calendar for at least the next five years. After five years, a working group consisting of students, faculty, and staff members, should convene to evaluate the day's purpose and relative usefulness in addressing institutional and systemic concerns. We look forward to working further with the Office of the Registrar, Faculty Governance, the Course and Calendar Oversight Committee, and the Diversity and Equity Committee in determining the day's placement on the academic calendar. We acknowledge that there are many tradeoffs and inherent risks in annually substituting a campus-wide focus for a day of everyone's unique set of classes, but find community building and inclusivity pursuits worthy of academically-natured attention. At this time, we welcome any and all proposals from other university parties, but feel that an early November date both dually alleviates concerns associated with the already shorter second semester calendar while providing adequate time for the day's organizers to come together and successfully plan the day throughout the fall semester, guaranteeing that those involved in the planning process will be around to see the day's success. Similarly, fewer students are historically off-campus during the fall semester, ensuring that as many members of our community as possible are able to attend the day's events. Furthermore, a first-semester date both reinforces to new members of our community that these are values DePauw prioritizes and could be further supported and supplemented with First-Year Mentor Program activities. We hope that you will join us in creating a more inclusive DePauw by endorsing a proposal for an annual Day of Dialogue.

Sincerely,

Craig Carter, Student Body President

Katie Kondry, Student Body Vice President

Appendix C: Proposed Housekeeping Changes to the Academic Handbook related to the Grievance Process

Deleted language ~~struck through~~, new language *in bold italics*.

VIII. Faculty Grievance Process

A. Overview of the Faculty Grievance Process.

The Faculty Grievance Process provides eligible faculty members an opportunity for review of recommendations of the Faculty Personnel Policy and Review Committee 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 the ~~Faculty Personnel Policy and Review Committee recommendations and direct the Faculty Personnel Policy and Review Committee to reconsider a recommendation if circumstances warrant.~~ **recommendations and offer their resolution to the President if the mediation is not successful.**

(note: no changes proposed to sections B-D)

E. Petition to Grievance Committee

1. **Deadline for Petition.** The Petitioner has three days after receiving notice of the Faculty Personnel Policy and Review Committee 's response per section D.4 above to submit to the Chair of the Faculty ~~three copies of a request in writing for Grievance Committee review~~ **a written request to be shared with the Grievance Committee for review on an as needed basis only.**

F. Mediation Panel Process, 2.Meeting of Panel with Petitioner

- a. **Submission of Documents by Petitioner.** At this initial meeting of the Mediation Panel with the Petitioner, the Petitioner will provide the panel chair **either three paper copies (or an electronic copy to be shared with members of the Mediation Panel)** ~~three copies~~ of all documents the Petitioner wishes to submit in support of his or her written statement describing the subject matter of the grievance.

G. The Appeals Panel Process 2.Submission of Documentation to Appeals Panel

1. **Submission of Documentation to Appeals Panel.** Within an additional three days, the Petitioner must submit to the chair of the Appeals Panel ~~copies of all documents the Petitioner wishes to submit in support of that statement~~ **either five paper copies or an electronic copy to be shared with members of the Appeals Panel all documents the Petitioner wishes to submit in support of his or her written statement describing the subject matter of the grievance.**

Appendix D: Proposal for the New Interdisciplinary Major and Minor in Global Health

The Importance of Global Health in Higher Education

In 1987, David Fraser, M.D., then president of Swarthmore, published the prescient and influential article, “Epidemiology as a Liberal Art” in the *New England Journal of Medicine* where he proposed that liberal arts colleges were the perfect training ground for the creative thinking and interdisciplinary approach it would take to solve challenges such as the HIV/AIDS epidemic, which had challenged previous suppositions in medical science. Twenty years later “Back to the Pump Handle: Public Health and Undergraduate Education”, published in *Liberal Education*, argued in support of the 2003 recommendation by the IOM (Institutes of Medicine) and World Health Organization (WHO) that **all undergraduates be given “access to education in public health”** (Gebbie, Rosenstock, and Hernandez 2003, 144) and that it was time for higher education to lead in this new integrative field of learning (emphasis added).

