

DePauw University Faculty Meeting Minutes
September 14th, 2009

Call to Order

The Chair of the Faculty called the meeting to order at 4:02 PM.

Announcement of Fall Semester Quorum

The VPAA announced that the quorum is based on the number of full-time voting faculty members; faculty members on academic leave are not included in the quorum calculations. The VPAA announced that there are 197 full-time voting faculty members. The quorum number is 40% of this number; thus, the quorum for the fall semester is 79 faculty members.

Verification of Quorum

The Chair of the Faculty verified that more than 79 ballots had been distributed to voting faculty members at the meeting; therefore, the quorum has been verified. There were a total of 159 ballots distributed at the meeting.

Approval of Minutes from the May 2009 Faculty Meeting

The Chair of the Faculty asked if there were any additions or corrections to the minutes from the May 2009 faculty meeting. There were none, and the minutes were approved by unanimous consent.

Moment of Silence to Honor Howard B. Burkett and Clark F. Norton

The Chair of the Faculty asked the faculty to join him in a moment of silence to honor Howard B. Burkett and Clark F. Norton

Howard B. Burkett, Professor Emeritus of Chemistry, served DePauw from 1945 – 1981. Howard passed away on June 15th, 2009. A full tribute to Howard may be found in an appendix to these minutes.

Clark F. Norton, former Professor of Political Science and Assistant Academic Dean, served DePauw from 1948 – 1964. Clark passed away on July 22nd, 2009. A full tribute to Clark may be found in an appendix to these minutes.

Remarks from the President

The President made the following remarks to the faculty:

It's important for me to thank all of you and acknowledge everyone – a year ago I asked for this conversation to begin, hoping it would be robust, hoping it would be taken seriously, and hoping people would bring some energy to it. You have more than met my expectations.

Right now, students who will form the Class of 2015 are receiving admissions materials from DePauw, and from hundreds of other colleges and universities.

Right now, I have nearly a dozen admissions officers out on the road attending high school fairs and talking to students.

Right now, I have over a dozen development officers on the phone speaking to alumni and parents and asking them to provide \$5.2 million dollars that we need this year to support our work. They do this by talking about DePauw. Everyone wants to know what is happening at DePauw, what is the vision of DePauw.

Over the next few months, I will go to at least seven cities hosting large events to meet with

hundreds of alumni to talk about the future of DePauw.

In other words, what DePauw is and what it will be in the next few years is being shaped by a number of offices and in a thousand ways.

Right now, DePauw also has a five to six million dollar structural operating budget deficit. Today the Vice Presidents of the University and the Board of Trustees are trying to manage this situation.

The easiest thing for me to do right now would be to turn to Brad Kelsheimer and tell him to reduce everyone's operating budget by 12% this year, and more the next year, and more again in the following year. The Board would like it, at first, as would our creditors and our bond ratings agencies.

I could this and in five years we might look roughly the same as we do today, but we will be diminished. We will not be compelling, we will not be transformational, we will not inspire ourselves nor our students.

I would rather have the vision we have for DePauw shape the budget, not the budget determine the scope of our vision.

I would like very much to send out admissions materials to the strongest and most interesting students in the country and be able to set forth for them a clear and compelling curriculum and a way of thinking and learning that shows them that this liberal arts college and this school of music has a compelling model of education, and a belief in its structure.

I can't do that today because our current curriculum does not inspire you, nor does it provide a vision for our own students.

We can, as I said at the Faculty Institute, speak of our many, many wonderful and strong parts. But right now, DePauw is less than the sum of its parts.

Yes, we are talking, first, about our curriculum and we will continue to talk about our curriculum.

But this is just part of an effort to develop a DePauw that is energized, is bold, is hopeful, and is transformative for the new generation of students who are scattered about this country in a thousand different high schools.

Today's conversation about our vision will inform the campus planning conversation we must have and will have this year.

Today's conversation about our vision will inform the discussion about how we want our students to live.

Today's conversation about our vision will provide guidance for our admissions officers and our development staff.

I am concerned about the vision about DePauw, that guide that will help shape the budget choices we have to make, the admissions activities we will engage in and the ways in which I will

garner external resources to support what we want to achieve here.

The very soul of this university, today, is in your hands. Today it is not in the board's hands, nor is not in our students' hands. It is in yours.

But today: the hopeful vision for the future that will drive these decisions can begin.

This is hard work and it will continue to be. But determining how we can implement and support a vision for ourselves as a living, learning community of unmatched intellectual and creative every, excitement and relevance can be done.

Faculty Governance Steering Committee (FGSC)

Intellectual Life Discussion Update:

The Chair of the Faculty, speaking on behalf of FGSC, offered the following report:

In a moment I will ask Harry Brown, Chair of MAO, to make the motion shown in your agenda on behalf of the FGSC. Before turning things over to Harry I would like to offer some updates on what has happened since faculty institute.

The FGSC met four times since Faculty Institute. As we developed the motion that is now before you, the committee considered the positions put forth by faculty members who want to move forward quickly, as well as the positions of those who believe additional research and study is needed before decisions can be made. All of this input has been valuable.

Some questions have been raised regarding the first paragraph of the motion, with respect to what it means to "support the general vision of a DePauw education set forth in the SWG report." The SWG report puts forward a model for a DePauw education based on the principles of exploration, engagement, experience and synthesis. Page six of the SWG report recommends that any curricular revisions should:

"uphold a rationale that:

- 1. emphasizes the first two years as a time for foundational learning, intensive exploration, and intentional teaching of writing, speaking, and problem-solving.*
- 2. favors giving students greater autonomy as they grow at DePauw.*
- 3. reinvigorates Winter Term as a time for experimentation, significant student-faculty contact, and academic rigor.*
- 4. recognizes senior year as a time for deep exploration of a given subject and for synthesis of the liberal arts education as a whole. All of our seniors should fully share in and contribute to the intellectual life of the community."*

While the SWG report also offers a set of four linked proposals that illustrate one way to realize this vision, it is entirely possible to support the general vision without agreeing with all of the details of the linked proposals. The motion before you now is not meant to settle questions related to specific implementations of the four linked proposals. Of course, input is needed on these issues too. A set of straw polls will solicit this input later in the meeting.

Thinking ahead to the straw polls, I emphasize that the poll results are not binding. In the event the faculty governance system wants to propose changes to graduation requirements based in part on these polls, the specific proposals must be voted on at future meetings. Further these motions will require a month of advance notice. This is true regardless of whether the proposed changes are similar to, or different from, the four linked proposals in the SWG report.

Finally, it is worth noting that today's motions and polls do not constitute the final opportunity to provide input with respect to changes in graduation requirements. Committees such as CAPP, MAO and SLAAC will certainly seek additional input as they continue their work on graduation requirements and related issues. Since these committees have student and staff representation, we will be certain to hear from these constituencies as well.

The Chair of MAO, on behalf of the FGSC, moved that

The faculty supports the general vision of a DePauw education set forth in the SWG report, while acknowledging that further study of logistics, priorities, staffing , faculty workload, impact on class size, and implementation is required before changes can be approved.

The faculty charges the FGSC to work with committees, department chairs, the Academic Council and the President to conduct research and develop models based on the SWG's work. Revisions to the four linked proposals will be made - if warranted - based on the straw polls conducted later in this meeting. These polls are designed to gage [gauge] faculty support for each initiative. After considering the poll results, the FGSC shall present to the faculty, no later than the October faculty meeting, a timeline for continuing our work. This timeline will specify dates for bringing one or more motions for adopting specific changes to the faculty for a vote.

The faculty further encourages serious discussion of the recommendations contained in section V (Harmonizing the CLA and the SoM) and section VI (Other Recommendations Regarding Intellectual Life) of the SWG report by appropriate committees and the Academic Council so that a plan for proceeding can be provided no later than the November faculty meeting.

This motion was seconded, and the Chair of the Faculty opened the floor for discussion of the motion.

A faculty member spoke and proposed an amendment to the motion:

Strike out: "The faculty supports the general vision of a DePauw education set forth in the SWG report, while acknowledging" and insert in its place: "With regard to the SWG report, the faculty believes"

The first sentence of the motion would then read:

"With regard to the SWG report, the faculty believes that further study of the logistics, priorities, staffing, faculty workload, impact on class size, and implementation is required before changes can be approved."

After the motion was seconded, the faculty member then made the following statement to provide rationale for his amendment:

The original FGSC motion asks the faculty to support the general vision and endorse a process for bringing proposals for specific changes to a faculty vote. The amended motion would ask faculty to endorse the process but would not ask them to support the general vision. Here is why I think the latter approach might be preferable:

Suppose that we vote to support the general vision, but, as the process unfolds, it turns out that all the particular ways of implementing the vision that we come up with have negative consequences that the majority of us consider unacceptable. Would we then be stuck with implementing changes that the majority of us consider unacceptable? My understanding is that if the original motion were to pass, the general vision would start being used to market DePauw to prospective students and alumni right away. This would create even greater pressure for us to find *some* way to implement the general vision, whatever the drawbacks. Furthermore,

having voted to support the general vision, the passage of time would bring increasing pressure to implement that vision. This could produce an environment that would impede proper investigation and reflection about implementation proposals.

A more sensible procedure might be to investigate the particular way of implementing the general vision proposed by the SWG before committing ourselves to the vision itself.

In short, it seems to me that the original motion is not unreasonably interpreted as saying something like: "We love the general vision so much that we're going to implement it one way or another." A worry about this is that it may put us in quite a bind later -- again, especially if passage of the motion would immediately lead to the use of the general vision to "sell" DePauw.

The amended motion would be a more cautious course; by passing it, we'd be saying something like "we like the general vision enough that we will undertake serious investigation of the SWG's proposal about how to implement that vision."

It's entirely possible that I've misunderstood the significance of the original motion's language about supporting the general vision of a DePauw education set forth in the SWG report. If that's the case, I hope that my proposed amendment will stimulate clarification on this issue. In particular, I would like to hear an answer to this question:

By passing the original motion, would we be committing ourselves to implementing *some* version or other of the general vision? If not, what does it mean to "support" the general vision?

The Chair of the Faculty opened the floor for discussion of the amendment to the motion. He stated that the discussion would try to alternate between faculty members supporting and opposing the amendment.

President Casey spoke and noted that the general vision will not appear in any marketing or admissions materials.

A faculty member stated that the amendment is procedurally a good move. It would serve to separate the information gathering from the general vision. He continued that he could support some of the proposals, but doesn't know if he could support the vision, because he doesn't know if it is feasible. He said that he thought we were going to be very careful about this; he is a bit worried about the original motion.

Another faculty member stated that he realized there are a lot of details to work out. The Summer Working Group (SWG) processed all the faculty members' issues, distilled them down, and came up with their proposal. We can't take the next step to try to work out the curriculum without some basic principles to guide the work. If we don't have a set of guidelines to guide the work, we will just talk and talk and talk. He stated that he does not find the guidelines objectionable. Over time, we might find some of these things too difficult to work out.

A faculty member who served on the SWG asked "What is a vision?" He stated it was not a strategic plan, not a guarantee, and not a promise. A vision is an idea that gets you excited, and makes you want to work on it. This vision is not constructed from whole cloth -- it was constructed with input from everyone; he has not heard much dissent from faculty members. There is a place for worry about logistics and details, but that should come second. We need a vision before we delve into the detail discussions that could become very divisive. This could be a question of style -- he stated that he takes dreams and visions more seriously than others might. He ended by suggesting that the faculty vote down the motion to amend.

Another faculty member stated that she thought the amendment was a brilliant one that might resolve some differences between groups of faculty. She resents the implication that people who are against the original motion are against intellectual life. She has seen lots of concern about this; she disagrees with the comment that there has not been much dissent. The current system we have may not be perfect, but this is not an either/or issue. She concluded that the members of the SWG got to have a great discussion about intellectual life, and she feels cheated that she could not be a part of it.

A faculty member stated that he wants to keep the focus on the vision in the motion. The amendment could be beneficial in our discourse. He feels that what was missing last year was a discussion of the vision – we got too quickly into the details of the various proposals. If we strike the idea of dealing with the vision from the motion, we'll never have a discussion of the vision.

Another faculty member stated that he approves of the amendment. He said that while the problems with logistics, staffing, and so forth are still there, we have not had sufficient discussion about the vision itself. We should take the SWG report and use it as a basis of discussion. The amendment would allow us to discuss the vision as well as important implementation issues.

A faculty member spoke against the amendment. She stated that she found it hard to understand that people seem to think that we haven't talked about this stuff enough. Many faculty members spent most of last year discussing this topic. She thinks that we have had a very full, open, transparent, interesting, honest year-long process in which a very large number of people have had an opportunity to participate. A great deal of information has been carefully gathered by smart people that she respects and trusts. What the SWG and FGSC have come up with articulates things that a lot of faculty members have been feeling or thinking for a long time. This vision is not the same as what she would have developed by herself, but that was the point. Everyone has something that is important to them that might not be "protected" by this vision.

Another faculty member spoke in favor of the amendment. He stated that there may be people here, many people here, that would like the process to go forward, but have serious reservations about one or two or three pieces of it. If that is the case, how should a faculty member vote? The amendment endorses this fact and takes care of this dilemma.

A faculty member stated that if the price of unanimity is inaction, then he is against the amendment. Nothing will be done without the approval of the faculty. If there is not a vision to guide the proposals, we will discuss this until the next generation of faculty comes into DePauw.

Another faculty member stated that she has been through two successful major curriculum revisions at other liberal arts institutions, and in those revisions, process was everything. She stated that her department only had one hour to discuss the ramifications of the report. The amendment allows us to move forward; we are not undermining the SWG report by voting for the amendment. We are not voting against the SWG's proposal by voting for the amendment – we are voting for collecting more data.

A faculty member agreed with a previous statement that people who have reservations with part of the vision would find the amendment a deal maker. But, she noted, that the original motion also endorses the idea of moving forward. She is speaking against the amendment – we need to have the vision. The amendment would eliminate discussion about the vision. Either way we move forward, and either way we collect data. But we need to have the discussion of the vision.

Another faculty member spoke to disagree with the previous speaker. Semantically speaking, the original version of the motion supports the general vision. This is a deal breaker for some people. We want to discuss the vision before it is approved. The vision has not been discussed; we have discussed the things

coming from the vision, but not the vision itself.

A faculty member stated that she thinks it is important to have a discussion of the vision, which means that we should vote against the amendment. If the amendment passes, we won't discuss the vision.

Another faculty member spoke in support of the original motion; she stated that it leaves a lot of room for discussion, and doesn't see why we need to change it. The SWG report was a product of wisdom – they read all the reports, interviewed people, and the work reflected many voices at the university. It represents a balance between structure and flexibility.

A faculty member spoke for pragmatism – striking the language of the vision from the motion doesn't mean the vision disappears. The language of the amendment is a good compromise. Some people are uncomfortable with the motion as it is written – the amendment could be a good compromise to allow the process to move forward.

Another faculty member spoke against the amendment. He stated that the SWG report creates opportunities for interdisciplinary programs; it allows all disciplines to come together in a common place. This could have some important and creative ways to rethink the curriculum. He stated that the word vision means a lot to him – it is a very powerful word. We should be careful that we do not abandon it. He feels that as a community, we need to have much conversation after the SWG made its report, and we haven't had enough yet. The SWG excited us again, so that we want to be involved in the process. We have had so many conversations that led up to this; if we miss this moment, we will never have it again. He strongly supports the original motion, but we should take careful note of all the critiques and sensitivities made by people that are not supporting it. If we do not move forward, we will have lost the moment.

A faculty member asked if we could clarify again what the vision is that we are or are not going to include in this motion. [The vision can be found in the remarks made by the Chair of the Faculty on behalf of the FGSC at the beginning of this section.] Endorsing the vision doesn't lock us into any specific proposal, and it doesn't make sense to him to empower people to look at proposals if we don't support the vision that created those proposals.

A faculty member then called the question. This was seconded. The Chair of the Faculty clarified that if there was an objection to calling the question, it would require a two-thirds majority vote to end discussion and go to the vote.

There was an objection to stopping discussion, so the vote was required. The vote carried, so the question was called and the amendment moved to a vote. A faculty member called for a secret ballot, so the votes were made and collected. The results of the vote were 62 for the amendment, 89 against the amendment. The motion to amend the original motion failed.

The Chair of the Faculty then directed us to begin discussion of the original motion.

A faculty member stated that he thought a couple of things needed to be said. He said that he broached the question last year of how we were proceeding with these discussions without having detail about how we are going to get there. For something this important, he believes that the SWG was not given the time or the resources to solve the problem. We have reinvented a vision that a number of other liberal arts institutions went with in the late 1970s and early 1980s. We need to not follow leads, but to take the lead. He fears that the same "running down the hill" will follow if we pass a vote of confidence for this vision. He stated that his point is that he believes that we need further discussion by more than the SWG. There was more input given to the SWG than output that was received from them.

Another faculty member stated that she was very eager to talk about the details of the implementation; the horse is the vision, and the cart is the details. She asked if the timeline for this process establishes time for conversations, or is it just a timeline for voting. She is very eager to see what colleagues want to do with these ideas. We need to gather data simultaneously with moving forward, and hopes that moving forward will include moments for discussion of the topics. The Chair of the Faculty stated that there is not a detailed timeline yet; the FGSC promised to provide a timeline in October. The FGSC will take into account everything that it hears. The faculty member asked that we please be given a lot of forums for discussing these ideas. A faculty member also asked for the FGSC to give faculty members forums and times for discussion of these ideas. She then asked when the students are going to be able to weigh in on this proposal. She thought that they would have done so by now. The Chair of the Faculty stated that students and staff all received announcement of the SWG's report when it was published, and there is student representation on CAPP, MAO, and SLAAC. The faculty member stated that she wanted to make sure that students have a chance to provide input.

Another faculty member stated that he is forced to choose to vote for this motion, but he is still wondering about the meaning of "supporting the vision." Are we saying "Do this no matter what," or "Do this if it doesn't cost too much," or "It would be nice if this happened?" What exactly does it mean to support the vision?

A faculty member stated that he thinks "supporting the vision" means thinking progressively about the direction of our students. A first-year student doesn't have the same directives as a senior. What does this mean? He said we should encourage first-year students to broaden out; the curriculum could help in that process. We should guide a student from opening out to an engagement with specifics, to experimentation and experience, to coming to an end with a coherent reflection on what they have gained. That progression is the vision – to support it means that we think it is useful for us to in thinking about working with students to think about guiding students in that progression.

Another faculty member spoke for the motion, and noted that DePauw has been in a state of constant curriculum revision, but has been doing it by working on little pieces here and there without a consistent view of the curriculum as a whole. He likened the current curriculum to an armadillo with wings and a stinger. This vision gives us a target to shoot for while doing the curriculum revision.

A faculty member responded to the previous speaker by noting that he doesn't really see the flaw in working on one trait at a time. If it works, keep it in, and if not, get rid of it. He has thought long and hard on this, because he didn't want to vote against it without thought. He is not saying that the SWG work was not worth it, but that this vision is not what we need. He likes the idea of a vision, but doesn't think we have the right vision yet.

Another faculty member asked what it means if we vote against this motion? Does it mean that we are done with the entire process? Because that's what she thinks it means if we vote down the motion.

A faculty member stated that he has a problem with voting on a vision. It amounts to voting for a group of very big abstract words that most of us don't even know if we agree with. We would be voting for very vague concepts – visions with big words. If we are voting to anchor ourselves in the proposals, we are limiting ourselves. He thinks that we may rue this decision later.

Another faculty member stated that he endorses the vision, but is hesitant to vote for the motion. What does the word support mean? In later discussion, if we find something changes the vision, are we anchored

to the original vision? If so, I don't support the motion. Could we get some clarification?

A faculty member stated that he thinks that we are endorsing the principle that we'd like students to leave here as autonomous thinkers who recognize that the exercise we have at the end of four years is called commencement because they are commencing their lives, not finishing something. This proposal is asking us to make sure that we are more intentional about how our students move through the curriculum. By the time students have left here, they will have just begun the process. The days of discussion the minutiae of the proposals will come. We need to endorse this motion and move forward.

A faculty member then called the question. This was seconded. There was an objection to stopping discussion, so a vote was required. The vote passed, so the question was called and the motion moved to a vote. A faculty member called for a secret ballot, so the votes were made and collected. The results of the vote were 111 for the motion, 38 against the motion, and 2 written abstentions. The motion carried.

The Chair of the Faculty then made the following remarks concerning the straw polls:

In a moment, voting members of the faculty will receive a bubble sheet, a pencil and a green sheet with straw poll questions.

I again emphasize that these straw polls are not binding. In the event the faculty governance system wants to propose changes to graduation requirements based in part on these polls, the specific proposals must be voted at future meetings after.

Please provide numeric responses to the first four poll questions using side one (the pink side) of the bubble sheet. Question five should be answered directly on the green sheets. You may also make open-ended responses on the green sheets. These responses will be typed up and shared on the Moodle site. As you make your responses, please write legibly. Keep in mind that the open ended responses will be viewed separately from the numeric ratings. So if you just write "Sophomore Seminar" there will be no way to know what you mean by that.

Note that it is possible to generally support a proposal while still writing in a concern or suggestion about it. Similarly, it is possible to generally oppose a proposal while still writing about some positive aspect of it.

Please complete your bubble sheets first. Once these have been collected, Bill Tobin, Director of Institutional Research, will take the sheets to the administration building to be processed. Nine bubble sheets containing responses from faculty members who are on academic leave will be included for processing. Processing will take about fifteen minutes. Once Bill leaves, we will continue with the agenda and will report results upon his return. Open ended response sheet may be turned in now or immediately after the meeting.

The Chair of the Faculty asked for questions about the process.

A faculty member asked if the questions on the sheet were the questions found in the agenda. The Chair of the Faculty confirmed that they were. The faculty member asked if there were requests for additional questions to be added. The Chair of the Faculty stated that there were no requests for additional questions. The faculty member asked the purpose for which the straw poll results would be used. The Chair of the Faculty stated that they would give the people who were being charged to begin research some information to start with.

Another faculty member asked about question five – the items are categorized in certain ways, is it possible to move things between categories? The Chair of the Faculty stated it was not – you could simply circle them or not circle them. You could make written comments as needed, though.

The sheets were distributed, completed, and collected.

The results of the straw poll were as follows:

Question 1: I support, on the whole, the SWG proposal related to the three seminar sequence.

- Strongly disagree: 24 (15%)
- Disagree: 34 (22%)
- Neither Agree nor Disagree: 18 (12%)
- Agree: 47 (30%)
- Strongly agree: 33 (21%)

Question 2: I support, on the whole, the SWG proposal related to distribution requirements (2-2-2 plus language plus Q).

- Strongly disagree: 26 (17%)
- Disagree: 17 (11%)
- Neither Agree nor Disagree: 15 (10%)
- Agree: 44 (28%)
- Strongly agree: 54 (35%)

Question 3: I support, on the whole, the SWG proposal related to Winter Term.

- Strongly disagree: 28 (18%)
- Disagree: 16 (10%)
- Neither Agree nor Disagree: 20 (13%)
- Agree: 50 (32%)
- Strongly agree: 41 (26%)

Question 4: I support, on the whole, the SWG proposal related to the senior capstone requirement.

- Strongly disagree: 8 (5%)
- Disagree: 13 (8%)
- Neither Agree nor Disagree: 32 (21%)
- Agree: 39 (25%)
- Strongly agree: 63 (41%)

The following announcement was found in the agenda, but was not read in the meeting.

- Nicole Brockmann has joined the FGSC for the purpose of representing the School of Music with respect to the intellectual life discussions.

Reports from Coordinating Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

Student Life and Academic Atmosphere Committee – SLAAC (Tiffany Hebb)

The chair of SLAAC's report consisted of an offer to answer questions.

A faculty member stated that he was looking forward to the intellectual living community idea. He asked if there was any mechanism for faculty input on whether or not DePauw will bring new Greek units to campus. If so, are we bringing any new Greek units to campus?

The chair of SLAAC stated that SLAAC has not had its first meeting of the year yet. She is sure that there will be opportunity for faculty and student input on significant issues.

Committee on Academic Policy and Planning – CAPP (Pam Propsom)

The chair of CAPP's report consisted of an offer to answer questions.

There were no questions for the chair of CAPP.

The following announcements were found in the agenda, but were not read in the meeting.

- Bruce Sanders has been appointed as CAPP's representative to the Prindle Institute for Ethics faculty advisory committee.
- Joe Heithaus has been appointed as CAPP's representative to the Faculty Committee on Admission. CAPP will be issuing a call to divisional chairs requesting nominees for the other four faculty positions, to be appointed by CAPP. Any voting member of the faculty is eligible to submit his or her name for consideration. For more information on the committee go to: www.depauw.edu/acad/facgov/Committees/FacultyCommitteeonAdmissionsubcommittee.asp

Management of Academic Operations – MAO (Harry Brown)

The chair of MAO made the following motion:

MAO moves that the faculty approve the following revision to the minor in Business Administration, effective for incoming students beginning in fall 2010.

Current catalogue:

Students electing this option must complete the core courses: ECON 100, ECON 220, ECON 350, ECON 393, CSC 121 and PSY 364. The following courses may be substituted for ECON 350: MATH 240, PSY 210 or POLS 318. In addition, students must take two electives from the following list: ECON 250, ECON 280, ECON 398, COMM 326, PSY 320, MATH 331, MATH 442, POLS 352 or CFT 100. Economics majors who elect the business administration minor must take 5 courses outside of their major subject. Students who complete the business administration minor will also complete a Winter Term business internship with the approval of the director of the McDermond Center for Management & Entrepreneurship. Students must also attend 8 lectures from the McDermond Center Lecture Series during their senior year.

Proposed revision:

This interdisciplinary minor is designed for students interested in obtaining exposure to the concepts of business administration from a liberal arts perspective. Six courses are needed to

complete this minor.