Global health is increasingly important across disciplines and educational institutions. As an “area for study, research, and practice that places a priority on improving health and achieving equity in health for all people world-wide...[g]lobal health emphasizes transnational health issues, determinants, and solutions, involves many disciplines within and beyond the health sciences, and promotes interdisciplinary collaboration” (http://ghi.wisc.edu/wp-content/uploads/2012/04/global_health_def_skolnik.pdf).

Beyond academic investigation and the intrinsic value of multi-disciplinary education, employment in global health is one of the most rapidly growing sectors worldwide according to the U.S. Bureau of Labor Statistics. Students with a B.A. with an emphasis on global public health perspectives are well situated for entry into a worthwhile, rewarding and secure career path and student interest in public health is a trend that has been widely reported at campuses across the country (cf. Macalester College concentration on Community and Global Health at <http://www.macalester.edu/news/2012/05/global-health/> for more discussion about the increasing trend and growing educational emphases on public, global and international health).

Liberal arts colleges and universities such as Allegheny, Bates, Beloit, Duke, Haverford, Middlebury, Macalester, Wabash, William and Mary, Williams and others have begun a trend toward the development of public health programs in their curricula, heralded by the IOM and with a goal of creating the “educated citizenry” trained to tackle a multitude of challenges – from the health consequences of climate change to cutting infectious disease transmission (see **Full Proposal Appendix Figure 1** for infographic and details on trends in undergraduate public health degrees nationwide).

Public health is by its very nature, interdisciplinary and many different disciplines can make important global health academic and programmatic contributions. We anticipate that the Major will appeal to many different kinds of students at DePauw. Global Health relies on anthropology to explore cultural and population differences as well as cultural acceptability of health approaches, on economics to evaluate the financial aspects of health programs relative to their outcomes, on philosophy to mediate difficult discussions about scarce resources, priorities, and the ethics of global responses, and on math and the natural sciences to explore concepts related to disease mechanisms, treatments, and surveillance. It is clear that DePauw University is well positioned to join other similar liberal arts institutions in the development of a strong, flagship program in global health. With the University commitment to experiential learning the institution is poised to take a robust position in these national and international curricular developments (see **Full Proposal Appendix Figure 2** for trends in percentages of U.S. institutions that require courses that address global issues as part of international and interdisciplinary education).

Global Health at DePauw

DePauw University has already a history of faculty research, student-faculty research and curricular interest in public and global health. The University has a course on Bioethics and Medicine, several FYS seminars related

to global health (including the HIV/AIDS Epidemic; Global Diseases, Global Responses; Post-earthquake Haiti and Parasitology; Microbes and Human Health; Climate Change and Philosophy), a WT course Nonprofits and Global Health, a proposed course in health science writing to complement an ongoing grant and fellowship writing course, and numerous curricular offerings across departments with potentially relevant content/topics.

Most recently, DePauw has strengthened the global health focus in the curriculum with the addition of two courses with specific foci upon public health theory and practice— a University Studies course: An Introduction to Global Health (taught by Professor Sharon Cray and Dr. Tom Mote in the fall of 2013 and by Professor Rebecca Upton in the fall of 2015) and an upper level seminar in Anthropology: Public Health in Africa taught by Professor Rebecca Upton (Spring 2014, Fall 2014). Both courses have had high student demand. Formalization and further development of a global health curriculum here at DePauw is consistent with our institutional values and commitment to interdisciplinary and intellectual engagement by students and faculty members. At present DePauw has a number of faculty and staff members with expertise and interest in the field of public and global health, as well as numerous others who have expressed interest in affiliations/work with a Major including (but not limited to) the following: (see full proposal for list).

A number of recent graduates who have continued on to graduate school in public health and related fields is on the rise and is documented in the full proposal.

At present, students interested in majoring in Public Health must design an Independent Interdisciplinary Major; there are approximately 5-8 current students with this declared major. We anticipate that a major in Global Health would be appealing to numerous students across the University given the consistent recent interest in global health.

Current Opportunities in Global Health

It is an opportune time for the University to move forward with an investment in an undergraduate focus on global and public health. Global and public health is one of the fastest growing areas in the national job market with growing demand for knowledgeable and experienced graduates from liberal arts colleges with strong critical thinking skills and communication abilities. DePauw has long offered opportunities for experiential learning and with recent attention to increasing the intellectual liveliness of off campus and applied learning opportunities; the GLH Program Practicum requirement, with the emphasis on additional, applied experiential learning in the field, is a logical fit (see *Curriculum Development* section below for further explanation of the Practicum Experience).

Students have been actively involved in public health related activities within the University. Student participation in the Timmy Global Health program and Winter Term in Service trip has been consistently high, students interested in public and international health issues established a global health interest group in 2008-09, and there is a senior award in global health established by Dr. Tom Mote who has committed resources to the institution in the interest of supporting student pursuit of global health at DePauw. In 2014 an informal albeit (hopefully) sustainable speaker series began where DePauw alumni who are working in the field of public health return to talk about their work and contemporary health challenges. In 2014 the University hosted Dr. Kenrad Nelson (DPU '54) and Tanmoy Das Lala '13. In the fall of 2015, the University hosted Rupak Shivakoti '07 and sponsored a field trip to the University of Indianapolis to hear Dr. Paul Farmer speak. This year, two female alumni will be returning to campus to discuss their ongoing work in public health.

Bridging Scientific Disciplines and Undergraduate Learning

Few disciplines are as inherently interdisciplinary as Global Health. Many global health students pursue graduate or professional education in global or public health, medicine, law and business. Global Health Majors will also be prepared for careers at research and policy think tanks, non-governmental organizations, government agencies, multilateral organizations, and academic institutions. The hire of a new health careers

advisor at DePauw will dovetail well with the establishment of the GLH Major. The Hubbard Center and the Health Careers Advisor will be able to provide advising and support for undergraduate students pursuing a career in global health through the following:

- Career advising in global health
- On-campus workshops and skill-building sessions
- Seminars and career fairs
- Access to the GHFP alumni network (as it grows)

Resources Required

A discussion of resources required for development of the curriculum, the practicum experience, and faculty development are included in the full proposal. Additionally, a discussion of potential new faculty lines, logistical support, directs and steering committee are found in the full proposal.

Catalog Language for the Major and Minor

Major

Total Courses Required	ten and a half
Core Courses	GLH 101 – Intro to Global Health GLH 301 [#] – Practicum (0.5 cr) GLH 401 – Senior Seminar One of the following: MATH 141 – Stats for Professionals, BIO 375 – Biostatistics*, ECON 350 – Statistics for Economics and Management*, or PSY 214 – Statistics for Behavioral Sciences*
Other Required Courses	Additional courses that may be chosen for the major are: ANTH 151 – Human Cultures, ANTH 257 – Culture, Medicine and Health*, ANTH 255 – Gender and Anthropology, ANTH 355 – Anthropology of Development*, ANTH 390 – Public Health in Africa*, BIO 102 – Evolution and Ecology, BIO 361 – Immunology*, BIO 250 – Microbiology*, BIO 375 – Biostatistics*, BIO 382 – Neurobiology*, BIO – Select Topics Classes*, CHEM 240 – Structure and Function of Biomolecules*, CHEM 343 – Advance Biochemistry*, CHEM 342 – Select Topics courses (0.5credit)*, HIST 285 – History of Science, ECON 465 – Health Economics*, PHIL 230 – Ethical Theory, PHIL 232 – Environmental Ethics, PHIL 360 – Philosophy of Science*, PHIL 234 – Biomedical Ethics, POLS 170 – International Politics, POLS 235 – Equality & Justice, POLS 253 – China and India in the 21 st Century, POLS 352 – Politics of Developing Nations, POLS 360 – African Politics, POLS 382 – Global Issues, POLS 384 – International Law, PSY 100 – Introduction to Psychology, PSY 214 – Statistics for Behavioral Sciences*, PSY 252 – Drugs and Behavior*, PSY 260 – Social Psychology*, PSY 343 – Health Psychology*, SOC 100 – Contemporary Society, SOC 210 – Gender and Society, SOC 242 – Medical Sociology, SOC 329 – Social Inequalities*, SOC 342 – Women, Health and Social Control* <i>*These courses have a pre-requisite.</i>
Number 300 and 400 level courses	4.5, including the Senior Seminar (401) and Practicum (301)
Senior Requirement and Capstone Experience	GLH 401 – Senior Seminar. Topics range depending on the expertise of the instructor. A research project is always a significant dimension of the capstone experience
Additional Information	Majors attend Global Health seminars throughout their junior and senior years. (The number of required seminars will be determined by the steering committee).