Required Core: ECON 100, ECON 220, ECON 280

Selected Core (choose one of the following): ECON 393*, PSY 364*, MATH 422*

Quantitative Analysis Requirement (choose one of the following): BIO 275*, COMM 350, ECON 350, MATH 240, MATH 441*, MATH 442*, POLS 318, PSY 214*, SOC 401

Elective Course(s) (Choose a minimum of one additional course from the following): CFT 100, COMM 326, COMM 335*, CSC 121, ECON 360*, ECON 393*, ECON 398, ECON 420*, ECON 430*, ECON 470*, MATH 331*, MATH 422*, PHIL 233, PSY 254*, PSY 364*

Courses that have a prerequisite outside the core are designated with *.

Students with a minor in Business Administration are required to attend at least six Management Center lectures during their senior year. (The McDermond Center for Management & Entrepreneurship must be notified of a student's intention to complete this minor during the spring of their junior year.) Completion of an internship approved by the Director of the McDermond Center is required.

At least four of these courses must be outside the student's major or second minor.

The chair of MAO stated that this revision was made in part to reduce the number of courses required from eight to six. There was no discussion of the motion, and the motion passed.

The chair of MAO then made the following motion:

MAO moves that any student wishing to pursue a BA in Music, who has not already previously auditioned for the School of Music either for acceptance into the School of Music or for a Music Performance Award, must audition for a panel of faculty members at the time the major is to be declared. The major can be officially declared with the completion of a satisfactory audition.

MAO read this report, submitted by the Dean of the School of Music, giving the School of Music's rationale for this motion:

The School of Music is in the midst of its re-accreditation process. The Self-Study was submitted to our accrediting agency, *National Association of Schools of Music* (NASM), in January and the site visit was held in March. The Visitors' Report was received at the end of the spring semester and we were found to be non-compliant with a particular standard that requires the attention of the appropriate University committee(s). The standard identified is as follows: "At some point prior to confirmation of degree candidacy, member institutions must require auditions, examinations, or other evaluations consistent with the purpose of the degree as part of the admission decision. Member institutions are to require such auditions and evaluations prior to matriculation." (NASM Handbook 2009-2010, V.D.1)

Students accepted into the School of Music must be admitted first to the University and then to the School of Music. Admission into the School of Music is largely determined by audition. Therefore, students pursuing the BM, BME, and BMA are required to audition for acceptance and for competitive Music Performance Awards. Students in the College of Liberal Arts may also audition for Music Performance Awards.

There is a BA in Music through the College of Liberal Arts and we do not have an audition process for students seeking that degree. There are extremely few students who come to DPU intending to pursue this degree. At present we have no students pursuing the BA. The vast majority of students interested in pursuing a BA began their studies in the School of Music and then transferred to the College of Liberal Arts; therefore, already completing an audition process. Those students in the College of Liberal Arts interested in auditioning for a Music Performance Award complete an audition and would meet the criteria should they decide to pursue the BA. The students who plan from the beginning of their time at DePauw to major in music in the School of Music or who later express an interest in the degree have typically auditioned for one of these purposes. However, there is no policy stating that students in the BA program must complete an audition. A statement indicating that an audition requirement for all degrees in music, regardless of whether it is offered through the School of Music or College of Liberal Arts, is what NASM is indicating would be in compliance with their standard.

This issue was discussed with our NASM Consultant, who has also served as a NASM evaluator on many occasions, and she felt that to be compliant an audition must be required. NASM views the BA in Music as a music major and thus under the umbrella of the School of Music even though technically it is offered through the College of Liberal Arts.

Since the degree is offered through the College of Liberal Arts, the audition standard proposed would be appropriate for the BA degree instead of a professional degree in music. If the student had not previously auditioned for the School of Music, a panel of at least three faculty members would listen to the audition.

Other liberal arts colleges require some form of admission standard for liberal arts students pursuing a major in music. Oberlin College has a Musical Studies Program for students in the arts and sciences who wish to study music within a liberal arts setting. Students must apply for admission to the major. At Lawrence University, students in the Bachelor of Arts Degree with a major in music must complete a qualifying examination by the end of the sophomore year.

Since our accrediting body has identified that we are non-compliant on this standard, faculty members in the School of Music respectfully request the following be considered by the appropriate University committee(s) and faculty:

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

The Chair of the Faculty asked for discussion on this motion.

A faculty member stated that, as a college of liberal arts, departments don't get to decide which students may select our majors – we cannot require students to complete some accomplishment to be able to declare a major. She expressed concern that this would lead us down a slippery slope. The chair of MAO responded that this situation was somewhat different, in that the mandate is coming from an accrediting body and not from the department itself.

Another faculty member asked if it is an official rule that a department cannot set gates to declaring a major, or is it just an “unwritten” rule? The Registrar responded that he did not believe that it was an official rule.

He continued that current practice is that it is not done, but there is nothing in the catalog or handbook that forbids creating a requirement that must be met in order to enter a major.

Discussion ended, and the motion carried.

The chair of MAO then announced MAO's intent to ask the faculty to vote on the following motion in October:

MAO moves that the faculty approve the following revisions to the Academic Handbook. This motion will be voted on at the next faculty meeting.

Current Handbook:

IX. Executive Committees/ D. Academic Standing Committee/ 2. Membership

A representative appointed by the Vice President for Academic Affairs, the Dean of Student Academic Support Services, the Dean of Students, the Dean of the School of Music (for music students only), the Registrar, and four elected faculty members, one from each division.

Proposed revision:

IX. Executive Committees/ D. Academic Standing Committee/ 2. Membership

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

Current Handbook:

IX. Executive Committees/ E. Petitions Committee/ 2. Membership

The Vice President for Academic Affairs (or his or her representative), the Dean of Student Academic Support Services, the Dean of Students, the Registrar, and the four elected faculty members of the Committee on Academic Standing.

Proposed revision:

IX. Executive Committees/ E. Petitions Committee/ 2. Membership

Voting Members: Two representatives from Academic Affairs (to be appointed by the Vice President for Academic Affairs), one representative from Student Life (to be appointed by the Vice President for Student Life), the Registrar, and the four elected faculty members of the Committee on Academic Standing. Non-Voting Members: Associate Registrar. The Associate Registrar convenes the meetings and manages committee business.

The chair of MAO then made the following announcement:

To ensure the efficient use of classroom space and a greater range of choices for students selecting their courses, MAO recommends that each department use the MWF 10:00-11:30 time bank sparingly, offering no more than 15% of their total number of courses during this time. We suggest that, when possible, departments use that time bank only for courses with more than one section.

A faculty member asked if the chair of MAO really meant 10:00 – 11:30 AM. The Registrar clarified that it means any timebank that meets at any time during that range. He stated that we need to reduce the total number of courses that meet during that time. The actual time banks 10:00 – 11:30 MW and WF are particularly problematic.

Another faculty member asked the chair of MAO for clarification and elaboration on the motion that is to be tabled. The chair of MAO responded that the handbook is out of date, and that the membership of these committees has changed – the revisions are intended to bring the handbook in sync with what is currently being done.

The following announcement was written in the agenda, but not read during the meeting:

- Announcement of one-time group designation (Fall 2009):
UNIV 290: Topics: International Climate Policy (Group 2)

Committee on Faculty – COF (Mike Sinowitz)

The chair of COF made the following motion:

COF moves to change the following language in the Faculty Handbook. Additions are shown in bold and deletions are shown in ~~striketrough~~. COF gave previous notice of this motion at the May faculty meeting.

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

....

B. Preparation of Decision File

A decision file is constructed for each personnel case according to the stated procedures of the Committee of Faculty. These procedures shall be distributed to candidates and chairs of departmental or school Personnel Committees, in accordance with scheduled deadlines provided by the Chair of the Committee on Faculty and the Vice-President for Academic Affairs as explained in A.3 above. With the exception of materials generated during investigative mode (as defined in C.3 and D.3 below), materials submitted to the decision file after the established deadlines are placed in a buffer file which is not available to the Personnel Committee. The candidate will be afforded an opportunity to view all materials added to the buffer file and provide a response to them in a reasonable period of time. The following persons or committees may submit materials to the decision file subject to the published deadlines:

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

The chair of COF discussed the rationale for this change by noting that the original language was very vague. Additionally, there was some concern that the old system allowed a faculty member to “cherry pick” the best evaluations, making a true evaluation of “continued strong teaching” difficult. The language added was a compromise, but it does require more sets of evaluations than previously.

A faculty member asked if eighteen sets are too many. The chair of COF responded that it was a compromise between some people who wanted all sets included, and eighteen is a number that makes COF more comfortable in making its decisions.

A faculty member asked if half-credit courses are equivalent. The chair of COF responded that he believes that was the intent. Another faculty member asked if he could justify that. The VPAA later commented that the equivalency is to account for things like lab courses, where a faculty member receives 1.5 teaching credits but receives only one set of evaluations.

Another faculty member asked if this precludes a faculty member inserting additional sets of evaluations in their file? The chair of COF stated that faculty members are allowed to insert as many sets of evaluations as they wish above the eighteen number.

Discussion ended, and the motion carried.

The chair of COF gave notice of COF's intent to bring the following motion to a vote in the next faculty meeting:

COF moves to change the following language in the Academic Handbook. This motion will be voted on in the October faculty meeting.

By-Laws and Standing Rules of the Faculty IV.A.5.a.1(a)

For a faculty member with an appointment in a single department or school, the Personnel Committee shall consist of all tenure-track faculty members, **librarians with faculty rank, and term faculty members with significant administrative duties** and all term faculty members in appointments renewable without the limitation of a maximum of six years (such as faculty librarians and term faculty members with substantial administrative duties that preclude appointment with tenure) of the department or school except the person being reviewed and those in the first year or last year of service. **Probationary tenure-track faculty members, term faculty members with significant administrative duties**, Non-tenured members and those on leave may excuse themselves from any case without prejudice. For a faculty member with an appointment in two or more departments or programs, the Personnel Committee will be constituted as stipulated in the letter of appointment in keeping with the general spirit of the preceding provision. (For definitions of types of full-time faculty, see Personnel Policies section I. B.)

By-Law and Standing Rules of the Faculty IV.A.5.b.1.(a)

Search Committee shall consist of all tenure-track faculty members, **librarians with faculty rank, and term faculty members with significant administrative duties** and all term faculty members in appointments renewable without the limitation of a maximum of six years (such as faculty librarians and term faculty members with substantial administrative duties that preclude appointment with tenure) of the department except those in their first year or last year of service; there will be additional members, one from each of two other departments, chosen by the Vice President for Academic Affairs, after consultation with the Committee on Faculty, from a list provided by the department. Additional members from other departments are not required in searches for positions lasting one year. In special circumstances, at the request of the Search Committee, the Vice President for Academic Affairs, with the approval of the Committee on Faculty, may appoint additional faculty members from the department to serve on the committee, such as those who are in their first or last year of service. **Probationary tenure-track faculty members, term faculty members with significant administrative duties**, Non-tenured members and those on leave may excuse themselves from any search without prejudice.

(For definitions of types of full-time faculty, see Personnel Policies section I. B.)

The chair of COF stated that this motion had been voted on already, but the language had been rewritten to clarify the intent of the changes.

The chair of COF then made the following statement regarding SWG's recommendation to COF:

I just wanted to also announce that COF has taken note of the recommendation from the SWG that we "move forward with an investigation" of "the roles and standards for scholarship and service in the tenure process." However, after discussing this recommendation, COF believes it might be best for us to wait to see how the current discussions of the primary SWG proposals might affect faculty workloads, and focus right now on working through the current group of proposals before possibly generating new proposals. However, if the faculty should mandate such an investigation, COF will of course diligently undertake to do the faculty's bidding.

Reports from Other Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

Faculty Development Committee – FDC (Lili Wright)

The chair of FDC announced the FDC is currently considering Fisher Fellowship applications; the deadlines for other awards are found in the agenda [and below].

The chair of FDC then stated that FDC is keeping tight track of its budget, so that FDC does not run out of conference money as happened last spring. To help us do this:

- Please apply for conferences at least two weeks in advance. This is not meant to be punitive, but it helps FDC keep track of how much money has been promised. Also, make sure you have approval to go to a conference before you register for it.
- Please turn in your receipts for the PDF and conference travel within thirty days. Some people wait months to turn in receipts, which makes budgeting difficult.

Remember that all FDC funds come from a single pot of money. If faculty members could stay at a slightly cheaper hotel, or stay one fewer night during a conference, or skip renting a car, or buy smaller coffees, those small steps could make the money go further for everyone.

Finally, the chair of FDC made the following plea:

Please write your applications in clear prose so that your project is understandable to a general audience of intelligent people. We can't approve what we don't understand. Good test: give it to a friend and see if they get it. More than likely, there will NOT be someone from your discipline in the committee to translate your application into English. Assume we have no prior knowledge of your field. Write simply and plainly – what the project is, why it matters to you and the world - and stay within the page limits.

The following announcements were written in the agenda, but not read during the meeting:

- Limits on Food Expenses: To simplify accounting and allow more flexibility for travelers, FDC has changed its policy on food expenses. Under the old system, the limits were \$10 for breakfast, \$20 for lunch, \$30 for dinner, for no more than \$50 a day. Under the new policy, travelers will be allowed a maximum of \$50 a day to be spent how they please. (For instance, you could buy a coffee and donut for \$4, skip lunch, and spend \$46 on dinner.) Alcohol consumed in moderation can be included in this \$50. Bar bills may not. Receipts, of course, must be submitted to FDC. This new policy applies for all travel involving professional development.
- Help Wanted: Dave Guinee, Faculty Development Coordinator, wants suggestions for topics for upcoming teaching workshops. What pedagogical problems would you like to discuss with colleagues? Grading? How to lead discussions? Plagiarism? Please e-mail Dave your suggestions.

- Upcoming deadlines:
 - Faculty Fellowship – September 16
 - Sabbatical, pre-tenure, pre-retirement leaves – September 30
 - Fisher Time-Outs – October 28

Task Force for Women and Families (Ray Burgman)

The Task Force report consists of an offer to answer questions.

A faculty member asked if the task force is considering care for elderly parents or elderly faculty members in their discussions. The chair of the task force responded that it was.

The following announcements were written in the agenda, but not read during the meeting:

- The task force charge from President Casey is
 - To review the practices (for faculty, administrators, staff, and students with regard to the campus and surrounding environment, career development, classroom climate, and employment status and compensation of women) employed at DePauw University since 2002;
 - To learn from best practices on the status of women and a family-friendly atmosphere employed by other post-secondary institutions;
 - To identify and outline issues which need to be addressed as the University endeavors to provide a healthy and supportive climate for women in all aspects of University life;
 - To recommend revisions to policies and structural changes to offices and organizations related to the status of women and of the University as a family-friendly work environment

Since March 2009, we continue to review current practices at DePauw, research practices at other institutions, and develop surveys for faculty, staff, students, and alumni. There is also a student-only subcommittee providing feedback on their experiences. This work is divided into 4 subcommittees. You can learn more information by visiting <http://www.depauw.edu/univ/tfwf/>. If you have information to share with the task force, you may contact any member (please see member list below) or use the website for anonymous reporting and discussing DePauw University policy concerns, <http://www.depauw.edu/univ/tfwf/anon-form.asp>.

Membership of the Task Force is:

- Raymonda Burgman, chair (Economics and Management)
- Mandy Henk (Library)
- Jeannette Johnson-Licon (Women’s Center)
- Kathleen Knaul (Center for International and Experiential Education)
- Marjorie Lytle (Center for Spiritual Life)
- Marie Pickerill (Kinesiology)
- Michael Roberts (Psychology)
- Francesca Seaman (Modern Languages)
- Dorian Shager (Student Life)
- Carol Steele (Academic Affairs)
- Alicia Suarez (Sociology and Anthropology)

Committee on Administration – COA (Rick Provine)

The chair of COA’s report consisted of an offer to answer questions. There were no questions.

The following announcements were written in the agenda, but not read during the meeting.

- COA sent a request to the administration last spring asking that UP and DP awards be suspended in consideration of economic constraints and the impact on other University employees. Questions about this topic will be addressed by VPAA David Harvey during his remarks.
- COA met with President Casey, and he has asked COA members to join the University Resource Priorities Task Force. COA has accepted this request and will participate throughout the academic year, beginning soon after the October Board of Trustees meeting. Briefly, this committee will, "...consider DePauw's long-term strategic priorities and core missions and offer guidelines to the President as how best to align the University's available resources in service of these priorities."

Additional Business

Remarks from VPAA (David Harvey)

The VPAA called on the Dean of Academic Life to make an announcement. The Dean of Academic Life called the faculty members' attention to policies with regard to academic expectations with regard to a flu outbreak. The Dean asked faculty members to be understanding of student absences due to flu, and encourage them to stay home if they are sick.

The VPAA stated that COA asked the President to suspend new UP and DP awards for the 09/10 academic year. The VPAA and the Dean of the Faculty, investigated this possibility. These awards are funded by endowed accounts, one of which requires that a UP be awarded every four years and that this year a new award must be funded. The net effect of not awarding this UP would be to lose this source of income to the faculty salary pool. In turn, this would require cutting an equivalent amount from the Academic Affairs budget. To put this in perspective, we could make up the lost income by asking departments to take a 30% cut in their budgets.

The VPAA addressed several reports that the University Bookstore did not order enough copies of textbooks. The bookstore manager reported that, now that Fine Print is no longer selling textbooks, the bookstore was ordering sufficient books for approximately 75% of the number of students in the class. This was sufficient for most classes, but not all of them. The bookstore manager has stated that he will be ordering books for 100% of the students for introductory classes from now on.

The VPAA final noted that because DePauw did not solicit RAS proposals for new tenure-track positions this year, the administration is not planning to consider opportunity hires this year. One tenure-track search is going on in the School of Music, which is a continuation of a search from last year.

A faculty member stated that, with regards to the UP and DP awards, he feels that we took the easy and quick response. He feels uncomfortable that we are doing something because we are being paid to do it. It is possible to ask for dispensation from the contract to avoid punishment for not making an award. He noted that this is the first time since he had been here that there was no raise for the faculty. He is uncomfortable with faculty members being happy with this situation.

The VPAA responded that it is disingenuous to focus on one award; the argument could apply to endowed chairs as well. COA may wish to revisit the purpose of these awards, which would require talking to the donors. While it is possible to ask that the terms of a gift be changed, it is inadvisable to talk to donors about repeated changes.

Another faculty member stated that there is some disquiet among junior faculty about people getting second

UP awards; the junior faculty members feel “shut out” of the awards. We should not ignore the feelings of the junior faculty. The VPAA stated that he assumes that COA will continue conversations on this topic.

The following announcements and supporting documents were written in the agenda, but not read in the meeting:

- Statement on Academic and Financial Expectations and Obligations for students in the event of an H1N1 flu event at DePauw. Fall 2009

Dear DePauw community:

The H1N1 flu virus reminds us that any illness may affect the ability of students to complete their course obligations in a timely fashion. Individual cases will vary, but below are the most relevant portions of the Academic and Student Handbooks concerning such an eventuality. Please also visit: www.depauw.edu/h1n1 for updated information on the situation at DePauw.

The CDC (Centers for Disease Control) currently advises (see the website for updates: <http://www.cdc.gov/h1n1flu/sick.htm>):

“If you are sick, you ... should stay home and keep away from others as much as possible, including avoiding travel and not going to work or school, for at least 24 hours after your fever is gone except to get medical care or for other necessities. (Your fever should be gone without the use of fever-reducing medicine.) If you leave the house to seek medical care, wear a facemask, if available and tolerable, and cover your coughs and sneezes with a tissue. In general, you should avoid contact with other people as much as possible to keep from spreading your illness, especially people at increased risk of severe illness from influenza.”

Faculty members: Please instruct students who are or may become ill with the flu (any strain) that it is critical for them NOT to attend class while they are contagious. The same applies to faculty members who have the flu. See the policies for covering missed classes: <http://www.depauw.edu/univ/handbooks/dpuhandbooks.asp?ID=301&parentid=300>.

In general, please be understanding and flexible.

Students: Stay home from class or work as noted above, and visit the Wellness Center website (<http://www.depauw.edu/student/health/wellnesscenter/>) for the latest flu recommendations. Call the Wellness Center at 658-4555 if you feel you need medical attention. It is your responsibility to contact your professors via phone or email to work out satisfactory arrangements for completing academic obligations. The Wellness Center does not provide notes for missed classes.

Guidance from the Academic and Student Handbooks should suffice to resolve any issues with regard to illness that results in a student missing significant class time or in not fulfilling course requirements. The relevant wording is provided below.

Effect of absences on class requirements (from the Academic and Student Handbooks):

<http://www.depauw.edu/univ/handbooks/dpuhandbooks.asp?ID=114&parentid=518>

“Absences for medical reasons: When an absence due to medical reasons will result in a student being unable to fulfill academic responsibilities—for example, papers and examinations—the student should notify the faculty member in advance. Each faculty member should let the students know how to give this notification. The faculty member and student should work out arrangements for possible extension or makeup work. In cases where students are hospitalized, the University physician will, with the student's permission, notify the Office of Student Life. It is the student's responsibility to contact the faculty member; in addition, the faculty member will be notified by Student Life personnel.

If a student misses two or more weeks of class for medical or other reasons beyond the student's control, the student's faculty members, in consultation with a member of the Academic Affairs staff, will decide whether the student may reasonably make up the missed work. As a general rule, students who miss two or more weeks of class may no longer be eligible to continue in the class. The final decision about whether a student may continue with a class rests with the faculty member subject to constraints set by other academic policies.

Incompletes (from the Academic and Student Handbooks):

<http://www.depauw.edu/univ/handbooks/dpuhandbooks.asp?ID=528&parentid=518>

“An incomplete grade (I) is to be used only when a student has not completed the requirements of the course for reasons beyond the student’s control, such as illness or equipment failure in the case of laboratory classes. In addition, the class must have been essentially completed so that only an examination remains or a paper or project already well underway needs to be completed. An I may not be given for failure to submit work on time because of inadequate planning or to extend time to improve a grade.

The student must complete the work within the first two weeks (ten class days) of the following semester in which the student is enrolled at DePauw. Exceptions to the two-week deadline may be granted by the Petitions Committee. When the student completes the work, a letter grade is recorded. If the I is not completed within the time limit and the student has not been approved for an extension, the grade becomes an F.”

Financial implications:

All applicable university withdrawal and refund policies will apply.

Traveling off campus:

For those traveling or intending to travel off-campus, it is strongly advised that you investigate and purchase travel insurance to cover non-refundable costs in the event of illness or cancellation, as you are responsible for them according to University policies. Be sure the insurance policy covers illness-related events.

Further questions

If you have questions or seek advice about student obligations or expectations, please contact Dr. Pedar Foss, Dean of Academic Life (pfoss@depauw.edu). If you have questions or seek advice about faculty obligations or expectations, please contact Dr. Kerry Pannell, Dean of the Faculty (kpannell@depauw.edu). If you have questions or seek advice about staff obligations or expectations, please contact Jana Grimes, Director of Human Resources (janagrimes@depauw.edu).

Old Business

There was no old business.

New Business

There was no new business.

Announcements

Prindle Offers Support to Departments, Programs and Co-Curricular Staff for Ethics-Related Programming:

The Prindle Institute has \$5,000 per semester to help support ethics-related programming,

sponsored by departments, programs and co-curricular staff. If you are seeking financial support for an event of this kind, please submit a letter describing the event to Martha Rainbolt, Coordinator of Programming, and Linda Clute, Assistant Director of the JPIE. In this letter include the following information:

Focus of event:

Approximate dates:

Possible Speaker:

Connection to classes and to students:

Tentative budget:

A statement of the relevance to the goals and mission of the Janet Prindle Institute for Ethics: Inclusion of DePauw alumni and/or the Greencastle community is encouraged, but not required.

Deadline for submission of proposals: Thursday, October 1, 2009. Please feel free to talk with Bob Bottoms, Martha Rainbolt, or Linda Clute about any questions you have. The faculty advisory committee at the Prindle will discuss and rank all the proposals submitted by that time. Please feel free to ask for support for ethics-related programming at *any* time; we are happy to co-sponsor such events, if we have the funds. But we want to make sure that all members of the DePauw community have a chance to submit a proposal in the next few weeks, if they wish to do so.

Academic Challenges For First Year Students and Resources for Faculty and Students

As your teaching evolves with more intensity, some of you may observe students who are challenged by DePauw's academic environment; others are also challenged by both new academic and cultural environments. With a holistic approach, resources are available for both you and your students.

Beginning with faculty resources, please visit *Tips and Resources for Teaching in a Cross Cultural Community*, found at: www.depauw.edu/admin/acadaffairs/facdev/About_Teaching.asp that offer you pedagogical tools for your classrooms, as well as research articles and books for your professional development.

Next, DePauw's W & S Centers provide peer tutoring for students. Students can meet with W Center tutors for their writing assignments; and they can meet with S Center tutors who, in addition to providing oral presentation practice, also serve as conversation (chat) partners for our international students. Encouraging our international students to practice their speaking will advance their language and speaking proficiencies. Subsequently, their integration becomes a little smoother and their class participation increases due to their enhanced self-confidence.

In addition, for English language assistance, please contact Linda Martin, AH 213, lindamartin@depauw.edu

Subsequently, by using these faculty and student resources, we can work together to help alleviate some of the transitional stresses our students face during their initial experiences with college life.

Results of Special Elections

A number of special elections were held in August and early September. The results follow:

- Craig Pare, COF Division One, Three Year Term
- David Newman, COF Division Four, Three Year Term

- Jim Benedix, COF At Large, Three Year Term
- Joe Heithaus, CAPP Division Two, Two Year Replacement
- Julia Brugemann, CAPP At Large, Two Year Replacement
- Manu Raghav, FDC, Division Four, One Year Replacement
- Barbara Steinson, Grievance Committee Alternate, Division Four, (2/1/9-1/31/10)
- Barbara Steinson, Grievance Committee Member, Division Four, (2/1/10-1/31/11)
- Bruce Serlin, GLCA Representative Two Year Replacement
- Humberto Barreto, IEC At Large, One Year Replacement

19. Adjournment

Before adjourning the meeting, the Chair of the Faculty reminded all meeting attendees that they are all invited to President Casey's house for a get-together after the meeting.

The meeting was adjourned at 6:10 PM.

Appendices

Appendix A. Non-binding Straw Poll Questions To Be Completed at the September 2009 Faculty Meeting

The following questions are offered as a mechanism to get an informal "sense of the faculty" with regard to each of the four linked proposals and other recommendations offered by the SWG report. These are not binding votes. Please respond to statements one through four using the following numbered scale. Enter these responses on a bubble sheet. Additional comments may be written directly on this sheet which will be provided at the meeting.

1
strongly disagree

2
disagree

3
neither agree
nor disagree

4
agree

5
strongly agree

1. I support, on the whole, the SWG proposal related to the three seminar sequence.

If you wish to comment, please note which elements you like best or which elements give you the most concern:

2. I support, on the whole, the SWG proposal related to distribution requirements (2-2-2 plus language plus Q).

If you wish to comment, please note which elements you like best or which elements give you the most concern:

3. I support, on the whole, the SWG proposal related to Winter Term.

If you wish to comment, please note which elements you like best or which elements give you the most concern:

4. I support, on the whole, the SWG proposal related to the senior capstone requirement.

If you wish to comment, please note which elements you like best or which elements give you the most concern:

5. Which of the "additional recommendations" are you most eager to have considered next? Please circle the number(s) corresponding to one or more choices from the lists that follow. Circle your choice(s) directly on this sheet.

Additional Recommendations Regarding Intellectual Life

A. Recommendations ready for debate concerning implementation

- 1) Office of Student Research
- 2) Learning and Teaching Center
- 3) Rename the Academic Programs of Distinction as Honors and Fellows Programs and Move Toward Lateral Entry
- 4) University-Wide Coordination of the Curriculum
- 5) Restrict the Size of Future Entering Classes
- 6) Food for Intellectual Engagement
- 7) Intentional International Opportunities

B. Recommendations in need of further discussion & development

- 1) Changes to ITAP
- 2) E-Portfolios
- 3) Interdisciplinary Pursuits
- 4) Standards for Tenure and Promotion
- 5) Review Faculty Committee Structure
- 6) Examine Faculty Workload
- 7) Examine Expectations of Academic Rigor

C. Recommendations for diffusing intellectual life into campus culture

- 1) Create Living and Learning Communities
- 2) Summer Reading
- 3) Set Aside Time for a "Declare-a-Major Celebration"
- 4) Punch Card for Campus Events
- 5) Field Trips Led by Residential Assistants
- 6) Student Involvement in the Selection of University Speakers
- 7) Staff College
- 8) Student Participation in Reading Groups
- 9) Scholars' Walk

Appendix B. Tribute to Clark Frederic Norton
Excerpted from The DePauw University Web Site, August 1st, 2009

Clark Frederic Norton, who served as a professor of political science at DePauw for 16 years and also was the University's director of graduate studies and assistant academic dean, died July 22, 2009 at his home in Bowie, Maryland. He was 97 years old.

The *Washington Post* reports that in 1948, Norton "took a job as an associate professor of political science at DePauw University in Greencastle, Ind., rising to full professor [in 1952], director of graduate studies [1959-64] and assistant academic dean [1961-64]. Among his students there was [Vernon Jordan](#), who later became president of the National Urban League. In Greencastle, Dr. Norton also served eight years on the city council."

In 1964, Norton left DePauw to become an aide to U.S. Senator Birch Bayh (D-Indiana), where "he worked on the 25th Amendment to the Constitution, which governs presidential succession, and contributed to a major federal disaster assistance act. His expertise in that act led him to be transferred to the Senate public works committee in 1971 when an earthquake struck the San Fernando Valley in Southern California. In 1975, Dr. Norton switched to the Congressional Research Service, which he told his daughter was his favorite job. 'Imagine writing the most interesting term papers and having an impact on public policy,' he told her." Professor Norton earned his bachelors, masters and doctoral degrees in history from the University of Michigan.

**Appendix C. Remembering Howard B. Burkett, Emeritus Professor of Chemistry
February 26, 1916-June 15, 2009
Submitted by Bridget Gourley, Professor of Chemistry and Biochemistry**

Over the summer I, the Department of Chemistry and Biochemistry, and the University lost a colleague and friend. Emeritus Professor Howard Burkett, 93, passed away at Asbury Towers right after alumni reunion weekend. Fortunately, several of his former students had taken an opportunity to stop in and visit during reunion weekend, little did they know it would be their last chance to share tidbits about their lives with their former mentor.

Howard identified himself as a Putnam County farm boy. He grew up just north and west of Greencastle on U.S. Road 36. That farm remained in the family and well into his 80's Howard could be found harvesting lumber on the farm in the fall. During his many years as a chemist, those who worked with him and learned from him speculated that Howard's early duties on the farm helped him develop the ability to build and repair laboratory equipment. He taught generations of students how to blow glassware and some of his custom pieces are still in use in the department today.

One story shared with me from an alumna, Liz Englbrecht, describes Howard's unassuming nature that never left him,

“My fondest memory of him was when I was a senior in high school. I came down on a Saturday for a visit. The administration office wanted to know if there was anything I wanted to see while I was there. They called over to Minshall Lab to see if anyone was around. They sent me over to the back door and told me someone would meet me there. This short, older man in blue jeans and a flannel shirt was there to show me around. He made me welcome and took delight in showing me around a department he was very proud of. Proud of the faculty, the facility, and the students who were there. It wasn't until later that I was told this was Howard Burkett, the head of the department. He was a humble man who spoke well of others without mentioning his accomplishments. As I got to know him over the years, this was who he was.”

I could share similar stories of my own, some twenty years later, when I came to DePauw to begin my career.

Growing up in Putnam County, Howard appreciated the value of a DePauw education from the beginning. He was awarded a four-year Rector Scholarship and utilized that opportunity to graduate from DePauw with distinction in 1938. Howard left DePauw and Greencastle and headed to Wisconsin where, with an Eli Lilly Foundation fellowship, he earned his Ph.D. in Organic Chemistry from the University of Wisconsin in 1942.

After completing his Ph.D., Howard returned to Indiana to begin research at Eli Lilly on Vitamin A, an urgent need for the war effort. In 1945 he agreed to return to his alma mater as an Assistant Professor of Chemistry, taking a 50 percent reduction in income. Even in those days, industry paid differently than academics.

This leads me to a fun story shared with me several years ago by Howard himself. Organic chemistry, and particularly Howard's courses, were/are somewhat feared. One year a student, needing organic chemistry for medical school but afraid of the reputation of the difficulty of Howard's courses, elected to register for organic chemistry over the summer at Indiana University. Imagine the student's surprise, when the instructor, Professor Howard Burkett, walked in on the first day. Because of the lower academic pay scale and a young family to support, Howard elected to teach summer school for IU that particular summer. So now this student had the double challenge of taking Howard's organic course at a summer school (4 weeks rather than 14 weeks) pace.

Howard was a gifted teacher, as I will document in more detail below, but he was also completely a research scientist. When he first came to DePauw, along with his teaching, he was actively conducting research on four separate grants. During his first sabbatical at the University of Washington he completed a study of the

deuterium isotope effects in the decarbonylation of aromatic aldehydes. . In 1977 he researched metabolic and arthritic diseases at the National Institutes of Health. During another leave he conducted pioneering magnetic resonance imaging (MRI) research for the Hitachi Company in Japan. During his 41 years of teaching he co-authored over 17 research articles, most often in the *Journal of the American Chemical Society (JACS)* or *Journal of Organic Chemistry*. Many of these articles include DePauw University students as co-authors.

Ever the teacher-scholar, Howard's research with Hitachi led him, along with his wife Lucile, to lead a winter term trip for chemistry majors to Hitachi City, Japan where DePauw students learned about the research activities of the Hitachi Company. This collaboration facilitated DePauw's acquisition of our first NMR. One alumnus, a student when the Department acquired the instrument, noted "[Dr. Burkett] was desperately proud of what I think was the first NMR we got--I remember it as Japanese. ... He loved that machine and babied it. ... He became, it seemed, an advocate of all things Japanese. His face took on a vaguely Asian appearance."

Howard's teaching was recognized several times, including "Best Teacher" at the 1954 Sigma Delta Chi recognition banquet, Gridiron Best Teacher Award in 1966 and Outstanding Educator of America in 1975.

Many alumni report that Howard was demanding yet supportive, advice that Howard gave directly to me as I began my career. I remember him telling me during my first year of teaching, "set the bar high on your first exam and your students will rise to the occasion all semester long, set the bar too low and your students will drag their feet when you want to push them to be the best that they can."

Karen Muth, Ph.D., now a manager at Abbott Labs, shares a student's perspective that illustrates the point even more clearly,

"I can see his image while I am writing. Crisp lab coat, shirt, tie, grey wavy hair combed back. Blue eyes that could be fierce and friendly at the same time. He was there to challenge as well as to teach. And he did both, excellently.

He was my professor for second semester Organic Chemistry (at which time I was a first semester sophomore in a class filled with juniors and seniors, mostly male pre-med students). To say I felt a little intimidated would be an understatement. I worked hard and really didn't know that Dr. Burkett was keeping track of my progress until we had a discussion, late in the semester, when I was writing up the data on the analysis of my "unknown" compound. The results pointed to a structure that we had not covered in lecture and I wasn't sure how to interpret the results. Was I interpreting them correctly? Did a compound with the observed attributes exist? Dr. Burkett just smiled, the blue eyes twinkled a little and he said, 'I thought you'd like a challenge.' And he told me to look about sixty pages ahead in the text."

Anyone who knew Howard probably remembers that ever-present twinkle in his eyes.

Not only serving as a pioneer in helping the Department acquire new equipment critical to modern work in chemistry, he was also a pioneer in what is now a hallmark of our governance structure. Along with Emeritus Professor Jack Cook (deceased), President Kerstetter appointed them as alternating Department Head, each to serve three-year appointments. This was the first alternating appointment of department chairs at DePauw that, within a few years, led to the norm of department chairs serving three-year terms.

When Howard completely retired in 1986, the Department received a number of gifts from alumni and friends to establish the Howard B. Burkett Lectureship in Organic Chemistry, held annually. The series brings a prominent organic chemist to campus for two lectures about their work and its implications, one geared toward the general public and one focused for a scientific audience. Additionally, the fund supports interaction between students and the speaker. This gift keeps Howard's legacy alive for current students.

Through the years students have learned the utility of organic compounds found in everything from garlic to sea urchins.

Howard was active in Boy Scouts, Kiwanis and other community activities. A man of strong faith, he had served many terms on the board and numerous other capacities at First Christian Church. His interests, in addition to building his own house on Shadowlawn, were traveling and camping, canoeing, sailing, fishing, woodworking, photography and vegetable gardening. I believe that house he built is still in the DePauw family as one of our current colleagues, Prof. Kannowski, lives there now. I was fortunate to attend a reception celebrating Howard and his wife, Lucile's, 70th wedding anniversary hosted by their four children about five years ago. In addition to having a loving home for their children, 12 grand children and 18 great-grandchildren to visit they have hosted a number of exchange students, the most recent in the mid 1990s.

As a teacher scholar myself, two of the lessons passed along to me from Howard's former students that I value and I'm sure Howard would enjoy knowing struck a chord with his students are,

“Trust your data. When you know the methodologies are correct, the readings accurate, and you find the unexpected – trust your data. Think. And recognize the gift that you have received.”

And from Bill Carroll, Ph.D., Past-president of the American Chemical Society,

“Let me just say that Howard was good to me, and I'm probably an organic chemist because of him.”

I can only hope that someday my students can look back and value the lessons I shared with them and the ways in which I treated them as much as Howard's students do.

DePauw University Faculty Meeting Minutes
October 5th, 2009

Call to Order

The Chair of the Faculty called the meeting to order at 4:04 PM.

Verification of Quorum

The Chair of the Faculty verified that more than 79 ballots had been distributed to voting faculty members at the meeting; therefore, the quorum was verified. There were a total of 111 ballots distributed at the meeting.

Approval of Minutes from the September 2009 Faculty Meeting

The Chair of the Faculty asked if there were any additions or corrections to the minutes from the September 2009 faculty meeting. There were none, and the minutes were approved by unanimous consent.

Moment of Silence to Honor Karin L. Ahlm and Thomas D. Fitzpatrick

Before observing a moment of silence, the Chair of the Faculty announced that plans were being made for a celebration of Karin's life before fall break. Information would be sent to faculty members via e-mail. He also announced that there would be a more detailed written tribute for Karin in the November faculty meeting agenda.

The Chair of the Faculty then asked the faculty to join him in a moment of silence to honor Karin L. Ahlm and Thomas D. Fitzpatrick.

Karin L. Ahlm, Professor of Psychology, served DePauw from 1990 – 2009. Karin passed away on September 27th, 2009. A full tribute to Karin may be found in an appendix to this agenda.

Thomas D. Fitzpatrick, Professor Emeritus of Voice and Musical Theatre, served DePauw from 1963 – 1991. Tom passed away on September 9th, 2009. A full tribute to Tom may be found in an appendix to this agenda.

Remarks from the President

The President made the following remarks to the faculty:

I just wanted to make a few points, because I know there is a lot to talk about during this meeting.

I just want to remind everyone there are a number of conversations about DePauw's future that are ongoing, or have just been launched, all of which are clearly related to intellectual life and energizing and deepening community on this campus.

As many of you know because you participated in them, we began the campus planning conversations with Ayer Saint Gross – among the issues they're going to tackle are:

- connecting the campus to town,
- enhancing community spaces in the core of the campus including eating facilities,
- looking at social spaces for students and faculty,
- improving Admissions and the entrances to campus.

Thank to all who participated in these meetings.

SLAAC has taken up the question of "How do we live?" I need a group to consider how our current living and eating structures contribute to intellectual and social life and how we might enhance current structures. This will be quite a bit of work and will take a lot of time. I expect SLAAC will report out on this as these conversations shape up

Next, as will be reported out in November, we will be taking up those additional recommendations found in the Summer Working Group report about how best to connect the curriculum to life's work, and how we might make other changes that will deepen our intellectual culture.

Finally, as you can see in the faculty meeting announcements, we are going to begin the work of the University Resource Priorities Task Force. I want a body to help us determine how best to align available resources to our highest priorities. David Harvey will be speaking about this later during his report.

One last note: when I met with the Committee on Administration I was asked about when we would launch the search for the next Vice President for Academic Affairs.

What I reported to them was my belief that this is exactly the worst time to launch such a search, given that we are involved in a series of conversations about where DePauw is and where it might be going. It seems much more prudent to consider making that appointment when the vision of what DePauw could be and what structures we need in place to make that vision a reality are clearer. I'd rather hire someone into that vision than not.

The President then asked if there were any questions.

A faculty member asked if the President envisioned having a search in the spring, planning to bring a new VPAA on board in the next year, or would a new VPAA begin in 2011. The President responded that he felt it would be best to start searching in the spring, with the new person to start at best midyear in 2010-2011, but more likely in fall 2011. The faculty member asked how the search for the Vice President of Admissions has been going. The President responded that the process had been launched a while ago – with ads in the Chronicle, on academic list serves, and web sites. The pool that emerged was OK, but no candidate was strongly recommended. So, we went with a professional search firm, and we now have four candidates that would be a good fit for DePauw. We plan to bring three or four of them onto campus sometime over the next three to four weeks. The President stated that he was happy with the pool, and that the best we could hope for is someone to start in January. The faculty member asked if the interviews would be public. The President stated that faculty representatives to last year's Admissions Advisory Committee and this year's Admissions Advisory Committee are serving on the search committee. The faculty member asked if there would be public events. The President pointed out that if the events were too public, two of the candidates might drop out, due to their current positions. He also pointed out that at least fifteen faculty members were involved in the search committees and expressed his belief that the candidates are well in tune with faculty concerns.

The following materials were provided in the agenda for the meeting:

Supporting Materials –

**DePauw University
2009-10 University Resource Priorities Task Force**

The 2009-10 University Resource Priorities Task Force ("URPTF"), comprised of faculty members from the Committee on Administration and members of the University community appointed by the President to represent various constituencies and operations of DePauw, will be co-chaired by the Vice President for Academic Affairs and the Vice President for Finance and Administration and is charged as follows:

- The committee shall consider DePauw’s long-term strategic priorities and core missions and offer guidelines to the President as how best to align the University’s available resources in service of these priorities.
- As a 2009-10 task force, the URPTF shall consider the challenges facing the University in light of the nation’s continuing economic slowdown, continued pressure on the University’s operating budget, the impact of the downturn on the University’s endowment, and the need to move the institution’s financial planning into a more strategic posture. Of particular concern are 1) identifying those changes necessary to meet continuing operating budget challenges, 2) the need to develop an appropriate capital budget at the University, and 3) the need to identify resources necessary to fund emerging University initiatives.
- In order to foster robust discussion of the allocation of the University’s resources the task force shall meet in closed session.
- The task force shall meet with administrators or members of University committees as necessary to allow the task force to become aware of the needs and long term financial plans for the University.
- The members will meet with the President no later than February 15 of the spring semester to offer the task force’s considerations regarding the University’s resource needs and challenges and a summary of the task force’s deliberations. This date is sufficiently prior to the spring meeting of the Board of Trustees (the body which has primary responsibility in authorizing the University’s operating budget) to allow the President and the senior administration sufficient time to assemble a proposed 2010-11 operating budget for Board of Trustee consideration.

Task Force Membership (15)

Vice President for Academic Affairs (Co-Chair)
 Vice President for Finance and Administration (Co-Chair)
 Faculty Members from the Committee on Administration (7)
 Dean of Campus Life
 Executive Director of Development
 Director of Human Resources
 Staff Representative
 Student Representative (2)

Proposed Annual Timetable of Activities:

September – October:

Education

Meeting with and charge by the President

Presentations by:

- VP for Finance and Administration
- VP for Development and Alumni Affairs
- VP for Admissions and Financial Aid
- Director of Human Resources

October – December:

Priorities and Needs of the University

Task Force meets to discuss needs and priorities of DePauw in the context of

the University's strategic priorities.

Meetings with or Presentations by:

- VP for Student Life (including Director of Athletics)
- Dean of the Faculty and Dean for Academic Life
- Director of Libraries
- Director of Facilities Management
- Chief Information Officer
- Other individuals and committees.

January -February

Deliberations

Task Force to receive updates from various offices on the University's operations and budget, admissions outlook, and development activities. Task Force to consider trade-offs and recommendations.

Task Force meets with the President no later than February 15

Faculty Governance Steering Committee

The Chair of the Faculty, speaking on behalf of the FGCS, made the following statement to the faculty:

I will keep my comments brief so we can save as much time as possible for the distribution requirements meeting that MAO is sponsoring after the faculty meeting adjourns.

Since the September faculty meeting the FGSC has met several times to develop the time line you will find in Appendix C (starting on page 12) of your agenda. We are taking a phased approach to considering changes in graduation requirements that support the vision of a DePauw Education endorsed by the faculty in September. MAO is leading this effort by considering revisions to the distribution requirements first – with a scheduled vote at the December faculty meeting. Additional information about open meetings to discuss distribution requirements is available in the written announcement sections of the MAO portion of the agenda. You should have found a handout containing materials related to these meetings on your chairs today.

Consideration of the senior capstone experience, with leadership from a subcommittee of chairs appointed by CAPP, the seminar sequence with leadership from CAPP itself, and Winter Term with leadership from the Winter Term subcommittee as coordinated by CAPP will follow. Votes in these areas are scheduled for February, April, and May respectively.

At the September faculty meeting, several of you asked how students would be involved in these discussions. Subsequent to the faculty meeting I met with Nikki Craker, student body president. Nikki arranged for the Student Body Senate to read the entire SWG report which they discussed at their meeting last night. Student government plans to gather input from additional students so they can provide a written response to the distribution requirement proposal. In addition, they plan to send at least six students to each of the open meetings scheduled this week. So, despite the fact that the DePauw has reported that students delete all of my intellectual life e-mails, I believe we will hear the student voice loud and clear with Nikki's help. In fact, if this works out I may ask Nikki to help me communicate with the students

in my courses – since they also seem to be good at deleting my emails.

Finally, the Academic Council and FGSC are still committed to providing an update at the November faculty meeting on plans for addressing the “additional recommendations” in the SWG report.

See the Time Line in Appendix C.

Reports from Coordinating Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

Management of Academic Operations – MAO (Harry Brown)

The Chair of MAO made the following motion:

MAO moves that the faculty approve the following revisions to the Academic Handbook. These proposed changes were introduced at the September faculty meeting and are intended to bring the language in the handbook into step with the current composition of the committees.

Current Handbook:

IX. Executive Committees/ D. Academic Standing Committee/ 2. Membership

A representative appointed by the Vice President for Academic Affairs, the Dean of Student Academic Support Services, the Dean of Students, the Dean of the School of Music (for music students only), the Registrar, and four elected faculty members, one from each division.

Proposed revision:

IX. Executive Committees/ D. Academic Standing Committee/ 2. Membership

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

Current Handbook:

IX. Executive Committees/ E. Petitions Committee/ 2. Membership

The Vice President for Academic Affairs (or his or her representative), the Dean of Student Academic Support Services, the Dean of Students, the Registrar, and the four elected faculty members of the Committee on Academic Standing.

Proposed revision:

IX. Executive Committees/ E. Petitions Committee/ 2. Membership

Voting Members: Two representatives from Academic Affairs (to be appointed by the Vice President for Academic Affairs), one representative from Student Life (to be appointed by the Vice President for Student Life), the Registrar, and the four elected faculty members of the Committee on Academic

Standing. Non-Voting Members: Associate Registrar. The Associate Registrar convenes the meetings and manages committee business.

This motion came from a standing committee and needed no second.

A faculty member asked if there was any discussion about reducing the number of administrators on faculty standing committees. The Chair of MAO stated that MAO had not discussed this; the intent of the motion was to make the language match the current composition of these committees.

There was no further discussion, and the motion passed.

The Chair of MAO made the following motion:

MAO moves that the faculty approve the following new courses.

HIST 113: Introduction to Central Europe (1 credit; group 4)

In this course we examine the historical and cultural developments of Central Europe with special attention to the dramatic events of the 20th century. The course will include an analysis of the Reformation, Religious Warfare including the Thirty Years war, the legacy of the Austro-Hungarian Empire, the divisions of Poland etc. In the 20th century, we examine the legacy of World War II, German Occupation and the Holocaust, the emergence and experience of Communism and the influence of the Soviet Union, as well as the revolutions of 1989 and post-communist Eastern Europe. Moreover, we will pursue transnational issues such as the role of women and religious and ethnic minorities (Gypsies and Jews) in the region.

HIST 340: Modern European Women's History (1 credit; group 4)

In this course we will use women's experiences as the key to understanding European history over the past two centuries. Some of the issues that shaped the 19th century, such as gender relations in modern society are still being discussed today; others that we now take for granted such as universal suffrage, were by no means normal a hundred years ago. The course will address topics concerning women's experiences and will encourage students to explore issues in women's history and the influences that women had on the development of modern Europe.

MATH EXP: Statistical Model Analysis (1 credit)

The course will focus on fundamental ideas of Statistical models for discovering the relationships among variables; clear, thorough presentation of concepts and applications, and will offer a complete, easily accessible introduction to the fundamentals of Statistical model analysis. Students will be able to fit and check both linear and nonlinear models, using small and large data sets, with calculators or computers. *Prerequisite: Math 240*

CSC 340: Web Programming and Cybersecurity (1 credit; group 1)

This course covers some fundamental networking concepts, web application development and web application security. Topics covered include: introduction to the Internet, World Wide Web and internet protocols, markup languages, client side scripting, server side scripting, database concepts, encryption/decryption, web application vulnerabilities and how to build secure web applications. *Prerequisites: CSC 231 (formerly CSC221) or CSC 233. Typically offered bi-annually. Not offered pass/fail.*

This motion came from a standing committee and needed no second.

A faculty member asked if “modern” means modern or contemporary. The Chair of MAO noted that different disciplines define modern in different ways. The faculty member who is teaching the course noted that in her world, the modern era begins with the French Revolution – 1789 and forward. The original faculty member stated that this answered his question.

Another faculty member asked if faculty usually voted to approve EXP courses. The Registrar noted that MAO can approve them internally, but can bring them to the faculty if the committee wishes.

A faculty member asked how the MATH EXP course was different than the other statistics courses that are offered at DePauw. The Chair of MAO stated that MAO approved the course, but recommended that the Mathematics Department submit a more detailed description of the course to address that question. The chair of the Mathematics department stated that the EXP course has a prerequisite of MATH 240, so concern about overlap with other statistics courses is not so important. Mathematics has a new statistician in the department, so they are creating new courses in that area; this course is a first step. The chair further noted that he would like for Math statistics courses to be supportive of what other departments are doing.

There was no further discussion; the motion passed.

The Chair of MAO noted that the following two motions were related and concerned with the accreditation of the music program. He then made the following motion:

MAO moves that the faculty approve the following revision to the BMA degree description:

In support of this motion, the Music Department notes that NASM specifies that program requirements for the Bachelor of Musical Arts (BMA) degree must include interdisciplinary or multidisciplinary work. While there are statements in our BMA degree worksheets and in our catalog description that allude to interdisciplinarity, our NASM consultant has indicated that addressing the issue more explicitly in the description of the degree program would improve our case for reaccreditation. In order to demonstrate our compliance with NASM's specifications for the interdisciplinary nature of the BMA degree, we propose to change the degree description in the catalog as shown below. Text to be replaced is ~~struck through~~; new text to be added is in **bold**.