	<p>Majors develop a learning contract, required by week six of the second semester, sophomore year (or at least one month after major declaration), structured around two thematic tracks (Examples of tracks – such as Biosocial Determinants of Health, Environment and Human Health, Ethics and Global Health, Population & Family Health, and Biostatistics are available on the GLH Program website). The terms of the contract specify the substantive nature of the chosen tracks, including relevant courses. The courses in each track must be from at least two distinct disciplines. Each track must consist of at least three courses, one of which is at the 300-400 level. No more than five courses can be credited to a single track.</p> <p>Students planning to pursue a career or graduate work in Global Health are encouraged to become proficient in a second language during their time at DePauw.</p>
<p>Writing in the Major</p>	<p>The writing requirement for the Global Health major consists of a portfolio of writings presented with a written reflection. Portfolios will be reviewed by the Global Health steering committee for evidence of improvement and competence in writing in the major.</p> <p>Majors submit a portfolio in the spring semester of their junior year. The centerpiece of the portfolio is a written reflection focusing on the student's understanding of his or her development as a writer within the major and how the student used instructor and peer feedback to improve her or his writing. The student will support arguments about how her or his writing has improved by referring to writing samples and peer or instructor feedback from throughout the first three years at DePauw. The writing portfolio should consist of three to five (3-5) papers, for a total of more than 10 pages and less than 30 pages (10-30 pages), not including the written reflection. Papers submitted must be from courses in at least two different departments at DePauw, to reflect the interdisciplinary nature of this major.</p> <p>The portfolio must include the following:</p> <ul style="list-style-type: none"> • One writing sample from a course in the student's first year of college. • One writing sample demonstrating evidence of the student's ability to analyze complex information related to global health. • One writing sample demonstrating evidence of the student's ability to make a convincing argument about a complex topic in global health. • Evidence of the ability to identify and effectively use and document appropriate sources. • Evidence of the ability to write in a clear, concise, and interesting fashion. • Evidence of the ability to write in a manner appropriate to particular audiences such as other experts in the field or the general public. • A written reflection that indicates how the student has evolved as a writer over the course of his or her major and what the student views as future goals for his or her writing. <p>All writing samples may be final versions of papers produced after instructor and/or peer feedback in response to paper drafts. This should be noted in the written reflection.</p> <p>Portfolios are due on the second Wednesday of May of the junior year. Any student whose portfolio does not demonstrate competence will be notified by the first day of the fall semester of their senior year and will have to complete an</p>

	additional writing component of the senior capstone course exam to demonstrate writing competence in the major.
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#GLH 301 is a half-credit course centered on a practicum project that includes one (1) applied clinical or community-based experience. Options that qualify include, but are not limited to, original research, an internship, or other kind of experiential learning (January and May projects may qualify, subject to committee review). A practicum is a unique opportunity for undergraduate students to integrate and apply skills and knowledge gained through coursework with experience gained in a professional public health work environment. Global health work environments include not-for-profit organizations, hospitals, local health departments, and for-profit firms among others. This Practicum expectation mirrors expectations set by the Council on Education for Public Health. A typical practicum experience in the GLH Major requires students to work a minimum of 80 hours under the supervision of an experienced site supervisor and the course instructor. Each practicum has at least one tangible deliverable to be determined by the student and instructor.

Minor

Total Courses Required	five
Core Courses	GLH 101 – Intro to Global Health One of the following: MATH 141 – Stats for Professionals, BIO 375 – Biostatistics, or PSY 214 – Statistics for Behavioral Sciences
Other Required Courses	Two courses at the 200-level and two courses at the 300-level to be selected in coordination with the Minor advisor from the list of courses approved for the Global Health Major. These courses must come from two academic disciplines.
Number 300 and 400 level courses	two
Additional Information	Students planning to pursue a career or graduate work in Global Health are encouraged to become proficient in a second language during their time at DePauw.