Bachelor of Musical Arts

~~The Bachelor of Musical Arts degree (B.M.A.) is designed for students who wish to divide their academic program almost equally between music and the liberal arts.~~

The BMA is an interdisciplinary music degree which requires students to develop a secondary area of emphasis outside of music. Students personally design these interdisciplinary liberal arts components through a process of individual advising with faculty members. The program culminates in a capstone experience relating studies in music to the secondary area of emphasis.

As with the B.M. degree, students complete a rigorous core curriculum in theory, musicianship, music history and literature, and they are expected to develop a discrete competence in an area outside of music.

Three majors are available. For the general music emphasis, students individually design an interdisciplinary liberal arts component. The second major curriculum combines the general music

emphasis with another major in a liberal arts discipline. (A minimum GPA of 2.8 is required to complete the second major.) For the emphasis in business, the liberal arts curriculum combines core and career-related elective courses.

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

This motion came from a standing committee and needed no second.

There was no discussion, and the motion passed.

The Chair of MAO then made the second motion:

MAO moves that the faculty approve the following revision to the Music major in the College of Liberal Arts (added text in bold).

Total courses required: Ten **courses in music plus one course in fine arts**

Core courses: MUS 113, MUS 114, MUS 123, MUS 124, MUS 130, MUS 213, MUS 223, MUS 230, MUS 334, MUS 450

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

#300 and 400 level courses: Three

Senior requirement: Satisfactory completion of MUS 450

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

This motion came from a standing committee and needed no second.

A faculty member asked why theater and art were the only “fine arts” listed, and not literature or creative writing. The Chair of MAO stated that NASM does not define writing or literature as a fine art. The wording is defined by the accrediting body.

There was no further discussion, and the motion passed.

The Chair of MAO then announced that the course AS 290: Men, Might, Politics, and Poetry: Women’s Images in Chinese Literature was given the one-time group designation of group 3 (literature).

The following announcement was found in the agenda, but not read during the meeting:

- MAO is sponsoring open meetings for faculty, staff and students to discuss “Distribution Requirements”. These meetings are scheduled for Wednesday 10/7 and Friday 10/9 from 4pm – 5pm in Julian room 151.

An e-mail had been circulated adding another meeting time – Thursday 11:30 – 12:30 in Julian 159.

Committee on Academic Policy and Planning – CAPP (Pam Propsom)

The Chair of CAPP's report consisted of an offer to answer questions.

There were no questions.

The following announcements were found in the agenda, but not read during the meeting:

- CAPP has appointed the following individuals as divisional representatives to the Faculty Committee on Admission.

Division 1: Tim Good

Division 2: Sandro Barros

Division 3: Hilary Eppley

Division 4: Barbara Steinson

- CAPP is directing the Winter Term Subcommittee to begin investigating and addressing the Summer Working Group's recommendations regarding Winter Term. For the purposes of the Intellectual Life discussion, CAPP has appointed Scott Spiegelberg to serve as a School of Music representative to the Winter Term Subcommittee.
- CAPP has created three subcommittees to begin addressing the Summer Working Group's recommendation regarding the three-seminar sequence. One group is developing a survey for chairs to complete with their departments regarding how the seminars might be envisioned and implemented in their departments, along with questions and concerns. Another group will meet with the W, S, and First-Year Seminar Committees regarding pedagogical issues and potential implementation. A final group is working to develop questions for the administration that would elicit data and analyses relevant to the potential consequences of the three-seminar sequence.
- CAPP will appoint a subcommittee to investigate and address the Summer Working Group's recommendations regarding the Senior Capstone Experience. The subcommittee will be composed of one department chair from each division, one chair of an interdisciplinary program, one program of distinction director, and one CAPP member. Ideally, seven different departments will be represented.

Student Life and Academic Atmosphere Committee – SLAAC (Tiffany Hebb)

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

There were no questions.

The following announcement was found in the agenda, but not read during the meeting:

- SLAAC has appointed Peter Graham and Kathryn Millis to the Dining Services Oversight Committee.

Committee on Faculty – COF (Mike Sinowitz)

The Chair of COF noted that the upcoming motion was a reworking of a previously passed motion so that it could be more easily understood. He then made the following motion.

COF moves that the faculty approves the following changes to COF language in the Academic Handbook. COF gave previous notice of this motion at the September 2009 faculty meeting. Additions are shown in bold.

By-Laws and Standing Rules of the Faculty IV.A.5.a.1(a)

For a faculty member with an appointment in a single department or school, the Personnel Committee shall consist of all tenure-track faculty members, **librarians with faculty rank, and term faculty members**

with significant administrative duties and all term faculty members in appointments renewable without the limitation of a maximum of six years (such as faculty librarians and term faculty members with substantial administrative duties that preclude appointment with tenure) of the department or school except the person being reviewed and those in the first year or last year of service. **Probationary tenure-track faculty members, term faculty members with significant administrative duties**, Non-tenured members and those on leave may excuse themselves from any case without prejudice. For a faculty member with an appointment in two or more departments or programs, the Personnel Committee will be constituted as stipulated in the letter of appointment in keeping with the general spirit of the preceding provision. (For definitions of types of full-time faculty, see Personnel Policies section I. B.)

By-Law and Standing Rules of the Faculty IV.A.5.b.1.(a)

Search Committee shall consist of all tenure-track faculty members, **librarians with faculty rank, and term faculty members with significant administrative duties** and all term faculty members in appointments renewable without the limitation of a maximum of six years (such as faculty librarians and term faculty members with substantial administrative duties that preclude appointment with tenure) of the department except those in their first year or last year of service; there will be additional members, one from each of two other departments, chosen by the Vice President for Academic Affairs, after consultation with the Committee on Faculty, from a list provided by the department. Additional members from other departments are not required in searches for positions lasting one year. In special circumstances, at the request of the Search Committee, the Vice President for Academic Affairs, with the approval of the Committee on Faculty, may appoint additional faculty members from the department to serve on the committee, such as those who are in their first or last year of service. **Probationary tenure-track faculty members, term faculty members with significant administrative duties**, Non-tenured members and those on leave may excuse themselves from any search without prejudice. (For definitions of types of full-time faculty, see Personnel Policies section I. B.)

This motion came from a standing committee and needed no second.

There was no discussion, and the motion passed.

The Chair of COF then noted that the next motion was related to a motion that was passed at the September faculty meeting. The motion made in September was supposed to insert some new language and delete some old language. However, the actual motion from September neglected to delete the old language. The current motion addresses this by deleting the old language and re-numbering various appendices.

COF moves that the faculty approves the following changes to language in the Personnel Policies section of the Academic Handbook.

COF gave previous notice of its intent to ask the faculty to vote on a set of additions and deletions to this section of the Academic Handbook at the May 2009 faculty meeting. In September 2009 we voted to approve the additions; however, the agenda neglected to ask the faculty to vote to approve the corresponding deletions (and incidental additions) that are shown below.

Deletions are shown with a ~~strike through~~. Additions are in **bold**. References to Appendix 2 found in the Academic Handbook will be deleted. References to Appendix 3 and Appendix 4 will be renumbered.

Appendix 1: COF Hearing Procedures for Faculty Sanctions

~~Appendix 2: Evidence of Good Teaching for Tenured Faculty Members~~

Appendix 32: Terminal Degrees

Appendix 43: Conflict of Interest Policy and Procedures for Faculty Personnel Matters

~~Appendix 2: Evidence of Good Teaching for Tenured Faculty Members~~

~~Tenured faculty under consideration for promotion can satisfy this requirement most easily by providing complete sets of student opinion surveys for than three or four semesters. "Complete sets" means all forms that have been filled out by students, the original jackets supplied by the Office of Institutional Research (which includes data on the number of students present and completing the forms) and the statistical reports of the OIR. If such evaluations are not provided, other evidence of teaching effectiveness (including broadly based student input) may be submitted. Such "other evidence" might include the following procedures conducted by the DPC or by appropriate evaluator(s) external to the department or the University: systematic peer observation and evaluation of classroom, laboratory, and studio teaching; thorough and representative sampling of the judgments of former students; in depth interviews of students; and detailed evaluation of syllabi.~~

This motion came from a standing committee and needed no second.

There was no discussion, and the motion passed.

Reports from Other Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

Faculty Development Committee – FDC (Lili Wright)

The Chair of FDC noted that FDC has reopened the application process for Faculty Fellowships. The chair stated that there are still 4 fellowships to give away – everyone was urged to apply. The chair stated that these awards are a fantastic way to get time and money for professional work, for not just one – but 3 years. The project can be scholarly or artistic, curricular or service. Application forms are available on-line. The new deadline is October 14.

The Chair of FDC stated that FDC is working hard to find equitable ways to stretch tight resources. While the university sees great value in DePauw faculty attending international conferences, these trips are expensive, and given the difficult economic climate, the committee has been forced to cut back the supplementary funding for international trips, particularly for faculty who are not presenting at the conference. The new policy, effective immediately, is described in the written report from FDC in the agenda.

Finally, the Chair of FDC was happy to report that the winner of the Fisher Fellowship for 2010 – 2011 is Amy Lynn Barber, who will complete two CD recordings of The Percussion Plus Project, an ensemble she founded in Prague in 1993, which has been housed at DePauw since 2002. The project will involve recording one new piece, editing seven pieces, writing the notes for the CD booklet, and preparing the CDs for final publishing. The two CDs are The Percussion Plus Project – Commissioned Works and The Percussion Plus Project – Works of Jarmo Sermila.

The following material and announcements were found in the agenda, but not read in the meeting.

- Faculty Fellowships: The Faculty Development Committee (FDC) is soliciting a second round of applications for Faculty Fellowships for 2010-2013. These awards provide one course reassigned time for a project per year, a \$5,000 yearly stipend, and \$2,000 per year for expenses related to the project. We currently have up to 4 additional awards possible that may be in any field and category: Scholarly/Creative; Teaching/Curricular; Service. Projects that are a combination of any two of these categories are also welcome. The deadline for the second round of Faculty Fellowships is October 14.

- Funding Changes for International Conference Travel: Effective immediately, FDC had revised its policy on supplemental funding for travel to international conferences. There will be no supplemental funding for international trips for people who are not presenting a paper or poster. Faculty may still attend, but they need to use their 3-year conference money. For those presenting at international conferences, there will be a flat \$800 supplement. As always, faculty members can be funded for only one international academic conference a year.

Committee on Administration – COA (Rick Provine)

The Chair of COA's report consists of an offer to answer questions.

A faculty member asked, other than the work for the new task force described by the President, what COA is doing this year. The Chair of COA responded that COA is taking up the issue of faculty workload, by looking at data from the past several years, looking at a 3-2 load and framing it in different ways. Later in the year COA will be asked to weigh in on benefits and insurance packages. All COA members will participate in discussions for the Task Force.

Additional Business

Remarks from the Dean of the Faculty (Kerry Pannell)

The Dean of the Faculty noted that the exemplary teaching award is an award sponsored by the United Methodist Church with additional support from endowed funds donated by George and Virginia Crane specifically for this purpose. As has been the case in previous years, the award winners will be receiving their certificates and monetary awards in December, but the awards are being announced now since they have already been decided. The fund is doing well, so three awards will be given this year. The Dean of Academic Life and the VPAA were consulted in the selection of these faculty members. (Award winners listed in alphabetical order.)

According to the faculty member who nominated her, this award winner "strives to approach each class from a dialogic perspective that requires a sense of equality and reciprocity between herself and the students." In her courses, students are "challenged by the diversity of ideas and perspectives that were presented through course materials." Students praise her teaching: "The professor was the best part of this class. She really brought the material to life." "...I really enjoy the way she teaches. She is one of the most passionate professors I've had here...." "Her enthusiasm ignites the classroom and makes class much more interesting and engaging."

The first award winner is Jennifer Adams (Communication and Theatre)

By her nominator, this award winner was praised for her commitment to a value-centered education and her excellence in the classroom. "She is committed to exposing students to the process of science, ranging from exercises in hypothesis proposal, testing, and experimental design and evaluation." Students agree. One student said, "I liked the professor's teaching style because she was very enthusiastic (even at 8 am).... Her willingness to let us just discuss topics in detail, adding our own thoughts and designing our own experiments was very engaging...." "...[W]orking with live organisms and to watch them first develop was absolutely amazing. Coming in to the lab on my own time made me feel like an actual scientist."

The second award winner is Dana Dudle (Biology).

This award winner is "straightforward, sincere and affable" and "devotes a tremendous amount of time and

energy to making his students better writers” according to his nominator. One of his assignments bursts the “DePauw bubble,” asking students to interview and write profiles of Putnam County residents, creating valuable connections between the community and the campus. Students consistently praise his teaching. “His personality not only brought him closer to us, but it also brought us closer to each other.” Another student writes, “This professor deserves a great reward for his teaching ability and guidance, his care for students and his curiosity to see who each student really is.”

The third award winner is Greg Schwipps (English).

Remarks from VPAA (David Harvey)

The VPAA noted that earlier in the meeting the President announced the formation of the University Resource Priorities Task Force, which is charged with providing the President with recommendations on the University’s resource needs and challenges. The VPAA reminded the faculty that the University faces significant financial pressures. To provide the faculty with information on the University’s financial situation, and to review the academic affairs budget, the Vice-President for Finance, Brad Kelsheimer, and the VPAA will hold three financial review sessions during the week of October 12th. The exact days, times, and locations will be shared by email.

The VPAA stated that this week, the University Senate of the United Methodist Church has a review team on campus as part of their reaccreditation process for DePauw. On Wednesday, from 3:00 – 3:45, there is an open forum for faculty members that want to meet with the team.

Finally, the VPAA noted that there will be a celebration of Karin Ahlm’s life from 4:00 to 6:00 PM on Thursday, October 15, at the Prindle institute.

Old Business

There was no old business.

New Business

There was no new business.

Announcements

There were no announcements.

Executive Session to Consider Honorary Degrees

At 4:44 PM, the meeting went into executive session.

The executive session ended at 4:51 PM.

Adjournment

The faculty meeting was adjourned at 4:51 PM. Immediately following the faculty meeting MAO held an open meeting to discuss distribution requirements.

Appendices

Appendix A. Tribute to Karin L. Ahlm Excerpted from The DePauw University Web Site, September 29th, 2009

Karin L. Ahlm, Kenneth S. Wagoner Professor of Psychology at DePauw University, passed away Sunday in Indianapolis following an illness. A member of the DePauw faculty since 1990, she was 62 years old.

Born on October 1, 1946, Ahlm attended California State University - Long Beach, earning her B.A. in psychology in 1972 and her M.A. in psychology in 1974. She earned her Ph.D. in social psychology in 1984 from Indiana University and completed a public health service postdoctoral traineeship in social psychology at Stanford University from 1985-7.

Before joining the DePauw faculty, Dr. Ahlm taught at Indiana, Valparaiso and Stanford Universities. She was promoted to associate professor at DePauw in 1994 and professor in 2003.

Over the years, Ahlm taught a variety of courses in DePauw's psychology department, including Psychology of Personality, Statistics for the Behavioral Sciences, Psychology of Gender, Social Psychology, and Introductory Psychology. With the support of the Joan Westman Battey Teaching Award in 2001-02 she developed a special topics course, Stereotypes & Prejudice. She also created a Winter Term course, Madness in Film and Literature. In December 1993, she was awarded a Mortar Board Certificate of Recognition for Excellence in Teaching.

Professor Ahlm served as assessment coordinator; as a member and chair of the Committee on Academic Policy and Planning, a member and chair of the Resource Allocation Subcommittee, and member of Committee on Faculty; and as the associate faculty development coordinator for the Oral Communication (S) program.

Ahlm was active professionally and gave presentations at such conferences as the American Association for Higher Education and the Midwestern Psychological Association.

**Appendix B. Tribute to Thomas D. Fitzpatrick
Contributed by Orcenith Smith**

Born May 1, 1926 in Reynolds, Illinois, Thomas Fitzpatrick earned an A.B. in music education from St. Ambrose College, a B.S. in music performance from the Juilliard School of Music, an Artist Diploma from the Teatro Lirico Sperimentale in Rome, and an M.Mus. from Indiana. The tenor received performance scholarships from all of the institutions and made his operatic debut with the Rome Opera Company as lead tenor in *Madama Butterfly* while studying in Italy as a Fulbright Scholar. After completion of his grant, Fitzpatrick remained in Europe for another 18 months. Before joining the DePauw University School of Music faculty in 1963, Fitzpatrick taught at the Cosmopolitan School of Music, Chicago (1956-61); University of Wisconsin-Stevens Point (1961-62); and Indiana University (1962-63).

Over the course of his career, Fitzpatrick also performed in concerts in London, Berlin, Freiburg, Vienna and London and with such orchestras as the Chicago Symphony. He also engaged in operatic work with theatre companies in Chicago, Denver, Dallas, and at Indiana University, and he appeared on radio and television programs such as NBC's *Artists Showcase* and the *Arthur Godfrey Show*.

Tom Fitzpatrick was a strong person...my impression was immediate and profound. I grew to know his Irish manner as affable and at the same time demonstrative. He held loyalty to be a most important attribute in everything. He was intelligent, not only in the world of opera, but in how he came to know people in the School of Music and in our small community of Greencastle. He was good with tools, could talk with workers, refined artists, chefs...everyone... and, I supposed developed that intense need for communicative connection from living life in Italy, seeing family as it is there. He was a tenor for the Rome Opera, after all. I recall the picture in his studio of him in a production there.

When I came to DePauw, Tom had created opera from chicken wire and available student volunteer talent. Opera productions were done in old Speech Hall, a converted church where the altar area had been turned into a stage, a few lights, and very little else. His wife, Jeanne, was a fabulous musician and accompanist who, as a part-time faculty member taught piano and helped with accompanying young singers and sometimes with the opera. And, Tom found students of like mind that "loved" opera and were committed to performing it whether singing or anything else. The dozen piece orchestra was volunteers corralled by the student conductor. Tom made all that work. He was of strong will.

Opera, of course, was not a part of a "standard curriculum", presented as it was during the fledgling Winter Term that DePauw had begun and things like double casting was not considered for most singers parts, as it is now with our blessing of many young singers. (He had done *Carmen*, and *La Boheme*, single cast...) When I was hired, I remember in the interview process Tom's question about my interest in doing opera, which then turned into the University Orchestra eventually having the opera as a part of its curricular offerings and my continuing relationship with "Fitz", the name which everyone affectionately called him...

Fitz loved his Budweiser and his red wine. Jeanne would cook Italian meals and Claude Cymerman was often found at their home enjoying the repast. They were proud of their home life and their two sons, both of whom were in High School football. Young Tom was a quarterback. Brother John was a big stocky kid, who played violin very well thank you, but, became a lineman through HS and College and eventually, was signed to play for the Dallas Cowboys; but, in practice before the first game, somebody clipped him and blew out his knee...that I know of, he never played, again. John worked for NFL Films, and eventually for the Minnesota Vikings, but sadly died last year. This must have been very devastating for Fitz and the family who were very, very proud of their family. Tom told me last year how upsetting it was for him to lose his son, John...in his usual simple, blunt way "Nobody's child should die before they do..." I know that this tragedy must have taken its toll on Fitz and Jeanne.

Fitz's accomplishments as an Opera Director/Producer were many, buoyed up, I think by the new Performing Arts Center built in 1976 with Moore Theatre, a place where Tom's vision for productions could take shape. With the help of an army of Fitz student recruits, grand opera took the stage at DePauw. As I mentioned, I had the University Orchestra schedule opera into its second semester work. Casts were large, including double-casting, and Fitz was in his element, although, stress loomed large as it was necessary to corral and focus so many young people. When Fitz blew a gasket, students felt not only his wrath, but feared his afterwrath. (It was widely rumored, even by Fitz, that he would send his mafia after you.) But, the next day, all was better. Fitz's love of opera and the excitement that he had instilled in the students was larger than whatever had sent him over the brink. And we all knew that....At some point, there were production years of smaller shows to deal with the timetable that began to evolve for the opera, which included using a month of the second semester to bring productions to fruition. But there were other musical initiatives to fire his creative imagination-- Large scale musicals like Sweeney Todd, West Side Story, and Most Happy Fella were integrated to satisfy student interest. Stage elements were enormous. People who were in those shows remember them to this day; faculty members from other departments sang and acted, and choreographers were hired. Set designers and painters were brought in from outside DePauw to extend his artistic vision. I would often go into the scene shop and find Fitz dressed in workclothes holding a power drill or some other tool keeping the construction schedule on time. To do Kurt Weill's Street Scene, a multiple story house was actually built on-stage for the audience to see realistic action on several of its floors. This was built, as were many of our finest sets, by Kevin Aikman (a DePauw student tenor), whose energy level matched Fitz's. Amazing stuff for sure. It took several days to actually de-construct the house, Kevin had built so well to please Fitz's vision. In one production the stage elements were so extensive, one set change took 25 minutes (or was it forty-five); and that wasn't an intermission. (The Orchestra and I waited not so patiently in the pit.) But, grand it all was! And then we extended ourselves into mixed musical genres-- Leonard Bernstein's Candide, and Douglas Moore's The Ballad of Baby Doe, both with enormous casts and production values. I can still feel that energies and emotions of those shows. There was never a dull moment with Fitz's productions.

And he still found time to sing...he was a professional singer, after all; he sang on recitals, sang at the Catholic Church, and we worked together on the major repertoire for chorus and orchestra. Sometimes, he would gracefully suggest that he wasn't quite right for the solo tenor part and I would work to find someone else or a different work entirely.

DePauw is a small school, but Fitz was a big personality—energetic, pleasant, thoughtful, direct, sometimes deflecting, but always met you with his eyes. When he retired, he had some heart surgery, and seemed to retire away from the School of Music community, the energy and stress to sustain an opera program single-handedly no longer necessary. But, I have no doubt that Cassel and Bernice Grubb, Art and Maureen Carkeek and Jeanne and Fitz found time to be together. Those longtime stalwarts, dedicated to the students education, and the reputation of the School of Music in DePauw's history had held the School of Music together for many decades; the School of Music and their work in it was central in all their lives, after their families...Fitz and Jeanne moved out of their big family house on Elm, near Claude's, and into the renovated apartments previously occupied by the junior high just a few blocks from campus. Fitz became some kind of "manager" there, he once told me, to deal with fixing things...using his tools...But they came to concerts when they could, driving from their apartment. Last year, I saw Jeanne and Fitz several times after concerts. Fitz who would often shout "bravo" after an overture on an orchestra concert (I have that on tape, by the way!) would be smiling when he would tell me how great the Orchestra sounded at that performance. Even as his speech was slightly slurred, his eyes met mine with sincerity and his firm handshake told me everything I needed to know about how he felt. We had worked closely together for many years, and yet we had fallen into different cycles and phases of life. But, when I saw him just those few months ago, my impression, again, was immediate and true; my memory of him vital and profound. So long, Fitz!

Appendix C

2009-2010 Intellectual Life Tentative Timeline for Curricular Proposals September 30th, 2009

I. Background:

The faculty approved the following motion at the September 2009 faculty meeting by a vote of 111 to 38:

The faculty supports the general vision of a DePauw education set forth in the SWG report, while acknowledging that further study of logistics, priorities, staffing, faculty workload, impact on class size, and implementation is required before changes can be approved.

The faculty charges the FGSC to work with committees, department chairs, the Academic Council and the President to conduct research and develop models based on the SWG's work. Revisions to the four linked proposals will be made – if warranted - based on the straw polls conducted later in this meeting. These polls are designed to gauge faculty support for each initiative. After considering the poll results, the FGSC shall present to the faculty, no later than the October faculty meeting, a timeline for continuing our work. This timeline will specify dates for bringing one or more motions for adopting specific changes to the faculty for a vote.

The faculty further encourages serious discussion of the recommendations contained in section V (Harmonizing the CLA and the SoM) and section VI (Other Recommendations Regarding Intellectual Life) of the SWG report by appropriate committees and the Academic Council so that a plan for proceeding can be provided no later than the November faculty meeting.

As discussed at the September faculty meeting, the general vision of a DePauw education set forth in the SWG report is based on a model for a DePauw education centered on the principles of exploration, engagement, experience and synthesis, together with the report's recommendation that any curricular revisions should uphold a rationale that:

- 1. emphasizes the first two years as a time for foundational learning, intensive exploration, and intentional teaching of writing, speaking, and problem-solving.*
- 2. favors giving students greater autonomy as they grow at DePauw.*
- 3. reinvigorates Winter Term as a time for experimentation, significant student-faculty contact, and academic rigor.*
- 4. recognizes senior year as a time for deep exploration of a given subject and for synthesis of the liberal arts education as a whole. All of our seniors should fully share in and contribute to the intellectual life of the community.*

This document responds to the faculty's charge to present a timeline for continuing our work on the four linked proposals, including plans for bringing motions for adopting specific changes to the faculty for a vote. While the timeline calls for a staged approach to considering the four linked proposals, each stage will be guided by the SWG's general vision (now the faculty's general vision) for a DePauw education. Significant opportunities for input are included in the timeline.