*This course that has a pre-requisite.

Other components of the full proposal

Two different example majors, growth of the undergraduate public health major in US Institutions, percent of institutions that require courses on global trends, current students who have expressed interest in a global health major, a relevant bibliography and syllabi for recent offerings of UNIV 275.

Appendix E: Proposed Changes to Review Criteria related to Diversity and Inclusion

Proposed changes

There are two proposed changes to the review criteria in the Academic Handbook. The first is for the non-librarian faculty, and the second is for librarian faculty.

1. The proposed change to the Academic Handbook for non-librarian faculty pertains to the “Professional Competence” criteria in the teaching section for term, interim, tenure, and promotion reviews [see: V. Criteria for Decisions on Faculty Status (from 2004-05), A. Teaching, 1. Professional Competence, page 50-51]. The existing language remains the same, except for the addition of the text highlighted in bold letters and italicized.

Professional Competence: Completion of a terminal degree in the field (see Appendix 2: Terminal Degrees). Continued professional mastery of content, critical scholarship, and methodologies of teaching in areas of responsibility. ***Demonstrated awareness and engagement with trends and practices in pedagogy that promote a diverse and inclusive classroom climate appropriate for teaching in areas of responsibility.*** Evidence may include: professional activities to stay current in the field combined with evidence of use of such current materials in courses; attendance at meetings or workshops on content or teaching methodologies, combined with evidence of use of that material and experience.

2. For librarian faculty, the proposed change are language additions support a new evaluation criteria, which clarifies the definition of “Professional Competence” found in the teaching category and are highlighted in bold letters and italicized to the text found in section V. Criteria for Decisions on Faculty Status, D. Librarians serving as renewable term faculty, page 52.

Librarians serving as renewable term faculty are evaluated in the areas of teaching, scholarly and artistic work, and service, with the following difference: in the evaluation of teaching, the evaluation has a primary focus on library effectiveness. ***Therefore, professional competence in teaching is defined parallel to Article V.A.***

Professional Competence: Completion of a terminal degree in the field (see Appendix 2: Terminal Degrees). Continued professional mastery of content, critical scholarship, and methodologies of librarianship in areas of responsibility. Demonstrated awareness and engagement with trends and practices in librarianship that promote a diverse and inclusive climate appropriate for areas of responsibility. Evidence may include: professional activities to stay current in the field combined with evidence of use of such current materials in practice; attendance at meetings or workshops on content or methodologies, combined with evidence of use of that material and experience.

Librarians may also show evidence related to teaching (Article V.A.), but they must show evidence in at least two of the following areas of library effectiveness:

1. reference services for the university community;
2. development of library collections and information resources;
3. provision of bibliographic organization and control over library collections;
4. instruction in the use of information resources and services including workshops, library and information instruction sessions, and research consultations;
5. creation of instructional materials and tools on the use of information resources and services including catalogs, bibliographies, and indexes.

Timing of changes for new and current faculty

This change will take effect in the fall of 2017 for those faculty members hired to begin teaching in the 2017-2018 academic year; for current faculty members and those hired during the 2015-2016 academic year it will take effect after their next satisfactory promotion review.

Rationale for Action

During the past three academic semesters Committee on Faculty (COF)/Review has engaged in discussions about diversity and inclusion as it pertains to search procedures, Appendix A (term, interim, tenure and promotion criteria), and Student Opinion Survey. The discussions originated from the administration and faculty's response to Student Government's charge for us to create a more inclusive campus. The Dean of Faculty, Diversity and Equity Committee, and Senior Advisor to the President for Diversity and Compliance requested COF/Review to make changes to Appendix A and to the Student Opinion Survey. Their objective is to: "(a) intentionally embed in our policies language and practices that lead to greater equity, and (b) make improvements in terms of accountability for faculty with regard to creating inclusive classroom environments." COF/Review met with the Dean Klaus and Senior Advisor Madison several times to discuss the issue.