II. Lead Committees for Four Linked Proposals:

The FGSC has asked the following committees and groups to assume leadership as follows:

- Distribution Requirements – MAO
Note: This topic includes the Foreign Language requirement. However, consideration of “Q” has been moved out of this discussion so that all of the competencies will be considered together in a later stage.
- Seminar Sequence and W, Q and S – CAPP
CAPP will coordinate the discussion of the seminar sequence and its relationship to W and S. CAPP will ask MAO to lead work related to Q.
- Winter Term – Winter Term Subcommittee in Coordination with CAPP
- Senior Capstone – Subcommittee Appointed by CAPP
CAPP will appoint a subcommittee consisting of one department chair from each division, one chair of an interdisciplinary program, one Program of Distinction director, and one CAPP member. Ideally, seven departments will be represented.
- Models and Data – Academic Council (with leadership from Academic Affairs)

Each group is charged to identify the best way to realize the general vision put forth in the SWG report with respect to both philosophical approaches and practical implications. Each group should seek input from department chairs, faculty, staff, and students. FGSC members will meet regularly to coordinate the efforts of these groups.

III. Timeline:

Motions related to the seminar sequence and Winter Term will likely require the greatest amount of additional discussion and data analysis. This was reflected in the straw polls, which show tentative support for the individual linked proposals as follows:

- 68% of respondents agree or strongly agree that they support the senior capstone proposal.
- 63% of respondents agree or strongly agree that they support the distribution requirements proposal.
- 58% of respondents agree or strongly agree that they support the Winter Term proposal.
- 51% of respondents agree or strongly agree that they support the three seminar sequence proposal.

Based on this, a timeline has been developed that leads with Distribution Requirements and the Senior Capstone in the fall and follows with discussions of Winter Term and the Seminar Sequence in the spring. While the timeline calls for a staged approach to considering the four linked proposals, the stages will be coordinated since each will be guided by the faculty’s general vision for a DePauw education.

IV. Additional Input:

Each stage will include open meetings for faculty, staff and students. A public Moodle forum will also be available for each stage. In addition, a discussion of Distribution Requirements will be held in conjunction with the October faculty meeting. Department chairs will be asked to provide input about the senior capstone, the seminar sequence (including W, Q, S) and Winter Term as well.

V. Tentative Time Line Summary for Four-Linked Proposals:

	Distribution Requirements	Senior Capstone	Seminar Sequence and W, Q, S	Winter Term
October, 2009	Open discussion for faculty meeting attendees in conjunction with October faculty meeting on Mon 10/5. MAO sponsors open meetings for faculty, staff and students Wed. 10/7 and Fri. 10/9 at 4pm in Julian 151. Moodle forum available as well.	CAPP forms subcommittee of chairs. Subcommittee begins work, coordinating with department chairs, and reporting to CAPP. Initial data and models available from Academic Affairs on October 30 th .	Initial data and models available from Academic Affairs on October 30 th .	Initial data and models available from Academic Affairs on October 30 th .
November, 2009	Motion appears on November agenda for December vote.	Chairs meet with CAPP subcommittee at monthly chairs meeting. Open meetings for faculty, staff and students. Moodle forum input as well.	Open meetings for faculty, staff and students and Moodle forum available. CAPP begins work coordinating with chairs and asking MAO to lead the Q discussion.	Open meetings for faculty, staff and students and Moodle forum available. Winter Term Subcommittee begins work coordinating with CAPP and chairs.
December, 2009	** Vote on motion on December 7, 2009 **	Motion appears on December agenda for February vote.	Continued work by CAPP in coordination with chairs and MAO.	Continued work by Winter Term Subcommittee & CAPP in coordination with chairs.
February, 2010		** Vote on motion on February 8, 2010 **	Open meetings for faculty, staff and students and Moodle forum available.	Open meetings for faculty, staff and students and Moodle forum available.
March, 2010			Motion appears on March agenda for April vote.	Additional work on motion.
April, 2010			** Vote on motion on April 5, 2010 **	Motion appears on April agenda for May vote.
May, 2010				** Vote on motion on May 3, 2010 **

VI. Dealing with the Additional Recommendations:

As required by faculty's September 2009 motion, the FGSC and Academic Council will present plans for addressing the recommendations contained in section V (Harmonizing the CLA and the SoM) and section VI (Other Recommendations Regarding Intellectual Life) at the November faculty meeting. These groups have already begun individual and joint discussions of these topics. As a result of these initial discussions:

- SLAAC has been charged with investigating the proposal to create living and learning communities for students.
- At the same time, COA has been charged to continue working with the Academic Council to investigate issues related to faculty workload.

DePauw University Faculty Meeting Minutes

November 2nd, 2009

Call to Order

The Chair of the Faculty called the meeting to order at 4:05 PM.

Verification of Quorum

The Chair of the Faculty verified that more than 79 ballots had been distributed to voting faculty members at the meeting; therefore, the quorum was verified. There were a total of 117 ballots distributed at the meeting.

Approval of Minutes from the October 2009 Faculty Meeting

The Chair of the Faculty asked if there were any additions or corrections to the minutes from the October 2009 faculty meeting. There were none, and the minutes were approved by unanimous consent.

Moment of Silence to Honor Karin Ahlm

The Chair of the Faculty noted that a brief tribute to Karin Ahlm appeared in the appendix to the October agenda. He continued by saying that a full tribute appears in an appendix to today's agenda [to the November meeting], and asked the faculty to join him in a moment of silence.

Karin L. Ahlm, Professor of Psychology, served DePauw from 1990 – 2009. Karin passed away on September 27th, 2009. A full tribute to Karin may be found in an appendix to these minutes.

Faculty Governance Steering Committee – FGSC (Dave Berque)

The Chair of the Faculty, speaking on behalf of the FGSC, made the following report:

This FGSC report will be brief. While we have been talking a lot about distribution requirements and other curricular reforms the many exciting “Additional Recommendations” in the SWG report have not been forgotten. Various faculty committees and administrative groups have begun to think about how to consider these ideas. The FGSC and the Academic Council have been working together, and will continue to work together, to coordinate these initiatives.

Along with an agenda you should have received a document entitled “Plans for Addressing Additional Recommendations in the SWG Report”. Additional copies are on the front table. If you have interest in any of the topics I encourage you to get in touch with members of the lead committees or offices listed in the document. More information will also be shared in a few moments as well.

Report from the President

The President stated that he was going to give over much of his time to the Dean of the Faculty and the Dean of Academic Life, so that they can speak about the preliminary response of the FGSC and the Academic Council to the “additional recommendations” found at the end of the Summer Working Group Report.

But before doing so, he made the following report:

I want to emphasize that DePauw is involved in a series of strongly-related conversations designed to allow us to create a vision of how DePauw can be made more intellectually engaged, more challenging, and more open and supportive of discovery and transformation than it may be right now.

The Intellectual Life conversations have focused, rightfully I believe, on the curriculum and the ways in which it might be strengthened. This is the necessary, but first step.

But we are also looking at how internships and the honors and fellows programs might be

strengthened. We need to look at all the programs that rest quite near the curriculum and are quite directly connected to the education of our students.

We have invited a campus planning firm to look at how we use our spaces and how we might rethink these spaces to support more engagement among students, faculty and staff.

SLACC is looking at how our students actually live and how their social arrangements might better align with their intellectual development.

We also fundamentally reorganized the Office for Academic Affairs to find out how we can better support students and faculty, connecting offices that should not be disconnected and getting out the way when we should get out of the way of faculty and student work.

As the Intellectual Life Conversations and the campus planning conversations develop, and with a new Vice President for Admissions and Financial Aid, we will then begin efforts to begin telling of DePauw's strengths to some of nation's brightest and more intellectually curious students.

So, I think this moment is a good time to emphasize that we are all working in a variety of ways to think about where DePauw is and where it could be going.

The Additional Recommendations of the Summer Working Group touch on many of these issues. It is important to remember that there are many conversations going on that are related to intellectual life. All moving forward, all moving together, and will all support the intellectual life initiative.

The Dean of the Faculty, Kerry Pannell, then came forward and gave the following report:

I think this document [the "Plans for Addressing Additional Recommendations in the SWG Report"] is designed to help people get involved in the discussion and I would like to emphasize the multiple entry points for flows of information on whichever of these issues most interest you.

For example, note in box 3 in Table 1, in addition to CAPP and FGSC, discussions of the coordination of the university curriculum is happening in the department chairs/program coordinators' meeting held on the first Thursday of every month. You can submit ideas on this topic to your chair or to Dana Dudle, who is the chair of the chairs' meeting this year.

I would also like to point out that we already do some of the things listed in these tables, but people just don't know about it. For example, I am the Academic Affairs representative on the Public Occasions Committee. On the idea of increased student input for university speakers, I can report that it is possible for student to request certain speakers, and those requests are treated just like requests from faculty or staff members. The committee has funded at least one major speaker at the request of students this year. We don't have a student on the committee, but would be happy to entertain that possibility.

In Table 2, "Staff College", the bottom box needs to be updated – under "lead groups", Academic Affairs should be listed as a contact for people interested in this topic.

On the two issues where the Notes say "Preliminary discussions have begun within Academic Affairs" – the Office of Research and Center for Teaching and Learning – I would like to stress the preliminary nature of these discussions. That is, we are just beginning to talk about the

possibility of these two offices, and so if you are interested in these issues, feel free to contact me or the Dean of Academic Life.

The Dean of Academic Life, Pedar Foss, then gave the following report:

The living and learning communities proposal submitted last spring was generated jointly between Student Life and Academic Life, and it has been shared with the First-Year Seminar and First-Year Experience Committees. The issue has now been forwarded to SLAAC, and those three committees, in consultation with Academic Life and Student Life, will continue to work on the idea, which may include piloting some living and learning communities with interested faculty members who will be teaching First-Year Seminars next Fall. The issue is currently in the discussion phase.

SLAAC, in association with Student Life and Academic Life, will also be taking up the issue of 'food for intellectual engagement', which would be closely tied to the living and learning communities issue. Patterns of commensality ('eating together') correlate with intellectual engagement and social interaction; how can we improve 'how we learn' and 'how we share ideas' through innovative programs, structures or venues? For instance, by way of example only, if students swiped their ID Cards at campus lectures, performances, exhibitions, etc. could we imagine a system by which, after some set number of attendances, they would earn the opportunity to take a faculty or staff member out to a 'free lunch' to discuss what they had learned and experienced at those events?

In the early half of each Spring term, campus life is dominated by rush. At the same time (March 12 this year), students in their sophomore year are expected to declare a major and select an advisor to attend them through the next stages of their college career. How could we develop a campus-wide tradition of welcoming the next group of majors into our respective fields? What sort of on- or off-campus events could help develop a sense of intellectual belonging that could assist with student agency, interest, and engagement? How can we incorporate them into our academic communities? Academic Life is working on this issue, and we invite general input on this issue, as with all of the other issues I've mentioned. Please send thoughts or ideas to the Dean of Academic Life.

The President returned to address any questions from the faculty, but there were no questions.

Reports from Coordinating Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

Management of Academic Operations – MAO (Harry Brown)

Before the chair of MAO reported, the Chair of the Faculty provided an overview about the procedures that the faculty will be following for considering changes to distribution requirements today and at the December faculty meeting. He stated that he thought it would be useful to provide an overview to help set the context:

In a moment the chair of MAO will make a report which includes giving previous notice of MAO's intention to ask the faculty to vote on a Distribution Requirements motion in December. While the text of the motion is found on the agenda, the motion will not be before us for debate today. In fact, our standing rules prevent us debating a motion related to graduation requirements without a month of previous notice.

While we cannot debate today, you are welcome to ask questions in response to MAO's report. Questions should help clarify things that are unclear so you can use the coming month to consider the motion. A question that begins with: "Isn't MAO concerned that this motion will cause the collapse of the entire system of higher education as we know it, while also

accelerating global warming and bringing worldwide plague and famine..." is not a question... it is an invitation to debate. This debate is important, but according to our rules it must be saved for December. The FGSC is doing its best to ensure that the December agenda is as free as possible so we will have as much time as needed for full and informed debate.

A few faculty members have asked for clarifications regarding the timing and procedures for making amendments. At the December faculty meeting, before MAO's motion is formally "put to the assembly" MAO may amend the motion (without a vote) if it wishes. However, once the motion has been put forward it belongs to the assembly and not to MAO. At this point MAO or anyone else may offer amendments (including substitute motions which are a special form of amendments) but such amendments must be accepted by unanimous consent or by a simple majority vote. Amended versions of MAO's original motion may be voted on in December.

According to Robert's Rules, amendments must be precise and they must be germane to the original motion. For example, an amendment to add the sentence "And the Chair of the faculty should receive one course of reassigned teaching time." Might be a good idea... but I would sadly need to consider it to be "not germane" since it is not related to "distribution requirements" the topic of the original amendment. If anyone has questions please get in touch during the next month.

The Chair of the Faculty then turned the floor over to the chair of MAO.

The chair of MAO made the following report as an introduction to its motion:

In introducing this motion to change DePauw's system of distribution requirements, MAO acts in response to the charge given to faculty governance in September "to conduct research and develop models" based on the work of the Summer Working Group. We have been guided by the vote of confidence in the vision of the Summer Working Group; the September straw polls; the discussion among faculty members and students at the series of open meetings held in October; current practice among peer institutions; and information gathered by the Office of Institutional Research, the Registrar, and other members of the Academic Council.

We believe that our proposed system offers students opportunities to explore the curriculum while still providing a structured foundation for a liberal arts education within the first two years of college. We believe that creating a more flexible system of distribution requirements will foster in our students curiosity, individual motivation, and a more acute sense of purpose in choosing their courses. We also believe that these changes will foster in our faculty a more thoughtful and deliberate approach to academic advising, which becomes more crucial in any system that gives students more autonomy over their education.

We believe that the majority of faculty members share these goals and that in making this motion we act on your behalf. At the same time, we respect earnest and thoughtful disagreement, and we remain open to discussing particular elements of this motion.

With the sense of excitement that comes with taking our first major step in a series of curriculum reforms that will enrich the intellectual life of our university, MAO gives notice of its intent to make the following motion at the December faculty meeting. Explanatory notes follow the motion.

With that, MAO gives notice that it will be making the following motion (to be voted on in December) to make the following changes to the Catalog, with additions underlined:

Section II: Graduation Requirements / Distribution Requirements for the Bachelor of Arts Degree

Fall 2010

These requirements are effective starting with the Fall 2010 entering class. Students who entered DePauw between Fall 2006 and Spring 2010 may complete these requirements or the requirements effective in Fall 2005.

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

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

Arts and Humanities (ArtsHum)

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 literature, philosophy, and the arts.

Science and Mathematics (SciMath)

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 (SocSci)

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

Language Requirement

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

Working closely with their academic advisors, students should plan to complete these requirements within the first two years.

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

Policies for Distribution Requirements—Fall 2010

- Each of the six course credits used to complete the Arts and Humanities, Science and Mathematics, and Social Science distribution requirements must be in a different academic department, program, or school.
- No course may satisfy more than one distribution requirement.
- Courses used to fulfill distribution requirements may not be taken on a Pass/Fail basis.
- Course credit used to fulfill the distribution requirements in Arts and Humanities, Science and Mathematics, and Social Science must be earned through courses offered at DePauw. Advanced placement and transfer credit does not apply to completing distribution requirements.
- Individual departments, programs, and the School of Music, with the guidance and approval of the Committee on the Management of Academic Operations (MAO), determine which of their courses meet distribution requirements.

Fall 2005

These requirements became effective with the Fall 2005 entering class. Current students should refer to the catalog for the year in which they entered.

Students accomplish broad-based study by taking courses distributed over the following six areas:

- natural science and mathematics
- social and behavioral sciences
- literature and the arts
- historical and philosophical understanding
- foreign language
- self-expression through performance and participation

Courses that meet the distribution requirements are listed in the Schedule of Classes each semester and after the course title and credit in the catalog. These courses introduce students to sound ways of reasoning as well as specific fields of inquiry and often usefully guide students in their choice of a major.

Courses which meet group distribution requirements list the group number following the course title in Section III.

Group 1. Natural Sciences and Mathematics: two courses, one of which must be a laboratory science course. These courses shall consider ways in which humans attain knowledge of the natural world.

Group 2. Social and Behavioral Sciences: two courses. These courses consider ways in which we attain knowledge of the human world and the problems of ethical values that arise in or because of such knowledge.

Group 3. Literature and the Arts: two courses, one of which must be a literature course or an interdisciplinary course with a literary component. These courses consider the ways in which artists interpret the world and the problems of ethical values that arise in or because of such interpretations.

Group 4. Historical and Philosophical Understanding: two courses. These courses attend to the historical or philosophical study of classical writings from periods or movements. They also consider ways in which historical or philosophical understanding is attained and the problems of ethical values that arise in or because of such understanding.

Group 5. Foreign Language: one course at the second-semester proficiency level or participation in an overseas program in a non-English speaking country and enrolling in a minimum of two courses of different disciplines related to the location of the program.

Students whose first language is not English may be certified as meeting Group 5 through the Office of the Registrar.

Group 6. Self-Expression: one and one-half courses or the equivalent. All methods of fulfilling the Group 6 requirement must include actual participation as a major part of the course or activity. Students must complete at least one-half course in physical education (PE) activities courses. Only 1.00 course credit of PE is applicable toward the bachelor's degree and Group 6. In addition to studio art, PE activity classes and some courses in the departments of Communication and Theatre and English, Group 6 may be partially fulfilled in the following ways:

Music: Participatory courses in music include applied music lessons (MUS BAS-VOC), applied music classes (MUS 901-908), dance classes (MUS 171-179), and ensembles (MUS 271-289).

Co-curricular participation: The equivalent of one-fourth course may be earned in any semester through non-credit participation in DePauw Theatre, forensic team, Eye on the World, Midwestern Review, Mirage, The Cauldron, The DePauw, student TV or WGRE-FM faculty-directed activities. Editors of The DePauw earn the equivalent of one-half activity credit per semester. No academic credit is awarded toward the 31 courses required for graduation.

Varsity Athletic Participation: The equivalent of one-fourth course PE credit may be earned in any semester through participation in a season of a varsity sport. No academic credit is awarded toward the 31 courses required for graduation. (This policy was passed by a vote of the faculty on Feb. 4, 2008, and goes into effect in Fall 2008.)

Additional Policies for Distribution Requirements—Fall 2005

No course may satisfy more than one distribution requirement, and no more than two courses from any department may be used to fulfill the requirements of Groups 1 through 4. With the exception of physical education activity courses, courses used to fulfill distribution requirements may not be taken on a Pass/Fail basis. Students may satisfy graduation requirements by satisfactory performance in proficiency examinations. Credit earned for AP courses generally does not fulfill distribution requirements, but there are some exceptions. Check the current AP credit policy at <http://www.depauw.edu/admin/registrar/ap.asp>.

A student may receive up to two course credits toward the distribution requirements by participation in a DePauw-approved Off-Campus Program. No more than one course may be counted in any group. Approval of these courses is granted by the Registrar.

The following explanatory notes are provided by MAO, but are not part of the motion.

Explanatory Notes

Terms and definitions: In our definitional statements, we mean to allow for flexibility in defining these three disciplinary divisions, while still providing students with useful information about the content and preferred modes of inquiry of the courses. We recognize that the selection of proper terms is one of the most important and contentious tasks related to this proposal, and we welcome further discussion.

Time to completion: We agree with the general notion that students' first two years of college should be devoted largely to the intellectual exploration that will provide a foundation for more focused study in the second two years. We recognize, however, that imposing an inflexible deadline for completing this period of exploration risks undermining the exploration itself, especially for students with an unusually high number of required courses in the first two years, such as School of Music students, students enrolled in ENG 120 and UNIV 101, international students enrolled in ENG 110 or ENG 115, and pre-med students. We therefore say that "students should plan to complete these requirements within the first two years," rather than "students must" complete them, to allow for these exceptions without inviting bureaucratic shock. This "soft two years" deadline relies on academic advisors to encourage students to complete the requirements on time, as well as the Registrar and Petitions Committee to monitor students' progress and provide official impetus when necessary, as they do now.

Course designation: We think individual departments and programs should designate which of their courses will count for distribution credit. MAO will provide guidance and approval, as it does now for new course and course change proposals. We see this designation process as an opportunity for each department to reflect on the nature of its discipline and its relation to our students. While some departments may choose to offer 300-level courses without prerequisites for distribution credit, we anticipate that most of courses counting toward the distribution will be 100/200-level courses. If these changes are adopted, each department and program would submit to MAO a list of their courses with current group designations as well as their designations in the new system.

Multidisciplinary departments and interdisciplinary programs: We recognize that several departments and interdisciplinary programs will offer courses in more than one of these three areas. In these cases, we reiterate that each of these departments and programs may designate their courses appropriately based on the content and methodology, subject to the guidance and approval of MAO.

First-Year Seminar: Our information suggests that students would not have to count first-year seminars toward distribution requirements to allow for a sufficient range of choices within the first two years. Students will have a reasonable range of choices among other courses, especially if the proposed sophomore seminars and some 300-level courses count. Although some current first-year seminars count for group credit, we think that designating all first-year seminars in one of these disciplinary areas would contradict their largely interdisciplinary nature and force us to reconsider how we design and teach them. We hesitate to alter a program that has been very successful and enjoys wide approval and support among faculty and students. We also welcome further discussion of this issue with the First-Year Seminar Committee.

Sophomore Seminar: Because the proposed sophomore seminars will likely be more disciplinary in their focus, we anticipate that they will count for distribution credit. Given that the future of the sophomore seminar remains undecided, however, we hesitate to assign it any decisive role in this proposed system.

Advanced placement and transfer credit: Because these distribution requirements represent the core of a DePauw education, we believe that they should be completed at DePauw. In the proposed system,

students could not complete these requirements through AP testing or transferring credit from another institution. Given that the proposed system has fewer overall requirements than the current system, and that the completion deadline is somewhat flexible, we do not anticipate that this policy will put a strain on students or discourage prospective students from coming here. Ultimately, the aim of these requirements is to provide a foundation in the liberal arts, not to attract students whose primary interest is being exempt from as many of our courses as possible.

Relation between current and proposed systems: In our deliberations, we sometimes mapped courses currently offered for group credit to courses prospectively offered for distribution credit in the proposed system. While we drew general correlations, for example, between Group 2 and Social Science, and Group 4 and Arts and Humanities, we do not anticipate that all courses currently offered in a current group will automatically translate to one of the proposed areas. Moreover, when we projected the number of our current courses that would match one of the proposed areas, we did so only to consider the practicability of the proposed system, making sure that we would not have to create new courses to satisfy the demand created by the new requirements. We do not consider the configuration of our current course offerings as a rationale for the proposed system, only as evidence that the proposed system would be compatible with courses we currently offer.

Disciplinary equality: One of the most compelling objections to our proposed system claims that it devalues the humanities by disproportionately eliminating humanities requirements from the current system. First, we think that any argument focusing on what is added or subtracted from the current system is a limited one. Any proposed system should be assessed on its own merits. Certainly, the humanities have merit. We believe that the liberal arts institution is a unique haven for the humanities in an age when these disciplines are frequently forced to justify their value. We draw from a long-established tradition, as well as current practice at peer institutions, dividing the tree of knowledge into the three branches we propose here, while acknowledging the wide diversity of disciplines within each of these areas. What distinguishes the liberal arts institution from the more utilitarian institute is that all types of thinkers stand here on equal footing. We believe that our proposed system expresses this essential message of intellectual equality.

The floor was opened for questions.

A faculty member stated that in introducing their motion, MAO acknowledged that it had been charged by the faculty in September “to conduct research and develop models” based on the work of the Summer Working Group. She then asked why MAO has not brought forward multiple models so the faculty can choose between them. The chair of MAO stated that MAO did consider multiple models, including a 3-3 plus model and a Grinnell model, but MAO chose to present the model that it considered the best. The faculty member continued by stating that she read all the information posted, in particular the pieces of data concerning what departments and courses fit into the various new categories. She questioned how MAO made these determinations. For example, the data state that the Communication and Theatre department would need special consideration about where their courses fall, as they could fall into the separate categories of the Arts and Humanities and Social Sciences. How did MAO determine where these courses would go? The chair of MAO stated that the estimation about which course would fit where was a rough one, and doesn’t necessarily reflect where those courses would end up under this plan. The data were provided more to estimate if the University would be able to meet the needs of the students under this plan. MAO should look at where courses fit, particularly in the Communication and Theatre department, more carefully. The faculty member said MAO should provide accurate data if using this as evidence upon which they are basing their motion regarding number of courses described as Social Science versus Arts and Humanities.

The Dean of Academic Life stated, addressing the previous faculty member, that he had collated the data she referred to – only using data from the two previous semesters, and only looking at 100 and 200 level courses with no clear prerequisites. The faculty member stated that, even with those provisions, the data were incorrect. The Dean of Academic Life stated it must have been his mistake.

Another faculty member, who is a member of CAPP, stated that CAPP is considering the three-seminar sequence. She asked if MAO had considered timing, such as there being no room in the proposal for English writing courses. She wondered about the timing of this motion – the two motions are connected in really important ways.

A faculty member stated that she would have a similar question as the first faculty member, but then noted that departments and programs would be able to decide how their courses are designated. The chair of MAO confirmed that departments would have control over how their courses are designated.

Another faculty member asked a question about the timeline. Why are we not having a hard switchover – keep current students on the old system, and new students on the new system? The chair of MAO stated that MAO would like as many students to adopt this system as soon as possible. The Registrar stated that if we did a hard switchover, there would be many petitions. He anticipates that most students will switch as soon as they can.

A faculty member asked about how MAO came to the conclusion to eliminate the co-curricular programs? What research went into the current state of the co-curriculars? He went on to point out that there are current faculty members that are contractually obligated to teach in the co-curriculars. The chair of MAO stated that most students are not taking co-curriculars to satisfy graduation requirements; MAO does not think that these new requirements will discourage students from taking co-curriculars. The faculty member replied that if MAO did not talk to students or faculty about this, how did it come up with the decisions. The chair of MAO responded that we are concentrating the distribution requirements in courses; when the initial idea was circulated on Moodle, there was never any negative response to leaving off the co-curriculars.