The Review Committee notes that while diversity and inclusion are one of our core institutional values, the Academic Handbook lacks language and policy that reflects those values in the areas of faculty hiring, evaluation, and retention. The Review Committee especially notes faculty review process lacks specific mechanisms for incentivizing and evaluating faculty performance in the areas of diversity and inclusion in our teaching. In concert with multiple university initiatives to update, upgrade, and enhance our commitments to diversity and inclusion, the Review Committee recommends making changes to the term, interim, tenure and promotion criteria for teaching. Our view is that placing the language in the Competence criteria makes the strongest institutional commitment.

The Review Committee notes that the Academic Handbook does have language and policies that address related issues of class and campus policy. These include the Classroom Climate Policy and the University Harassment Policy. While these provide mechanisms for addressing academic freedom and anti-discrimination issues, they do not directly engage diversity and inclusion, especially in the areas of teaching. The Classroom Climate Policy articulates a stance on providing classroom climate that does not create a hostile learning environment and defends academic freedom. It does not directly address diversity and inclusion as part of classroom climate. This policy can be found at: [Academic Policies, VIII. Classroom Atmosphere](#). The university's harassment policy appears to be the closest statement in the Handbook in the area of diversity and inclusion. It provides clear language about bias discrimination. It is a potential alternative to using Student Opinion Surveys students to state concerns about diversity and inclusion. The policy can be found at: [General Policies, XX Harassment Policy](#).

Tension Between Academic Freedom and Diversity and Inclusion Policies

The Review Committee recognizes the tension between academic freedom and diversity and inclusion as core university values. Our embrace of academic freedom encourages us to permit discussion of topics that generate offense or discomfort, while our valuing diversity and inclusion invites us to acknowledge the inequities, injustices, oppressions, and marginalizations often embedded within ideas and their expression. The Review Committee does not seek to eliminate the tension. Instead, it finds the challenge of navigating the tension to be a healthy aspect within a multicultural society and important undertaking for an institution committed to liberal education.

Actions taken to solicit faculty comment on proposed changes

At the February 2016 faculty meeting, the Review Committee Chair notified the faculty that it planned to have a faculty vote by the end of the semester. An email notice from the Review Committee Chair followed. It provided details about the proposed change, and the rationale. The email also solicited feedback from the

faculty, and it announced the date for an open faculty meeting to discuss the proposed changes. The open faculty meeting was held on February 23, during which questions were answered and discussion was engaged. Additionally, two members from the Review Committee, Dana Dudle and Meryl Altman, attend the March Department Chairs meeting to solicit feedback. At the Department Chairs meeting, the Review Committee members requested Department Chairs place discussion of the proposed changes on their department meeting agendas. The Review Committee Chair also met with Rick Provine, Dean of the Libraries, to discuss changes to the review criteria for librarian faculty. Dean Provine also consulted with VPAA Harris. The librarian faculty met to discuss the changes. The Review Chair sent advance notice for the May vote to the Faculty Chair prior to the April faculty meeting and such notice appears on the April 4, 2016 Agenda.

Appendix F: Proposed change to the Academic Handbook regarding the charge of the Faculty Development Committee

From Article VIII. D. Faculty Development Committee
Deleted language struck through, new language *in bold italics*.

~~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.~~

~~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.~~

This committee shall oversee faculty development at DePauw including support for scholarly and artistic work, pedagogical innovation, course development and renewal, and further development of professional competencies.

The committee shall review and make funding recommendations on proposals from faculty members for internal awards, both competitive (faculty fellowships, faculty summer stipends, etc.) and non-competitive (sabbatical and pre-tenure leaves, professional development fund, etc.). Awards may consist of funding and/or course reassignment. Committee members shall also advise faculty members as they prepare applications for internal awards, and they shall respond to reports based on these awards. This committee shall not review applications for competitive student awards except in the case of collaborative student-faculty projects.

This committee shall also discuss current and future funding needs and shall, on an ongoing basis, consider how policies and priorities for faculty development funding fit with the mission and strategic plan of the University. This committee shall consult regularly with the Faculty Development Coordinator, who shall oversee programming for faculty development (Faculty Forum, teaching roundtables, etc.) at DePauw. Both the Faculty Development Committee and the Faculty Development Coordinator shall work closely with the Dean of Faculty, to ensure clear and consistent communication and collaboration between faculty and administration on faculty development funding and programming.

This committee shall make recommendations to the VPAA on policies and priorities for funding for faculty development, including support for attendance and participation at professional conferences and workshops.

Faculty Development and the Faculty Personnel Policy and Review committees must work in concert as described in the function of the Faculty Personnel Policy and Review Committee. (Article VIII.C.1.).

The following Standing Appointed Committees report to the Faculty Development Committee: None.

The following Ad Hoc Committees report to the Faculty Development Committee: None.

A member of the Faculty Development Committee should be assigned as a liaison to each Standing and Ad Hoc Committee.

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

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

Classroom Atmosphere

Exchange of Ideas during Class

At DePauw University, academic discourse within the framework of our courses is of fundamental importance and faculty members should work to provide and maintain an environment that is conducive to learning for all students. We strive to encourage the free exchange of ideas always in an environment of respect and civil discourse. Inappropriate comments or behavior can sometimes seriously undermine that environment. For example, while students and faculty are encouraged to debate ideas and offer differing viewpoints, even when these exchanges are uncomfortable, they should recognize that personal attacks are unacceptable. ***The use or misuse of technology can also impact the ability to exchange ideas during class and faculty members generally have discretion to set guidelines for, and restrictions on, the use of technology during class. See Appendix A of this policy for additional information, including limitations on the faculty member's broad discretion.***

Use of Technology during Class

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

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

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

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

Resolving Conflicts

In addition to this Classroom Atmosphere Policy, DePauw University has other policies and protocols for reporting and resolving some types of incidents. In particular, individuals who have concerns that may

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

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

I. Options for Students

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

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

II. Steps for Faculty Members

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

1. The faculty member should warn the student in writing that the disruptive behavior is unacceptable and that if it continues the student may not be allowed to remain in the course. Depending on circumstances, a warning may need to be made during class, as well; for example, the faculty member may ask the student to leave the classroom for the day. The faculty member should also encourage the student to talk to an academic advisor or dean in 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.

Appendix A: Use of Technology during Class

Faculty members generally have discretion to set guidelines for, and restrictions on, the use of technology during class, with the goals of supporting learning while also minimizing distractions for all students.

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

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

- (a) The Americans with Disabilities Act (ADA) gives students the right to use assistive technology or a suitable alternative if this has been determined to be an appropriate accommodation for their disability. ADA procedures require that such accommodations be reached by the campus ADA***

coordinator in consultation with the student and that they be communicated in writing to the instructor with the student's consent. Instructors may work with students and the ADA coordinator to determine the most effective way to implement the accommodation. Whenever possible, students should be allowed to use the assistive technology without disclosing their disability. For advice and guidance please consult with DePauw's ADA Coordinator.

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

Revised and adopted by the Faculty, September ~~8, 2014~~ **12, 2016**.

Appendix H: Book Proposal by the Student Academic Life Committee and the Libraries

The libraries, with recommendation from the Student Academic Life committee, plan a pilot project to expand reserve services by providing print copies of required textbooks for courses that typically enroll first-year students beginning in the fall 2016. This program is not meant to replace student purchase of textbooks, and we will emphasize that to students. It is meant as a supplement or support, especially for books students have ordered but which have not yet arrived, and for students who face significant financial difficulties.

The committee believes that this pilot aligns with university efforts to provide full access and equity for all DePauw students. It may also be of specific help in retaining and improving educational outcomes for first generation and low-income students. Therefore, the Committee believes that specific funding in support of this program should be made available. The committee also has the following recommendations.

- Books that are not required for a course should not automatically be acquired by the libraries.
- Faculty members are, as always, welcome to put books, videos, chapters, articles, and other materials on print or electronic reserve. Librarians can also help determine when course packs or other options may save students money.
- The libraries will not provide Reserve copies of consumables such as workbooks and lab manuals.
- The pilot will be available to courses regardless of discipline and regardless of the cost of individual books.
- Faculty members will have the option to opt out of this program for specific courses or specific books. For example, faculty members may want to opt out if there is a book that students must regularly bring to class.
- The number of copies of each book will be based, in part, on the number of students enrolled in the course.