Another faculty member asked if passing this motion would only affect the current system of the six group distribution requirements – it does not include competencies, etc. The chair of MAO stated that yes, this was true. The faculty member then stated that the explanatory notes stated that MAO would provide guidance and approval – does this mean that departments must have suggestions approved by MAO and the faculty? The chair of MAO stated that he imagined that each department would submit a list of courses with current and new designations, and MAO would approve it in bulk assuming there were no egregious differences; there would be no need for the faculty to vote on everything.

A faculty member noted that the proposal assumes that it is a good idea for every course to count for a group – how did you arrive at this decision? The chair of MAO stated that MAO is not saying that new courses should not be created in response to this system; however, MAO doesn't want to define what is foundational to each department. MAO believes that many 100 and 200 level courses will count towards the distribution, along with some 300 level courses that don't have prerequisites. The faculty member stated that she was more concerned with other models, not this one. Why did MAO reject the model to create specific courses to meet the groups? The chair of MAO responded that if there are only one or two courses in a group, it would discourage the exploration that we are trying to encourage, but noted that there was nothing to prevent departments from creating special group courses if they wished to do so.

Another faculty member asked why MAO left the language requirement at the second semester requirement? He noted that most of the best schools require two years, why does DePauw require so little? The chair of MAO responded that there was a lot of concern about meeting the time to completion deadline

– if we required four semesters of a language, we would have to extend the two year deadline.

A faculty member stated that if we place courses in the group that have no prerequisites, what do we do with students that come in and place out of the first semester of the sequence. He asked if we could have the second semester course meet the requirement as well. The chair of MAO responded that he assumed that would be fine – perhaps approving it by petition. The faculty member then asked about advising – is there any force to the two year deadline, and what can we do to force the students to meet it? The chair of MAO responded that we can only badger the students to complete it. A lot of responsibility shifts to the advisors to explain to the student why it benefits him or her to complete them early. This is just admitting and systematizing what we already do now with, for example, the W requirement.

Another faculty member wanted to follow up on the deadline for the language requirement discussion. He stated it didn't make sense to talk about a soft deadline for language requirements – students come into DePauw with wildly differing levels of preparation.

A faculty member asked about the procedure that MAO used for consulting with departments and divisions before making this decision. At other institutions undergoing this type of process, there was an opportunity for departments and division to weigh in on the issue – why didn't MAO meet with departments about this motion? The chair of MAO responded that MAO relied on the open meetings and forums for input – it did not meet specifically with departments and programs. MAO is looking for feedback from departments now – this motion is something concrete for departments and programs to discuss. The faculty member asked if MAO welcomes comments from departments and programs. The chair of MAO responded that he would definitely accept comments.

There were no further questions or comments about the motion.

The chair of MAO made the following motion:

MAO moves that the faculty approve the following new course:

REL 357: Modern Hinduism 1 credit Group 4

In this course students examine the rise of Hindu modernity from the colonial period to the present day. The main objective is to encourage an understanding of the embedded nature of modern Hinduism within the historical matrices of culture, society, politics, and economics in South Asia. Through the close reading of primary and secondary texts dealing with the transformation of religion in modern South Asia students learn how to apply the critical hermeneutical techniques specific to the discipline of the history of religions while at the same time investigating the challenges which Hindus have faced and negotiated in the modern period.

This motion comes from a standing committee and needs no second. There was no discussion about the motion. The motion passed.

The following announcements were found in the agenda, but not read during the meeting:

- MAO anticipates a lively discussion of the distribution requirements proposal leading to the vote in December. We especially encourage discussion in department and program meetings. Please direct all response to Harry Brown or another member of MAO.
- The following course has been given one time approval as a Group 3 Literature course:
COMM 402: Theater of the African Atlantic 1 credit Group 3 literature

Committee on Academic Policy and Planning – CAPP (Pam Propsom)

Before CAPP's report, Barbara Whitehead made a report on behalf of CAPP's Senior Capstone Experience Subcommittee. She stated that the subcommittee met for the first time on Friday [October 30]. They sent out a survey to the chairs of departments and programs, which they will fill out before the chairs' meeting. They have surveyed other GLCA colleges for how they do senior experiences – the results of this survey will be on Moodle. The subcommittee is developing a survey for all faculty, which should be out next week. By the end of the semester the subcommittee plans to have at least two open meetings to discuss survey requirements – at least one for faculty and one for students. She encouraged faculty members to attend one of these meetings or contact a member of the subcommittee if they want to give input on this issue. If there is consensus, the subcommittee could move forward with a motion in December, otherwise it will likely be in February. She stated that the subcommittee wants to hear from everyone, so please respond to the survey.

The chair of CAPP's report consisted of an offer to answer questions.

A faculty member stated that she has been invited by CAPP to talk about the three seminar sequence proposal. She would like to know if this meeting is a genuine moment to discuss what DePauw wants to do, or is the three seminar sequence a “done deal,” and the meeting is just to discuss how to make it work. The chair of CAPP stated that this sequence is not a done deal – the group intends to get input and feedback from people intimately associated with ‘W’ and ‘S’ about how to go forward. CAPP as a group has not decided that they want to push the three semester sequence; they are still debating how to proceed. They plan to look at data from the administration to see if the sequence is possible given the numbers; it is still an open question. The faculty member followed up that the meeting was called at a very short notice – it would be more effective if it were scheduled at a time when everyone could participate. The chair of CAPP responded that it had originally been scheduled at a time that was workable, but needed to be rescheduled. They are still trying to get the discussions moving.

The following announcements were found in the agenda, but not read during the meeting:

- CAPP has appointed the following individuals to serve on the Senior Capstone Experience Subcommittee.
 - Division 1: Steve Timm
 - Division 2: Bob Hershberger
 - Division 3: Jim Mills
 - Division 4: Barbara Whitehead
 - Interdisciplinary Programs: Meryl Altman
 - Programs of Distinction: Kevin Moore
 - CAPP: Kevin Kinney

- CAPP is providing discussion questions for departments and programs to consider regarding the SWG's three-seminar sequence proposal. This will be followed up by a brief survey to be completed by department chairs and program directors providing CAPP with departmental/program feedback.

Student Life and Academic Atmosphere Committee – SLAAC (Tiffany Hebb)

The chair of SLAAC's report consisted of an offer to answer questions. There were no questions.

The following announcement was found in the agenda, but not read during the meeting:

- SLAAC has been working on our charge to study “how we live” at DePauw. So far, we have had meetings with President Casey and Ayers Saint Gross, the firm hired to write the campus master plan. We have toured campus residence facilities, so that we have better pictures of the spaces in our minds as we carry on our discussions. We are discussing student survey and demographic information that we received from Student Services. We have also initiated conversations with other

groups doing related work. Soon, we will be contacting students, faculty, and staff for input on the issues. Be watching for e-mails in the coming weeks.

Committee on Faculty – COF (Mike Sinowitz)

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

A faculty member stated that, as he was up for tenure at this time, he was looking at the standards for tenure and promotion handout. He would like some explanation from COF about these standards; we are working hard on the curriculum, but we are not asking enough questions about the faculty side of things. The chair of COF stated that COF wants to wait and see how things develop; if we start altering our standards, then changes we make after that might break the standards. For example, if the committee structure changes, COF will need to adjust how service is considered. This topic was not high on the checklist of topics provided by the faculty. COF felt that it could not make proposals about this independently from what was going on in the curriculum and other intellectual life issues.

Another faculty member stated that the original notion was that COF should look at strengthening the criteria in scholarship, which is independent of the intellectual life discussion. He encouraged COF to begin discussing this now.

Reports from Other Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

Faculty Development Committee – FDC (Lili Wright)

The chair of FDC's report consists of an offer to answer questions. There were no questions.

12. Committee on Administration - COA (Rick Provine)

The chair of COA's report consists of an offer to answer questions. There were no questions.

The following announcement was found in the agenda, but not read during the meeting:

- COA continues to work with the University Resource Priorities Task Force through January. In the spring, COA will focus primarily on the issues related to faculty workload and review of the University health insurance package.

Academic Technology Advisory Committee – ATAC (Brooke Cox)

The chair of ATAC's report consists of an offer to answer questions. There were no questions.

The following announcement was found in the agenda, but not read during the meeting:

- Information Services is in the process of revising the campus password policies to make the network, and access to it, more secure. This change in policy will require all students, faculty and staff to create strong passwords (i.e. need to meet some basic criteria in length and combination of characters) and more frequently change passwords. There will be a two step implementation of the new policy (1. e-Services login; 2. network login), during the spring semester. ATAC is offering recommendations to information services on how frequently and when passwords should be changed and is providing guidance in defining the rules for strong passwords. Feel free to contact, Brooke Cox, ATAC Chair, or Carol Smith, CIO, with questions or concerns about these changes.

Additional Business

Remarks from the VPAA (David Harvey)

The VPAA reported that he was providing demographic data about the full-time faculty [in Appendix B] and wanted to discuss that information. His report follows:

The first page of data provides the number of full-time faculty members. This is an absolute head-count of full-time teaching faculty, including those on leave and all term faculty members.

The increase in full-time faculty from 00/01 to 07/08 was in response to several initiatives: smaller class sizes for first-year seminars, pre-tenure leaves, encouraging more full-year sabbatical leaves, UP/DP awards, and faculty fellowships. Notes left by the previous VPAA suggest that the plan was to add 35 full-time faculty members, increasing the size of the faculty from 170 full-time faculty in the mid-1990s to 205. As you can see, we eventually added 26 additional full-time positions, mostly as a result of 17 tenure-track hires or position conversions in 02/03.

Other notes left by the previous VPAA suggest that the administration's long-term goal, established before our current economic difficulties, was to return to the original target of 205 full-time faculty members. This appears to be an unrealistic short-term goal as it would require either the loss of most full-time term positions or the replacement of only a few retirements from the tenured faculty. I have suggested to COA and the University Resource Priorities Task Force, we might expect a small decrease in the full-time faculty to 216 over the next 10 years.

The current number of term faculty members, which is 18, appears to be about the smallest number that will allow for the necessary flexibility in meeting short-term departmental needs. We should not expect this number to change by more than ± 2 from year-to-year.

The data from the second page are drawn from the common data set, which is provided each fall by institutions all over the country. The head-count here is calculated in a slightly different way: it excludes faculty on unpaid leave and term faculty that are replacing faculty on paid leave. This page provides information about our student-faculty ratio in comparison with other institutions.

As we increased the size of the faculty we also decreased the student-faculty ratio from approximately 10.5 in 04/05 and 05/06 to a low of 9.0 in 08/09. Compared to similar institutions in the GLCA and the ACM, our student-faculty ratio in 08/09 was very competitive.

Although the student/faculty ratio is not a measure of average class size, it does provide a measure of flexibility because institutions with smaller student/faculty ratios have more options for providing release time without significantly affecting class size.

With 4.9% more students and 3.6% fewer faculty this year, our student-faculty ratio has increased to slightly less than 10:1, which is still better than last year's weighted average for the GLCA and ACM institutions shown here.

The third page shows the distribution of class sizes for 08/09 for several GLCA and ACM institutions, and a comparison of class size information for DePauw in 08/09 and 09/10. Compared to other GLCA and ACM institutions, we offer fewer very small classes (2-9) and fewer larger classes (30+).

This year, as a result of our larger student body and smaller faculty, we are offering fewer classes with less than 20 students and more classes with 20-29, 30-39, and 40-49 students.

Although not shown here, we last offered a class with more than 40 students in 04/05 and averaged approximately five such classes per year between 00/01 and 04/05.

The data on this page includes only fall semester data, as that is the only data provided for the common data set.

The last four pages include additional demographic data; the first two pages report data for faculty of color and the last two pages report data for women. The data on these pages provide a measure of our progress in achieving a more diverse faculty with respect to full-time faculty members of color and full-time women faculty members.

In each case, the first page provides absolute headcounts of tenured, tenure-track, and term faculty members; the second page compares diversity at DePauw to that at other GLCA and ACM institutions. Because the comparative data uses the Common Data Set, you will see that the percentages on the first page are slightly higher than those on the second page; this is because the Common Data Set does not include term faculty members who are replacing tenured or tenure-track faculty members on leave.

Although the percentage of full-time faculty members of color has increased since 03/04, there has not been a corresponding increase in the percentage of tenured faculty of color, which remains at 11-12%. This merits attention as those currently listed as tenure-track come up for tenure.

Although not shown here, in the last 10 years 47% of all tenure-track appointments have been women.

A faculty member asked if the full-time FTE on Table 2 accounts for all of the faculty fellowship time, UP/DP awards, and so on. The VPAA stated that these numbers do not consider release time – these are counts of people, not courses. The student-faculty ratio provides an indication of the flexibility of the institution to allow faculty to have release time. The smaller the student-faculty ratio, the more flexibility for the institution.

Another faculty member thanked the VPAA for providing this information, particularly about the faculty of color and women. She wanted to say that in terms of total women in term position, we have eighteen total term positions and only five of them are women. From her work on a national level committee, this is the opposite of the situation at other schools. She stated that this is a statistic of concern. The VPAA replied that there are at least two possibilities for this statistic: in the last couple of years we have had more term positions filled by women come to an end with women and more new term positions filled by men, or we have had a substantial number of women in term positions shift to tenure-track.

A faculty member stated that the number reporting that 17% of our classes are very small seems very high. She was wondering how many of these courses are independent studies, 0.25 credit or 0.5 credit courses, or music lessons. The VPAA reported that he did not know, and the Registrar stated that the data for these small courses are not very reliable.

Another faculty member stated agreement with the previous speaker about thanking the VPAA for providing this data. The data on page 17 makes it appear that we are lagging behind our comparison schools in terms of gender equality. She stated that she hopes that at some point we will have some thoughts about how to address this situation.

Old Business

There was no old business.

New Business

There was no new business.

Announcements

There were no announcements.

Adjournment

The Chair of the Faculty adjourned the meeting at 5:17 PM.

Appendices

Appendix A. Remembering Karin L. Ahlm, Kenneth S. Wagoner Professor of Psychology October 1, 1946 - September 27, 2009 Submitted by Melanie K. Finney, Professor of Communication and Theatre

We have read many tributes to former faculty colleagues who have died, usually several years after they have retired and left the university. But it's rare when we lose a current faculty member, one who has been a vital part of our community for such a long time, one whose office is still occupied with books and belongings, whose presence is missed at various committee meetings. When one of our colleagues dies while still on the faculty, we feel a very real void because we were denied the opportunity to say goodbye or to express our feelings. But we do have our memories, and in the case of Karin Ahlm, we also have tangible evidence of her lasting effects on us and this university.

Karin was born in New York, but grew up in California, and always felt California was her home. She earned her B.A. and M.A. in Psychology in 1972 and 1974 respectively, from California State University-Long Beach. She earned her Ph.D. in Social Psychology in 1984 from Indiana University and completed a public health service postdoctoral traineeship in Social Psychology at Stanford University from 1985-1987. Before joining the DePauw faculty in 1990, Karin taught at Indiana, Valparaiso and Stanford Universities.

Over the years, Karin taught a variety of courses in the Psychology Department, including Psychology of Personality, Statistics, Psychology of Gender, and Stereotypes and Prejudice. She also developed a successful Winter Term course on Madness in Film and Literature that she especially enjoyed teaching.

Karin was an accomplished teacher. She was awarded a Mortar Board Certificate of Recognition for Excellence in Teaching in 1993, and received the Joan Westman Battey Teaching Award in 2001-02. While these recognitions are important signifiers of her abilities, comments from some of her students perhaps reveal in more detail what kind of teacher she was. Jeff Muse, class of 1991, writes that "Karin was the right professor at the right time, the one who said, 'Be yourself,' and then showed me the way with her own quirky interests, quiet insecurities, and know-thyself confidence. It was exactly what I needed to hear and to observe day to day. Our discussions were more important than any grade she could have given. Her smile did wonders."

Karin cared about her students, not just as students, but also as individuals. Tiffany Schiffner, a 2002 graduate who is currently enrolled in a Ph.D. program states, "Karin was the type of person who cared about the welfare of her students, who cared about her students' capacity to grow and learn, who simply just cared. Her compassion is incredibly meaningful to me, and without a doubt, provided me with hope and encouragement to pursue my doctorate degree."

Another student, Becca Gaines (2007), wrote after Karin's death, "Your enthusiasm for what we discussed in class touched me. It was easy for many of us to see that this was your passion... I am now in my final year of graduate school for Mental Health Counseling. The subject has continued to amaze me and keep me thinking. Thank you for introducing me to my passion. I know my thank you is long overdue, but the time and dedication you showed me as your student will be something I hope to pass on to others like you did to me."

In addition to being an encouraging and supportive mentor and teacher, Karin cared about DePauw and worked tirelessly to make this a better university. She served several years on CAPP, COF (where she served two consecutive years as chair), and RAS, which she also chaired repeatedly. In the late 1990s, she was the Assessment Coordinator for the University. She, with other colleagues, spent countless hours modifying the Personnel section of the Academic Handbook. Karin was a fierce advocate for the rights of faculty, and was never shy about speaking out if she felt someone was being treated unfairly. Karin was also an avid supporter of the "S" program and served as faculty development coordinator of that program for several years.

Karin was especially skillful in the area of classroom assessment. As former Vice President of Academic Affairs Neal Abraham notes, “My most important memory of her contributions to DePauw is of the praise I heard from so many faculty members about her workshops on in-class assessment. She was accomplished in a wide range of assessment matters, so much so that she was certified to serve as a member of accreditation review teams for The Higher Learning Commission (North Central Association) and she gave of her time to serve other institutions as a visitor and/or consultant. But it was her expertise in in-class assessment strategies and her justifications for doing them regularly, as well as her ability to clearly describe both strategies and benefits, which served so many of our faculty colleagues so well.” He closes by stating, “I can think of no better and no more fitting legacy than that we all continue to carefully reflect on our teaching and draw on our discussions with Karin to select appropriate in-course assessments of student learning to guide the adjustments to our teaching.”

Most people who knew Karin or worked with her on committees knew, firsthand, her acerbic wit. She had the uncanny ability to cut through hyperbole or overstatement and move directly to the heart of a matter with frankness and clarity. But it was her quick wit and self-deprecating, yet sometimes wicked, humor that could disarm even her most vocal opponents.

Karin was an avid reader and active participant in various book clubs. She loved ethnic food, classical music, Jane Austen, independent films, a glass of wine with friends, and her cats. She hated to fly, preferred lattes over tea, and was a loyal and devoted friend, daughter, and sister. As Professor Dan Shannon recalls, Karin “always wanted to see the best in people, and she always acted as if the best was the ‘typical quality’ that they possessed. With her passing, we not only lose a good teacher and colleague but a very good person. I think that is what we should remember most about her.” Former student Tiffany Schiffner echoes these sentiments. “I have often thought about Karin, most often when teaching my own classes, and now more than ever, I plan to continue to honor her – and the best way to do so is to follow her lead... to be fair and open to help all my students; advocate for them, notice the ones that show potential and not give up on them – to extend encouragement, support, and empower them to find their possibilities for success. In doing so, Karin’s spirit will continue to live on.”

DePauw University collectively, and we, her colleagues individually, are better for Karin having been a part of us.

Appendix B. Written materials to support the report of the VPAA

FACULTY DEMOGRAPHIC INFORMATION: CHANGES IN SIZE OF FULL-TIME FACULTY

This table provides the total headcounts of tenured, tenure-track, and term faculty members for the past 10 years; part-time faculty members are not included. The total headcount includes all full-time tenured and tenure-track faculty regardless of leave status, and all full-time term faculty even if they are replacing one or more tenured or tenure-track faculty members on leave, or if they carry some administrative duties.

Academic Year	Total Full-Time Faculty Members	Tenured Faculty Members	Tenure-Track Faculty Members	Term Faculty Members
00/01	203	117	38	48
01/02	204	117	42	45
02/03	222	118	59	45
03/04	223	122	65	36
04/05	224	126	62	36
05/06	229	147	51	31
06/07	226	147	51	28
07/08	231	142	52	37
08/09	230	151	49	30
09/10	221	153	50	18

STUDENT-FACULTY RATIO

*These tables show the change in our student-faculty ratio over the past six years and a comparison of our 08/09 student-faculty ratio to that of GLCA and ACM colleges and universities. The data are drawn from the Common Data Set, a standardized method for reporting information used by many institutions. The number of students is a full-time equivalent, defined as all full-time students plus 1/3 of part-time students. The number of faculty also is a full-time equivalent, defined as all full-time faculty members (except those on unpaid leave or replacing those on paid leave) plus 1/3 of part-time faculty members. The institutions in **bold** had student-faculty ratios smaller than our ratio of 9.0 for the 08/09 academic year.*

Year	Students	Faculty	Student/Faculty Ratio	Institution	Students	Faculty	Student/Faculty Ratio
04/05	2370	227	10.44	DePauw	2265	251	9.0
05/06	2366	226	10.47	Albion	1848	153	12.1
06/07	2305	229	10.07	Allegheny	2096	161	13.0
07/08	2374	241	9.85	Earlham	1174	98	12.0
08/09	2265	251	9.02	Hope	3137	263	11.9
09/10	2377	242	9.82	Kalamazoo	1387	99	14.0
				Kenyon	1639	164	10.0
				Oberlin	2824	302	9.4
				Carleton	1975	221	8.9
				Colorado College	1972	205	9.6
				Cornell	1115	100	11.2
				Grinnell	1570	174	9.0
				Lawrence	1462	165	8.9
				Macalester	1872	184	10.2
				St. Olaf	3035	237	12.8
				Weighted Average			10.6

Comparative data shown only for those GLCA and ACM institutions who publish their Common Data Set information on the web.

CLASS SIZE INFORMATION

The first table, also derived from the Common Data Set, compares the percentage of classes in different size ranges for GLCA and ACM colleges and universities in the 08/09 academic year. Entries in **bold** exceed the weighted average for these institutions. The second table compares class sizes at DePauw for the 08/09 and 09/10 academic years.

Institution	2-9	10-19	20-29	30-39	40-49	50-99	100+	2-9	2-19	2-29	30+
DePauw	17.0%	51.8%	28.9%	2.3%	0.0%	0.0%	0.0%	17.0%	68.8%	97.7%	2.3%
Albion	15.1%	50.5%	24.9%	7.0%	2.1%	0.2%	0.0%	15.1%	65.7%	90.6%	7.0%
Allegheny	16.9%	39.6%	29.7%	9.6%	2.3%	1.6%	0.2%	16.9%	56.5%	86.3%	9.6%
Earlham	17.9%	50.2%	19.8%	5.7%	3.0%	3.4%	0.0%	17.9%	68.1%	87.8%	5.7%
Hope	18.1%	36.1%	29.4%	13.3%	1.4%	1.6%	0.0%	18.1%	54.3%	83.7%	13.3%
Kalamazoo	13.2%	47.4%	24.2%	11.6%	3.2%	0.5%	0.0%	13.2%	60.5%	84.7%	11.6%
Kenyon	21.1%	45.9%	22.6%	7.1%	1.5%	1.8%	0.0%	21.1%	67.0%	89.6%	7.1%
Oberlin	25.6%	42.7%	19.0%	7.8%	1.8%	2.4%	0.7%	25.6%	68.3%	87.3%	7.8%
Carleton	21.7%	44.1%	24.6%	6.7%	2.7%	0.3%	0.0%	21.7%	65.8%	90.4%	6.7%
Colorado College	21.3%	41.6%	35.2%	1.7%	0.2%	0.0%	0.0%	21.3%	62.9%	98.1%	1.7%
Cornell	21.3%	39.4%	39.4%	0.0%	0.0%	0.0%	0.0%	21.3%	60.6%	100.0%	0.0%
Grinnell	18.8%	46.8%	31.7%	2.6%	0.0%	0.0%	0.0%	18.8%	65.6%	97.4%	2.6%
Lawrence	29.7%	43.0%	14.6%	6.6%	4.1%	1.6%	0.3%	29.7%	72.8%	87.3%	6.6%
Macalester	19.5%	49.4%	24.3%	4.9%	1.0%	1.0%	0.0%	19.5%	68.9%	93.2%	4.9%
St. Olaf	7.5%	53.1%	24.7%	8.7%	2.4%	3.4%	0.3%	7.5%	60.5%	85.2%	8.7%
Weighted Average	18.8%	45.3%	26.1%	6.7%	1.6%	1.3%	0.1%	18.8%	64.1%	90.2%	6.7%

	2-9	10-19	20-29	30-39	40-49	50-99	100+
DePauw 08/09	17.0%	51.8%	28.9%	2.3%	0.0%	0.0%	0.0%
DePauw 09/10	11.8%	48.7%	32.3%	6.8%	0.4%	0.0%	0.0%
Change	-5.2%	-3.1%	3.4%	4.5%	0.4%	0.0%	0.0%

Comparative data shown only for those GLCA and ACM institutions who publish their Common Data Set information on the web.

DEMOGRAPHIC DATA ON FULL-TIME FACULTY MEMBERS OF COLOR AT DEPAUW

These two tables provide information about changes in the absolute headcount and percentages of full-time faculty members of color at DePauw over the past 11 years.

Year	Total Tenured	Tenured Faculty of Color	Total Tenure-Track	Tenure-Track Faculty of Color	Total Term	Term Faculty of Color	Total Faculty	Total Faculty of Color
99/00	113	9	34	8	41	5	188	22
00/01	117	10	38	8	48	10	203	28
01/02	117	10	42	10	45	10	204	30
02/03	118	11	59	12	45	8	222	31
03/04	122	14	65	13	36	7	223	34
04/05	126	15	62	11	36	6	224	32
05/06	147	20	51	7	31	5	229	32
06/07	147	17	51	8	28	10	226	35
07/08	142	15	52	12	37	12	231	39
08/09	151	18	49	16	30	13	230	47
09/10	153	18	50	20	18	6	221	44

Year	Tenured Faculty of Color	Tenure-Track Faculty of Color	Term Faculty of Color	Total Faculty of Color
99/00	8.0%	23.5%	12.2%	11.7%
00/01	8.5%	21.1%	20.8%	13.8%
01/02	8.5%	23.8%	22.2%	14.7%
02/03	9.3%	20.3%	17.8%	14.0%
03/04	11.5%	20.0%	19.4%	15.2%
04/05	11.9%	17.7%	16.7%	14.3%
05/06	13.6%	13.7%	16.1%	14.0%
06/07	11.6%	15.7%	35.7%	15.5%
07/08	10.6%	23.1%	32.4%	16.9%
08/09	11.9%	32.7%	43.3%	20.4%
09/10	11.8%	40.0%	33.3%	19.9%

Comparisons of percentage of full-time faculty of color at DePauw to GLCA and ACM colleges and universities based on the Common Data Set. Entries in **bold** show percentages that exceed DePauw's value.

Year	DePauw	Albion	Allegheny	Dennison	Earlham	Hope	Kalamazoo	Kenyon	Oberlin
02/03	10.8%			10.8%	19.6%				
03/04	13.4%		9.0%	11.0%	18.8%				15.4%
04/05	13.1%	8.4%	8.9%	12.3%	20.9%			17.2%	15.2%
05/06	13.7%	8.6%	8.1%		22.6%		15.0%	7.9%	14.6%
06/07	15.2%	8.4%	10.9%		20.8%	9.6%	15.8%	9.8%	10.6%
07/08	14.8%	11.1%	11.7%		22.7%	11.9%	16.0%	9.9%	14.5%
08/09	19.8%	11.1%	13.3%		20.2%	13.0%	18.3%	13.2%	10.9%

Year	DePauw	Carleton	Colorado C.	Cornell	Grinnell	Lawrence	Macalester	St. Olaf
02/03	10.8%	20.5%	13.4%				20.7%	5.7%
03/04	13.4%	20.4%	14.5%				20.8%	5.3%
04/05	13.1%	21.5%	16.4%		10.0%		19.2%	5.6%
05/06	13.7%	21.7%		6.4%	12.8%		16.6%	5.6%
06/07	15.2%	22.0%	17.7%	7.2%	14.1%	11.3%	18.2%	5.1%
07/08	14.8%	25.6%	18.1%	5.8%	17.0%	9.2%	19.7%	6.6%
08/09	19.8%	21.4%	18.9%	6.4%	17.1%	11.0%	20.1%	8.8%

Comparative data shown only for those GLCA and ACM institutions who publish their Common Data Set information on the web.

DEMOGRAPHIC DATA ON FULL-TIME WOMEN FACULTY MEMBERS AT DEPAUW

These two tables provide information about changes in the absolute headcount and percentages of full-time women faculty at DePauw over the past 10 years.

Year	Total Tenured	Tenured Women	Total Tenure-Track	Tenure-Track Women	Total Term	Term Women	Total	Total Women
2001	117	37	38	23	48	19	203	79
2002	117	38	42	23	45	21	204	82
2003	118	38	59	29	45	20	222	87
2004	122	44	65	30	36	14	223	88
2005	126	48	62	32	36	14	224	94
2006	147	59	51	23	31	13	229	95
2007	147	61	51	21	28	13	226	95
2008	142	58	52	27	37	13	231	98
2009	151	64	49	25	30	9	230	98
2010	153	63	50	28	18	5	221	96

Year	Tenured Women	Tenure-Track Women	Term Women	Total Women
2001	31.6%	60.5%	39.6%	38.9%
2002	32.5%	54.8%	46.7%	40.2%
2003	32.2%	49.2%	44.4%	39.2%
2004	36.1%	46.2%	38.9%	39.5%
2005	38.1%	51.6%	38.9%	42.0%
2006	40.1%	45.1%	41.9%	41.5%
2007	41.5%	41.2%	46.4%	42.0%
2008	40.8%	51.9%	35.1%	42.4%
2009	42.4%	51.0%	30.0%	42.6%
2010	41.2%	56.0%	27.8%	43.4%

Comparisons of percentage of full-time women faculty at DePauw to GLCA and ACM colleges and universities based on the Common Data Set. Entries in **bold** show percentages that exceed DePauw's value.

Year	DePauw	Albion	Allegheny	Dennison	Earlham	Hope	Kalamazoo	Kenyon	Oberlin
02/03	39.0%				41.3%				
03/04	38.8%		32.1%		40.6%			38.2%	36.4%
04/05	41.8%	35.9%	34.6%		44.0%			36.7%	37.9%
05/06	40.6%	37.4%	36.3%		45.2%		48.0%	39.1%	40.6%
06/07	40.8%	40.9%	40.1%		46.9%	41.4%	46.5%	38.6%	38.0%
07/08	39.8%	42.2%	40.7%		45.4%	43.4%	46.3%	42.1%	37.1%
08/09	41.9%	42.4%	44.7%		41.5%	44.8%	48.4%	40.8%	39.3%

Year	DePauw	Carleton	Colorado C.	Cornell	Grinnell	Lawrence	Macalester	St. Olaf
02/03	39.0%	39.0%	40.2%				46.0%	40.6%
03/04	38.8%	41.8%	41.2%				46.3%	41.7%
04/05	41.8%	44.1%	39.8%		40.0%		45.0%	42.1%
05/06	40.6%	42.4%		46.8%	46.2%		44.4%	42.6%
06/07	40.8%	43.0%	39.9%	48.8%	46.6%	34.7%	44.2%	42.6%
07/08	39.8%	44.9%	40.6%	48.2%	46.1%	34.0%	47.1%	41.1%
08/09	41.9%	44.7%	40.6%	48.9%	40.5%	39.4%	47.6%	42.3%

Comparative data shown only for those GLCA and ACM institutions who publish their Common Data Set information on the web.

**DePauw University Faculty Meeting Minutes
December 7th, 2009**

Call to Order

The Chair of the Faculty called the meeting to order at 4:01 PM.

Verification of Quorum

The Chair of the Faculty verified that more than 79 ballots had been distributed to voting faculty members at the meeting; therefore, the quorum was verified. There were a total of 135 ballots distributed at the meeting.

Approval of Minutes from the November 2009 Faculty Meeting

The Chair of the Faculty noted that the version of the minutes posted to the faculty governance web site on Wednesday did not include Appendix B. This appendix has been added and is the same as the appendix that appeared in the agenda of the November faculty meeting. He then asked if there were any additions or corrections to the minutes of the November 2009 faculty meeting.

There were none, and the minutes as circulated with the addition of Appendix B were approved by unanimous consent.

Conferring Degrees

The Registrar made the following motion:

I move that the faculty authorize the Board of Trustees to confer degrees on candidates eligible for graduation at the conclusion of the semester ending in December 2009.

The motion was seconded. There was no discussion or questions, and the motion passed.

Reports from Coordinating Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

Management of Academic Operations – MAO (Harry Brown)

The chair of MAO made the following motion:

MAO moves that the faculty approve the following new course:

BIO 395: Practicum for Biology Tutors (0.5 credit).

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.

This motion comes from a standing committee and needs no second.

The chair of MAO spoke to the motion by stating that this course would function similarly to the way the S and Q tutor workshops do.

A faculty member asked how often this course would be taught and how much teaching credit faculty members would receive for teaching it.

The chair of Biology stated that this course is a hybrid between the current Biology tutor training courses and

BIO 490, which is an independent research class. She said that when BIO 490 has been taught, each faculty member in the Biology department taught his or her own section (containing between one and five students) and received no teaching credit for the class. The new course will consist of meeting with the tutors once a week for about an hour, instructing them on the concepts they will need to teach as well as how to tutor. The faculty member teaching the course will work with the Q and S center directors for help and resources for the course. She also pointed out that in the past, the Biology tutor program was filled by students with work-study availability – this new course is an attempt to allow all students to participate in the tutor program.

There was no further discussion, and the motion passed.

The chair of MAO announced the following changes in course title or group designation:

- EDUC 325: History of American Education (Change from group 2 to group 4.)
- MATH 223: Foundations of Advanced Mathematics (New title; former title was “Theory of Discrete Mathematics.”)

The chair of MAO announced the following one-time group designations:

- ARTH 290A: The Eccentrics and the Exotic of 17th and 18th Century China and Japan (group 4)
- ARTH 290B Introduction to African Art: Central, Eastern and Southern Africa (group 3)
- ARTH 390A: Kyoto: Art Historical Ruminations on the Imperial Capital (group 3)

In preparation for making a motion, the chair of MAO made the following statement:

For the greater part of this semester, MAO has worked to develop this motion to simplify DePauw’s system of distribution requirements. In last May’s straw poll, 72.6% of faculty responding agreed or strongly agreed that simplified distribution requirements, including natural sciences, social sciences, and humanities, with a language requirement “has the potential to improve intellectual and/or academic life.” In September, 63% of responding faculty agreed or strongly agreed that they support the Summer Working Group’s suggestion of the “2-2-2” model, plus language and quantitative reasoning requirements.

We have been guided by these poll results, by the many open meetings conducted last spring and this fall; by information gathered by the Office of Institutional Research, the Registrar, and Academic Council; and by current practices among peer institutions. We have carefully considered the potential impact on faculty resources and course offerings, on existing academic policies, and on the intellectual development of our students. Since we introduced the motion in November, we have received responses from many departments and individuals, including full or qualified endorsements from several departments, the School of Music, and the student government.

Acting on the feedback we have received, we have adjusted some parts of the original motion. We have removed the distracting abbreviations of the three content areas from our revision of the Catalog. These abbreviations will appear only in the online Schedule of Classes. We have added the terms “history” and “religion” to our description of the Arts and Humanities area to reflect the disciplinary diversity within this area. We have also added a more specific policy on the completion deadline, which parallels our current policy on the “W” requirement.

We also considered, but did not adopt, a separate arts requirement and a more rigorous language requirement. A separate arts requirement would increase demand for a limited number of courses, limit student choices, replicate one of the major problems of our current system, or else would require a significant increase in the number of “self expression” courses. A more rigorous language requirement would necessitate hiring additional faculty in Modern

Languages, or else would require variations to distribute the requirement among other departments. We have decided against adding these requirements in prudence. We hesitate to propose changes that the university can implement only with difficulty and expense. At the same time, we call your attention to our colleagues in Modern Languages who are currently developing a proposal to enhance the language requirement.

Some of our colleagues argue that this model demotes the humanities or the arts. This argument is valid only if we assume that the disciplinary proportion of the current system is a prerequisite for the new system. We did not feel bound by this assumption. We draw instead from an established tradition dividing the curriculum into three areas, while acknowledging the wide diversity of disciplines within each of these areas. Drawing a finer distinction within one or two of these three areas and not in all of them creates an imbalance in the allocation of requirements and resources. One distinction of the liberal arts institution is that all stand on equal footing. We believe that this model reflects this essential message of intellectual equality.

The committee has tried, with some difficulty, to serve the interests of the whole university. The overwhelming majority of faculty members believe that our students would benefit from more autonomy and exploration in the first two years. But some are hesitant to cede requirements they consider essential to students' intellectual growth. We recognize that these concerns arise from the honest belief in the value of our respective disciplines, and we suspect that there is probably no way to reconcile completely such a diverse and dedicated group of people.

Given our current resources and the competing demands of our colleagues, we propose what we consider the best model for DePauw. We believe that our model offers students vastly improved opportunities to explore the curriculum while still providing a structured foundation for a liberal arts education within the first two years. Creating a more flexible system of distribution requirements, which reduces the current number of requirements both in number and in kind, will foster in our students individual motivation and a more acute sense of purpose in choosing their courses. For this reason, we did not recommend a more prescriptive model, which would reduce requirements in number but not in kind and more strenuously dictate to students the terms of their education. For more than a year, we have heard the call for a new system encouraging trust and responsibility in our students and ourselves. While we have not abandoned a structure that ensures that our students explore a range of different disciplines early in their college years, this model is founded on the trust in our students' natural curiosity, not on the worry that they may graduate without having taken some crucial course. All courses are crucial, all worth taking. Transforming our distribution requirements from a checklist to a gateway for exploration, the primary goal of this change, requires this fundamental trust.

We recognize, nonetheless, that ours is not the only feasible model, nor the only model consistent with the vision of Summer Working Group. We thank our colleagues who propose one alternative model today, and we welcome discussion of both plans, keeping in mind our common goal of reforming general education at DePauw and improving the intellectual lives of our students. We hope that our decision will mark the beginning of a series of institutional reforms that will make us and our students better.

The chair of MAO made the following motion:

MAO moves to make the following changes to the Catalog, with additions underlined:

Section II: Graduation Requirements / Distribution Requirements for the Bachelor of Arts

Degree

Fall 2010

These requirements are effective starting with the Fall 2010 entering class. Students who entered DePauw between Fall 2006 and Spring 2010 may complete these requirements or the requirements effective in Fall 2005.

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

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

Arts and Humanities

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

Science and Mathematics

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

Social Science

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

Language Requirement

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

Courses that meet the distribution requirements are listed both in Section III and in the Schedule of Classes each semester, with the abbreviation of the area of study following the

course title.

Policies for Distribution Requirements—Fall 2010

- Working closely with their academic advisors, students should complete these requirements within the first two years. If the requirements in Arts and Humanities, Science and Mathematics, and Social Science have not been completed by the end of sophomore year, students must enroll in at least one eligible course in each succeeding semester until they complete the requirements.
- Each of the six course credits used to complete the Arts and Humanities, Science and Mathematics, and Social Science distribution requirements must be in a different academic department, program, or school.
- No course may satisfy more than one distribution requirement.
- Courses used to fulfill distribution requirements may not be taken on a Pass/Fail basis.
- Course credit used to fulfill the distribution requirements in Arts and Humanities, Science and Mathematics, and Social Science must be earned through courses offered at DePauw. Advanced placement and transfer credit does not apply to completing distribution requirements.
- Individual departments, programs, and the School of Music, with the guidance and approval of the Committee on the Management of Academic Operations (MAO), determine which of their courses meet distribution requirements.

Fall 2005

These requirements became effective with the Fall 2005 entering class. Current students should refer to the catalog for the year in which they entered.

Students accomplish broad-based study by taking courses distributed over the following six areas:

- natural science and mathematics
- social and behavioral sciences
- literature and the arts
- historical and philosophical understanding
- foreign language
- self-expression through performance and participation

Courses that meet the distribution requirements are listed in the Schedule of Classes each semester and after the course title and credit in the catalog. These courses introduce students to sound ways of reasoning as well as specific fields of inquiry and often usefully guide students in their choice of a major.

Courses which meet group distribution requirements list the group number following the course title in Section III.

Group 1. Natural Sciences and Mathematics: two courses, one of which must be a laboratory science course. These courses shall consider ways in which humans attain knowledge of the natural world.

Group 2. Social and Behavioral Sciences: two courses. These courses consider ways in which

we attain knowledge of the human world and the problems of ethical values that arise in or because of such knowledge.

Group 3. Literature and the Arts: two courses, one of which must be a literature course or an interdisciplinary course with a literary component. These courses consider the ways in which artists interpret the world and the problems of ethical values that arise in or because of such interpretations.

Group 4. Historical and Philosophical Understanding: two courses. These courses attend to the historical or philosophical study of classical writings from periods or movements. They also consider ways in which historical or philosophical understanding is attained and the problems of ethical values that arise in or because of such understanding.

Group 5. Foreign Language: one course at the second-semester proficiency level or participation in an overseas program in a non-English speaking country and enrolling in a minimum of two courses of different disciplines related to the location of the program. Students whose first language is not English may be certified as meeting Group 5 through the Office of the Registrar.

Group 6. Self-Expression: one and one-half courses or the equivalent. All methods of fulfilling the Group 6 requirement must include actual participation as a major part of the course or activity. Students must complete at least one-half course in physical education (PE) activities courses. Only 1.00 course credit of PE is applicable toward the bachelor's degree and Group 6. In addition to studio art, PE activity classes and some courses in the departments of Communication and Theatre and English, Group 6 may be partially fulfilled in the following ways:

Music: Participatory courses in music include applied music lessons (MUS BAS-VOC), applied music classes (MUS 901-908), dance classes (MUS 171-179), and ensembles (MUS 271-289).

Co-curricular participation: The equivalent of one-fourth course may be earned in any semester through non-credit participation in DePauw Theatre, forensic team, Eye on the World, Midwestern Review, Mirage, The Cauldron, The DePauw, student TV or WGRE-FM faculty-directed activities. Editors of The DePauw earn the equivalent of one-half activity credit per semester. No academic credit is awarded toward the 31 courses required for graduation.

Varsity Athletic Participation: The equivalent of one-fourth course PE credit may be earned in any semester through participation in a season of a varsity sport. No academic credit is awarded toward the 31 courses required for graduation. (This policy was passed by a vote of the faculty on Feb. 4, 2008, and goes into effect in Fall 2008.)

Additional Policies for Distribution Requirements—Fall 2005

No course may satisfy more than one distribution requirement, and no more than two courses from any department may be used to fulfill the requirements of Groups 1 through 4. With the exception of physical education activity courses, courses used to fulfill distribution requirements may not be taken on a Pass/Fail basis. Students may satisfy graduation requirements by satisfactory performance in proficiency examinations. Credit earned for AP courses generally does not fulfill distribution requirements, but there are some exceptions. Check the current AP credit policy at <http://www.depauw.edu/admin/registrar/ap.asp>.

A student may receive up to two course credits toward the distribution requirements by participation in a DePauw-approved Off-Campus Program. No more than one course may be counted in any group. Approval of these courses is granted by the Registrar.

This motion comes from a standing committee, and thus needs no second. The floor was opened for questions and discussion.

Erik Wielenberg made the following motion which was authored by Howard Brooks, Marcia McKelligan and Erik Wielenberg:

I move that this motion be replaced in its entirety (with the motion found in Appendix A of these minutes).

This motion was seconded by another faculty member.

The Chair of the Faculty stated that the question now on the floor was whether or not to substitute the motion made by MAO with the motion found in Appendix A. The vote will determine which motion remains on the floor. After the vote, we will continue to debate the motion that remains.

Erik Wielenberg spoke to the substitute motion by making these remarks:

This new motion has many things in common with MAO's proposal. The Six Experiences model is another way of implementing the Summer Working Group's vision; both models view the first two years as foundational and require students to take six foundational courses (plus foreign language) during that period. Both models require that the six courses be taken in different departments. The two main differences in the Six Experiences model are:

1. Instead of requiring students to take two courses from each of three fairly broad groups, it requires students to have six more specific kinds of experiences, with one credit in each. The six experiences are: the natural science experience (a true natural science, math and computer science don't count), the society and culture experience, the art and literature experience, the historical and philosophical experience, the logical reasoning experience, and the creative experience. Some of the current co-curricular activities are preserved to earn some credit towards these experiences.
2. Under the Six Experiences model, some courses can satisfy the descriptions for more than one experience. In such cases, students can decide how to count the course, though no course can count for more than one experience. This inserts some flexibility into the model.

The main advantages of the Six Experiences model are:

1. It requires all students to have each of the six experiences; each type of experience is valuable, and together they provide a good foundation for the liberal arts. Under the 2-2-2 model, it would be possible for a student to avoid a specific experience. It would be particularly easy for a student to avoid the arts altogether under the 2-2-2 model.
2. It provides a clearer and more exciting vision of a student's first two years at DePauw. It tells the student, "Whatever your intellectual strengths and weaknesses, we will challenge you."

Two criticisms of the Six Experiences model have been raised that I would like to address:

1. *It manifests a lack of trust for students.* Indeed, I do not trust students to complete all six experiences under the 2-2-2 model. Some may think that under the 2-2-2 model, most

students would have these six experiences anyway; there is good reason to doubt this. Anecdotal evidence abounds – the historical data concerning the rates of group completion (from the time before students were required to complete all six groups) shows that very few (12%) completed all six groups, and a minority (around 37%) completed even five groups.

2. *It will diminish the demand for social science courses.* The historical data show that group 2 has been the most popular group, with the highest completion rate of all groups (over 90%). Furthermore, the logical reasoning experience will draw some students into the social sciences. There aren't enough slots in math, computer science, and logic alone. So, ECON 100, for instance, could count toward the society and culture experience and the logical reasoning experience; some students will be drawn into Economics this way. So, the social sciences will be fine under the Six Experiences model.

While we discuss the two models, we should keep in the forefront of our minds – which of these two models will provide the best education for our students? And another question – are these models feasible?

At this point, Erik invited the VPAA to speak to the feasibility of the two models.

The VPAA acknowledged both Erik and MAO for their willingness to ask for information about their proposals and, more importantly, their willingness to craft proposals that are likely to be feasible using existing resources.

The VPAA noted that trying to model course enrollments is a somewhat fuzzy process because we cannot predict exactly how students will respond to a new set of distribution requirements, or how a new set of distribution requirements might alter what courses a department chooses to offer. Instead, we must assume that the best data available to us – the seats we are offering this year in various courses, the number of empty seats in this year's courses, and the pattern of courses completed by students who have graduated – are sufficient for testing a proposal's feasibility.

The VPAA stated that, as written and described, both MAO's motion and the Six Experience motion appear feasible. He emphasized "as described" because the Six Experience proposal notes that "some foundational courses may satisfy more than one of the descriptions of the six experiences. In such cases, students will decide which experience to count the course toward." In the Logical Reasoning Experience there are insufficient seats in current mathematics, computer science, and logic courses to meet the demand; other courses with significant quantitative content – ECON 100 and PHYS 120 are possible examples – must contribute to this experience even if some students may use them to satisfy other experiences, such as the Society and Culture Experience for ECON 100 or the Natural Science Experience for PHY 120.

The VPAA indicated that he was happy to provide additional details on the models if there were questions about how they were developed, either in general or for particular categories or experiences.

Finally, the VPAA encouraged the faculty to adopt one of these motions, noting that a simpler set of distribution requirements provides more freedom when examining other important issues, such as faculty workload, and because it is not healthy if our need to staff courses that meet the general education requirements becomes the controlling, or the limiting, or the decisive factor in our broader discussions of student and faculty intellectual life.

The VPAA also reported that while working on models for the Six Experiences proposal he became concerned that given current resources and how we allocate them, our current distribution requirements may not be

sustainable with respect to Group 6, and that enrollment pressures in Group 1 courses with lab may lead to problems in this area as well.

The VPAA noted that last year's graduating class was the first required to complete all six groups. Both last year and this year we have employed part-time faculty to add additional non-PE classes in Group 6 to ensure that seniors graduate, and these two graduating classes are below average in size. There also are pressures on Group 1 courses with lab, but the pressure here results from a combination of students taking courses to meet post-baccalaureate health science requirements and enrollment pressure in upper-level courses that trickles down to lower-level courses. Both MAO's motion and the Six Experiences motion relieve some of these pressures. With that, the VPAA concluded his remarks.

A faculty member stated that at this time thousands of students are on strike in Germany because Germany is introducing a new system of bachelor's degrees. The demonstrators are protesting against the death of the freedom of spirit; universities are being made more like schools. He then said that his first reaction to the Six Experiences is a positive one. When he was young, he didn't like to be told what to take – he preferred to choose classes of his own accord. The number of liberal arts colleges is decreasing – there is a crisis in liberal arts education. The Six Experiences proposal sounds “retro” – it divides the curriculum into discrete categories. He stated that he can't separate his courses into literature, history, philosophy, etc. It is a very comfortable system – courses fall into six categories. But, advising becomes a checklist activity under the Six Experiences. The 2-2-2 model might require faculty members to better label their courses and tell their colleagues what they are doing. Do the Six Experiences model a DePauw education? Isn't DePauw about connections between categories, not division into categories? Isn't it about helping students find their path through the university? We could argue about which experiences deserve to be one of the six. Why should we settle the matter about what students should take now? He stated that he wants to have discussions with individual students about what they should take; this should be a decision the student makes and takes responsibility for. He thinks of a liberal arts education as something that is made and constructed by each individual student. We need to take responsibility for our students, and wean them away from structures as found in high school. He concluded by noting that it would disturb him more if students don't get to choose for themselves than if they do not take a literature course.

Another faculty member publically thanked Erik for his spirit of wit and compromise for the motion. She wondered if there was some way that we could make a compromise between these two motions, perhaps a 1-1-2-2 model. She noted that there is a fundamental difference between natural sciences and the other two experiences, so perhaps we should separate the natural sciences from logical reasoning while keeping the other two categories more fluid.

A faculty member stated that he has been advising students for forty years at five different institutions. In his experience, the students do not come in to listen to advising – they just want a signature. They listen to each other more than they listen to him. The Six Experiences model gives us a structure to guide students. The students will navigate through the curriculum and navigate around things they don't like, and we could end up with curriculum voids in the 2-2-2 model.

Another faculty member stated that she has the most trouble with the historical and philosophical experience from the Six Experiences. She stated that she doesn't understand what the fleshed out version of the experience means. She doesn't think that there is very much overlap between history and philosophy classes; the group doesn't mesh well – calling it humanities makes more sense than “historical/philosophical.” She stated that the experiences strike her as quite arbitrary divisions between classes – she noted that her classes combine many of these categories.

A faculty member stated that the three descriptions of the 2-2-2 model made him think about what the

categories really meant. One message that we have received from the student report was that one of their concerns is that it be fairly clear why a course fits a category. If students have to take a course to fill a requirement, they want to know how the course fits that requirement. He stated that the arts/humanities group made less and less sense to him; the description of social sciences seems to fit what he does in his courses (in Religious Studies) better than the arts/humanities description. He continued that if the goal of this process is clarity, then the Six Experiences model is better than the 2-2-2 model, because it moves away from thinking of three categories, and the focus is on the experience. The experiences are things that students could be exposed to in a variety of ways. Allowing a course to fulfill more than one of these experiences allows us to blur the lines between categories in our courses; it lets students see how things mesh.

Another faculty member wanted to make three brief comments. First, she wanted to ask what impact either of these models would have on school of music students; would either make it easier for those students to participate? Second, the two models differ in their approach to indeterminacy. The 2-2-2 model is purposefully indeterminate, to encourage discussions between people; its indeterminacy and broadness is its strength. The Six Experiences indeterminacy fall more on the faculty – how do we define our courses? We need to figure it out. If a course can fit into more than one category, how is it foundational? How did we decide on these six experiences, and not any other ones; why these six? Third, how does the Six Experiences model inspire students and reinvigorate us? The students are just doing half the work of the current model.

Scott Spiegelberg, from the School of Music, stated that the School of Music has not made any decisions about how each model affects music students; we still need discussion about how to implement the models. Each model requires the same number of credits, so it will probably require similar difficulty to integrate into the School of Music curriculum. Scott then made the following motion:

I move to amend the Six Experiences model to be called the Seven Experiences model, by replacing the word six with the word seven throughout. Also, replace the language about the “language requirement” with the language “foreign language and cultural experience.”

The motion was seconded by another faculty member.

Scott spoke to the amendment by stating that his reasoning was to elevate the foreign language requirement to the same level as the other experiences. He stated that the foreign language requirement is not anything different from the other experiences. He said that learning something about the world is another experience that students should have.

A faculty member stated that he believes that a lot of little details need to be worked out for this amendment. In the Six Experiences model, only one course from a department can be used to satisfy an experience; the language experience requires two courses. What do we do in this case?

Another faculty member stated that he preferred the original Six Experiences model, because often students enter DePauw having already satisfied the language requirement. It doesn't make sense to call it an experience if they have already had it; these are experiences that they are supposed to be having here at DePauw.

The chair of the Modern Languages department stated that he appreciated the sentiment of the amendment, and he agrees that the models need something to speak to the inclusion of culture to the experiences. He stated that the Modern Languages department has a plan to bring an amendment to be voted on at the next meeting, and he would like to save the topic for discussion at that meeting.

Discussion ended on the amendment to the proposed substitute motion.

The motion to amend was defeated.

Discussion returned to the proposed substitute motion.

Beth Benedix proposed an amendment to the Six Experiences model. The Chair of the Faculty stated that he felt that the amendment was too complicated to be understood orally, and requested that it be submitted in writing.

Jen Everet (Philosophy) proposed to amend the Six Experiences model. She stated that she likes the first sentence of the MAO motion, and believes it should be included in the Six Experiences model. She then made the following motion:

I move to amend the description of the Six Experiences model so that this sentence begins the description of the liberal arts experience: “Liberally educated students connect disciplines and approaches, integrate learning, consider the ethical values and problems inherent in the acquisition and interpretation of knowledge, and develop skills to communicate clearly the results of their investigations.” This would go just before the sentence beginning, “To build a foundation for a liberal arts...”

There was no discussion.

The motion passed by unanimous consent.

Discussion returned to whether the proposed substitute motion (now amended) should replace the original motion.

A faculty member stated that in the opening remarks about the Six Experiences model, one concern was that students could avoid specific requirements in 2-2-2. She stated she had a question about how the foundational experiences are being defined and how the items that can be avoided are defined. For example, a course from the creative arts is required, but students could avoid literature, history, or something else. Also, if these are meant to be foundational experiences, how can one course count for two different experiences? She stated that she would like some explanations about how this will work.

Another faculty member stated that she was involved in creating the Six Experiences model, and wanted to respond to the previous speaker. She stated that the logical reasoning experience is more skill-oriented than the other experiences are – one might expect that students in the course would be developing skills. The only examples being provided are courses that provide logical reasoning with something else (such as ECON 100). This isn't necessarily the only pairing, but logical reasoning seems most likely to pair with other experiences.

The chair of the Economics department stated that her department already has a lot of students; and therefore does not need ECON 100 to be in more than one group. Every class that is offered at DePauw could be placed in more than one experience. She stated that she didn't think it was unreasonable to have courses in more than one area. ECON 100 does require a lot of logic and math, but it also does talk about society and resource allocation. She feels that many departments will have courses in these positions – ECON 100 is not that different than other liberal arts courses.

A faculty member in the School of Music stated that while the School of Music has been talking about whether the School of Music can participate, there is a big difference between participating in the 2-2-2 model and the Six Experiences model. The difference is between whether it is possible logistically possible to do it and

whether it is philosophically beneficial for them to do it. She stated that she does not think it is philosophically beneficial for School of Music students to do the Six Experiences model, but it is beneficial for them to do the 2-2-2 model. It seems to her that anyone who strongly supports the Six Experiences can advise their students to complete them under the 2-2-2 model. She suggested that it would be great if students were in courses because they wanted to be there, instead of because they need to fill a requirement. She added that she did not understand what a foundational course in music would be; music appreciation is a foundational course to music, but it doesn't fit the experiences model. For creative expression, lessons are given for 0.25 credits per semester – it will take a while to fulfill the one credit experience that way.

Another faculty member spoke to represent an “old-school” perspective. He stated that the two models are inspired by two images – images of what faculty members believe is best for the students in terms of their educations. The two models are different; one is student-centered and one is faculty-centered. The 2-2-2 model implies that students should be given the freedom to choose the courses that they want to study. He said that the knowledge of the world now does not fit the models of the liberal arts university; the mediator is the advisor, who sits down and listens to the student and negotiates a compromise. He believes that the honest conclusion to this would have been to go to a no-requirements model. The Six Experiences model is the “old-school” model – students are guided by the curricular structure, and are required to take part in the curriculum. In this model, the University curriculum itself is the mediator. He concluded by saying that to be true to the history and tradition of the liberal arts, the Six Experiences model is the closest model.

A faculty member stated that some people today have revealed that the experiences (in the Six Experiences) are vague, and there is some question about where courses should go. He believes that departments treat their courses as poker chips, and put them into as many groups as possible. He thinks that the 2-2-2 model is much clearer – it puts the courses into broad categories, in the way that faculty discuss them themselves. The Six Experiences model is overly prescriptive for students, and also for faculty; it also clearly privileges some departments and programs over others. It will cause us to debate which problems and discussions are foundational and which are not; it will become quite arbitrary about which areas of the world are important and which are not.

A faculty member called the question.

The Chair of the Faculty reminded the faculty that we were now voting on whether to stop discussion on whether to replace the original motion with the substitute motion (made by Erik Wielenberg as amended by Jen Everet). The chair noted that a two-thirds majority vote is required to stop discussion.

The motion (to call the question) passed.

The Chair of the Faculty directed the faculty that we were now voting on whether to substitute the motion by Erik Wielenberg (found in Appendix A, but as amended by Jen Everet) for MAO's original motion. A secret ballot was requested for the vote.

The results of the vote were 58 yes votes and 74 no votes.

The motion to replace MAO's motion was defeated.

The Chair of the Faculty reminded the faculty that discussion has now returned to considering the original motion made by MAO.

A faculty member stated that she was speaking against MAO's motion, and she wanted to caution everyone against calling the question too early. She said that this is the first time as a faculty that we have been able to

debate and discuss this on the floor of the faculty. She believes it is an insult to the Summer Working Group, MAO, and the students to say that we are tired of talking about this – we need to discuss it completely. She continued by pointing out that the 2-2-2 model removes the creative arts, creative experiences and the fine arts as a category that is valued by the university; our current group system is saying that it is important to us. What message is it sending to the students that the 2-2-2 model allows students to skip these kinds of courses?

The faculty member continued by pointing out that students believed that the 2-2-2 model categories were ambiguous. It is naïve of us to assume that students will take our advice – we do not have any control over what courses they actually take. A lot of students don't understand the courses or the value of those courses. It is also naïve of us to assume that we can trust our colleagues – some faculty members will not spend that much time advising students on course selection, if for no other reason than differences in advising loads. She stated that the Six Experiences model does privilege some departments, but the 2-2-2 model does not respect some departments.

The faculty member concluded that she has heard individuals say that we have been discussing this for a year. She states that this is not true; over the last year, the faculty were brainstorming and coming up with ideas. Some of these ideas were removed from consideration, so the faculty did not get a chance to discuss all the possible ideas. In September, we were asked to endorse the Summer Working Group report, and encouraged to do so by the President, before we even had a chance to discuss it as a complete faculty. She stated that MAO did not produce multiple models, and they were requested to do; she concluded by asking if we are really ready to vote on this.

A faculty member stated that he appreciated the previous speaker's passion, and that he knows that this is an important issue. Speaking to creative experiences, we want to create a structure for students to seek them out on their own. He stated that he is not concerned that students are not going to study music or take art courses, because students want to do this already. While he is an advocate of the Grinnell model (no requirements), he feels that the 2-2-2 model creates more flexibility, reduces the number of requirements, and is a good thing. In his experience, we have been persuaded by the fine work that the Summer Working Group did; the adoption of the basics of the Summer Working Group is a statement of trust in the work that that body did. He doesn't feel that we are neglecting anything or hurrying over this.

Another faculty member wanted to speak against the 2-2-2 motion by using the arguments of its proponents against it. She stated that every argument used against the Six Experiences model is a perfectly good argument against the 2-2-2 motion. There will still be restrictions about what students have to take, MAO will still be making choices about what courses fit where in the model. She also wondered what the rationale is for the particular three ways that the 2-2-2 model splits the courses?

A faculty member stated that the 2-2-2 model has already not met the primary requirement that she wanted to see – every single faculty member referred to it as the 2-2-2 model. It's not about experiences or the liberal arts; it is a checklist. She stated that we have already lost the battle – the 2-2-2 model is the ultimate checklist. She said we appealed to MAO to give us two choices; if we had delayed a month, to have a full debate about the Six Experiences versus the 2-2-2 model, she believes the Six Experiences model would have won. She concluded by stating that the 2-2-2 model deemphasizes the humanities.

Another faculty member stated that anything other than the supposed Grinnell model could be labeled a checklist; leveling the charge of a model being a checklist is not a persuasive argument. What do the requirements say a student should be able to do? He stated that he doesn't know what the liberal arts model is. If we cannot specify what the liberal arts model is, then simplicity is better than complexity; by this measure, the 2-2-2 model is a liberal arts model of education. He continued by noting that in any system,

there will always be classes that the students will not take; he is sure that there are faculty members here that chose not to take certain things in their education. There will always be a way to avoid things that you don't want to take. He stated that students are unhappy with the current model, and they are happier with the new one. He noted that this system will not necessarily be the way we do things for thirty years. He said we should vote this in and come back in a few years and evaluate whether these changes have been good. We should be dedicated to doing this all again within ten years from now; these policies are not set in stone. We do not need to pick the perfect system now, because it should not be here forever.

A faculty member stated that he would be happy to retire the term "2-2-2." The whole point is to encourage students to broadly explore the curriculum; this model is a device to nudge people to take a range of courses across a range of departments and programs. He stated that this has always been about encouraging and fostering a spirit of explorations; this model should be talked about as a broad exploration.

Another faculty member asked what happens if the MAO motion fails. Will we start over with discussing graduation requirement?

The chair of MAO responded that MAO would obviously continue to work to find another solution. He stated that MAO has put their best effort into this, but we knew that some people would not agree. He noted that the Grinnell model did not seem to have much support in the beginning.

Another faculty member asked if there was a way to put a clear mandate into the vote?

The Chair of the Faculty stated that the faculty members should vote for or against the motion, then contact MAO to ask them to continue to work on it.

A faculty member stated that she did not believe all this talk about the Grinnell model; it did not have much support in the beginning of the process, and could have been brought forth if people were really interested in it. She said that the 2-2-2 model is the closest we have ever had to the Grinnell model, so if you like the Grinnell model, vote for the 2-2-2 model.

Another faculty member spoke to disagree with what had just been said. She stated that she believes that the process is, as we deliberate and discuss, we learn things about what we think; we develop our ideas as we express them. She stated that she thinks we would all agree with this. She concluded by saying that if, in the process of deliberation, we decide that we should throw out the 2-2-2, that is an appropriate thing to do.

A faculty member asked if there was another option to keep this on the table to give us time to bring other models forward.

The Chair of the Faculty responded that a faculty member could make a motion to postpone the voting until the next meeting.

A faculty member stated that he thought a model needs structure, since the model represents what the university feels is important. He said he would not have proposed the Grinnell model, but he would now consider it.

Another faculty member stated that if the Grinnell model was proposed, the other discussions about intellectual life will be important; for example, the sophomore seminar could be an important discussion. We can't talk about the Grinnell model without completing the other discussions.

A faculty member stated that she thinks this motion is pretty good. If there is someone in the room that thinks

that the Grinnell model is preferable, they should propose it now. She thinks that the 2-2-2 model is a good model – it doesn't leave students completely wandering around, but it doesn't make assumptions that you need to put people in boxes that were relevant at some time, but aren't now.

Howard Brooks (Physics) made the following motion:

I move to amend the motion by striking from the MAO motion all the underlined lines after the first underlined paragraph.

This motion was seconded by another faculty member.

Howard spoke in support of his motion by stating that what we have done in this meeting is what we spent the summer doing in the Summer Working Group. This motion will let the faculty discuss this option, which is in effect the Grinnell option (no requirements).

The chair of MAO stated that it seems ill-considered to come in at this late hour and strike everything from the motion. He said there seems to be a hastiness to this argument that he didn't understand. He concluded by saying that he didn't see how people who supported the Six Experiences model, which was a finer-grained model than the 2-2-2, can now support the no-restrictions model.

A faculty member stated that it was "one hell of a way" to write graduation requirements by doing so on the floor of the faculty meeting. We need to respect the work of the Summer Working Group, who spent thousands of person-hours to develop their report, and MAO, who spent more hours developing it. He concluded by stating that he doesn't approve of making radical amendments on the floor of the faculty meeting.

Another faculty member asked the VPAA if he has done any modeling of how the no-requirement model would work.

The VPAA responded that he had not yet considered this model. Certainly from a staffing point of view, this model does not raise any issues; faculty members have an obligation to teach courses in particular areas and students have to enroll in the courses we offer. In a no-requirements model, not every student can enroll in a chemistry class, for example, because we cannot offer sufficient classes to do so.

A faculty member spoke that she is for the amendment, and she doesn't think that the amendment is an act of disrespect for the Summer Working Group or MAO. She stated that she is not good at writing policies, so she didn't write the amendment herself, but she thinks the amendment could really invigorate the curriculum. She knows some of us really care about this amendment, but we don't know about the rest of the faculty; she thinks that some people who defended the 2-2-2 model were really speaking for no requirements.

Another faculty member wondered if the people who are in support of this model have any sense whether or not some departments or programs will become under-enrolled, or go extinct.

A faculty member spoke against the motion – she thinks we are moving too quickly and it is a really radical change. She said she responded to what a previous speaker said – we should try the model out, get data about it, and revisit it in three to five years. We can trust ourselves to teach well within several models. We are not Grinnell, we are DePauw, and the 2-2-2 model speaks to what is happening at DePauw.

Another faculty member stated that it has become clear that we really needed different models presented to us, and we ran into trouble because we didn't get them. She said that if there were a motion to table this, she

would support it.

A faculty member wanted to speak against the Grinnell model. He said that he was deeply disturbed that the Grinnell model is interjected into the picture at the very end of a long process. It seems to him that this is an attempt to stall the process which we have been pursuing. He stated that he is offended by the fact that this model is based on Grinnell; this is DePauw, so why have we worked for weeks and months to come up with something that is ours only to discard it for the Grinnell model. We should be willing to embrace something that is ours; it may not be perfect, but it is ours, and we can work on it and tweak it, so that it more adequately represents that which is ours. He concluded by stating that we don't want to make a process that is a mimicry of someone else's process.

Another faculty member pointed out that it doesn't have to be called the Grinnell model – it is the no-distribution requirements model. The 2-2-2 model proposed by MAO is very similar to the model used at other institutions. This faculty meeting is the time for discussion; it is not disrespectful to bring a new amendment before the body for discussion. He stated that he attended Grinnell, so he could comment on how students view the model; there would be students that don't take any science courses or self-expression courses. He said he is for the amendment; the President asked us to come up with ways to improve the intellectual life of students, and this amendment is the ultimate way to do that. This will encourage students to have discussions with their advisors.

The faculty member who had spoken earlier stated that he didn't like being accused of disrespecting people. He said the problem with the 2-2-2 model has always been that the rationale used to justify it has always been for the open model. The open model does not mean that "anything goes." Departments could require courses that are integral for their discipline.

Another faculty member stated that given how important science is to every debate in the world right now, getting rid of the science requirement is unbelievable to me. If we adopt this model, and students avoid science in droves, we will be hampering our students in the debates of the world.

A faculty member spoke against the motion by stating that we are doing a gut check – we should not put off the decision. The 2-2-2 model is a wonderful model, and is a compromise between people who want no requirements and those who want more. This model is a way to have all things. We should vote on this and finish it – we have nothing to lose.

Another faculty member stated that at Grinnell, the largest majors are Biology and History; but this doesn't say anything about what students are taking.

A faculty member stated that one of the ideas of the 2-2-2 model is to encourage open and fruitful discussions between students and advisors; with the open model, there is no requirement for discussions with advisors. The students will begin to evolve the faculty by voting on courses "with their feet." The departments will have to evolve to meet the demands of students, and majors will begin ramping up their requirements; individual departments will begin to make sure that their students don't miss particular classes. He concluded by stating that he was not sure this model would be a good thing for DePauw.

Another faculty member stated that he spoke to the VPAA of Grinnell at a conference, and he (the VPAA) had to go back eleven years to find a student that had not taken a science class. He said that students will have to take what we offer; student demand will not drive the courses that are offered.

Eric Edberg stated that his son goes to Grinnell, and extensive advising goes on there. Some of us here at DePauw have thirty to fifty advisees, and we do not advise well here. If we moved to the open model, we

would need to look carefully at how we do advising – influence and persuasion are tremendously important factors; we would get more student investment in science if students could choose freely. He stated that he would not vote for this substitute motion, since it would be such a great change; we need to discuss this further. He feels we should put the MAO motion on the table and discuss it further. He then made the following motion:

I move that we postpone discussion of the main motion to the February faculty meeting.

The motion was seconded by another faculty member.

Discussion began on the new motion to postpone discussion.

A faculty member stated that there seems to be excitement for each of the models, and there seems to be apathy for some of the models, so she believes we should continue to think about this and debate it for the next meeting.

Another faculty member stated that postponing the decision was attractive, but he was wondering if there were practical considerations to doing so.

The Registrar responded that postponing the discussion would be cutting it close. He stated that decreasing the requirements is not generally a big problem; increasing them would be a problem. Postponing would be a question of ethics for incoming students – we are currently recruiting, and it would not be fair to advertise one system and then change it. He finished by stating we do not want a lame duck system.

A faculty member noted that any of the models under consideration would decrease the graduation requirements, so that part is not an issue.

Another faculty member asked if discussion is postponed, are we postponing discussion of the model that MAO has put forward, or a different model.

The Chair of the Faculty responded that we would resume the discussion right at the point where it was left off.

A faculty member stated that we are very close to making a decision. By postponing the decision, it will cease to concentrate the mind; imminent decision-making brings out the best in people which is why we are having a good discussion now.

Another faculty member agreed with the previous speaker.

A faculty member stated that we need to get some more information about the model to debate it more intelligently.

Another faculty member stated that he would not like to postpone the decision. The motion to move to the Grinnell model is radically different. He said that if we vote on the original model and vote it down, we can discuss the Grinnell model at that point. He concluded that the debate is giving us a strong sense of what the people who are talking want, but we do not have a sense of what the people who are not talking want.

There was no further discussion on the motion to postpone discussion. The voting was done on paper ballots. There were 37 “yes” votes and 84 “no” votes.

The motion to postpone discussion failed.

Discussion returned to the motion to amend MAO's motion.

A faculty member stated he wanted to speak against Howard's motion, but thanked him for making it. He stated that he thought of the open model as a 0 x 0 model (zero courses in zero categories), and noted that if we expect nothing from our students in terms of general educational outcomes, it should not surprise us if nothing is what we get. He said he would be in favor of a 3 x 4 model (three courses each in four categories), but he is not proposing that. He sees MAO's motion (a 2 x 4 model, two courses each in four categories, which includes the language requirement) as a compromise; note that compromises are not going to please everyone. He concluded by noting that we are going from requiring roughly one-third of our courses be general education to requiring roughly one-fourth of them be general education.

A faculty member moved to call the question on discussion of the amendment. The motion to call the question was seconded.

The Chair of the Faculty noted that a vote to call the question requires a 2/3 majority vote. The vote was held and passed.

Voting was then held on the motion to amend MAO's original motion. Voting was held by secret ballot. There were 37 votes in favor of the motion, and 77 votes opposed to the motion.

The motion to amend MAO's original motion failed.

Discussion returned to MAO's original motion.

A faculty member moved to call the question on discussion of the motion. The motion to call the question was seconded.

The Chair of the Faculty noted that a vote to call the question requires a 2/3 majority vote. The vote was held and the motion to call the question passed.

Voting was then held on MAO's motion. Voting was held by secret ballot. There were 78 votes in favor of the motion, and 37 votes against the motion.

The motion passed.

There was applause as the chair of MAO returned to his seat...

The chair of the Modern Languages Department then spoke:

We give notice of our intent to ask the faculty, at the February faculty meeting, to vote to substitute the text starting with "Language Requirement" and extending through the six bulleted items that appear under "Policies for Distribution Requirements - Fall 2010" with the text shown below. In the text shown below, changes from the original motion are shown with additions in bold and deletions in strike through. Unchanged text is shown in a regular font.

Foreign Languages and Cultures Requirement

Students ~~attain~~ are **required to have at least** second-semester ability in a language other than English **and the equivalent of one additional course in that language, another language, or a global cultures course.** ~~In these courses students practice effective and appreciative~~

~~communication within another language and across cultures.~~ Students also may **partially or fully** 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 both in Section III and in the Schedule of Classes each semester, with the abbreviation of the area of study following the course title.

Policies for Distribution Requirements—Fall 2010

- Working closely with their academic advisors, students should complete these requirements within the first two years. If the requirements in Arts and Humanities, Science and Mathematics, and Social Science have not been completed by the end of sophomore year, students must enroll in at least one eligible course in each succeeding semester until they complete the requirements.
- Each of the six course credits used to complete the Arts and Humanities, Science and Mathematics, and Social Science distribution requirements must be in a different academic department, program, or school.
- No course may satisfy more than one distribution requirement.
- Courses used to fulfill distribution requirements may not be taken on a Pass/Fail basis.
- Course credit used to fulfill the distribution requirements in Arts and Humanities, Science and Mathematics, and Social Science must be earned through courses offered at DePauw. Advanced placement and transfer credit does not apply to completing distribution requirements.
- Individual departments, programs, and the School of Music, with the guidance and approval of the Committee on the Management of Academic Operations (MAO), determine which of their courses meet distribution requirements.
- **The Department of Modern Languages, working with the Committee on the Management of Academic Operations (MAO) shall determine which courses, or their equivalent, meet the language/culture requirement.**
- **Courses used to satisfy the global cultures portion of the language requirement may come from the same department used to satisfy other distribution requirements**

Student Life and Academic Atmosphere Committee – SLAAC (Tiffany Hebb)

The chair of SLAAC's report consisted of an offer to answer questions.

There were no questions.

Committee on Faculty – COF (Mike Sinowitz)

The chair of COF's report consisted of an offer to answer questions.

There were no questions.

8. Committee on Academic Policy and Planning – CAPP (Pam Propsom)

The chair of CAPP's report consisted of an offer to answer questions.

There were no questions.

The following announcement appeared in the agenda, but was not read during the meeting:

CAPP continues its data gathering and vigorous discussion of the SWG's three-seminar sequence proposal. We would like to remind department chairs and program directors to complete the brief online survey at: <http://www.zoomerang.com/Survey/?p=WEB229ULSYQUBR> after discussing the issues with their department or program members. CAPP hopes to present a number of models in the spring for faculty consideration. If you would like further information regarding our work, please feel free to follow our progress via posted meeting minutes on the Faculty Governance webpage.

Reports from Other Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

Faculty Governance Steering Committee – FGSC (Dave Berque)

The Chair of the Faculty called everyone's attention to the written announcement (see below) that expresses FGSC's commitment to starting discussion of faculty intellectual life this spring leading to a Summer Working Group II.

The chair of FGSC's report consisted of an offer to answer questions.

There were no questions.

The following announcement appeared in the agenda, but was not read during the meeting:

As noted in COA's written report, COA has discussed, and will continue to discuss, a variety of issues related to faculty workload. The FGSC has begun to consider how to coordinate the broader topic of faculty intellectual life, which includes COA's ongoing work on faculty workload (teaching loads and service levels) but also includes issues related to faculty governance structure, faculty intellectual liveliness (including, but not limited to, scholarship levels), faculty development programs and standards for faculty personnel processes.

The FGSC plans to work with Academic Affairs starting in Winter Term 2010 and extending into the spring 2010 semester to gather data (from DePauw and from other schools) with regard to the issues outlined above. The FGSC also plans to facilitate opportunities for relevant committees such as COA, as well as for the faculty at large, to provide input about these topics during the spring 2010 semester. Near the end of the spring semester the FGSC plans to set up a "Summer Working Group Two," which will be charged with generating an integrated set of recommendations for enhancing faculty intellectual life based on the input and proposals gathered during Winter Term 2010 and spring 2010.

Committee on Administration - COA (Rick Provine)

The chair of FGSC's report consisted of an offer to answer questions.

There were no questions.

The following announcement appeared in the agenda, but was not read during the meeting:

COA is currently very active in several areas:

- The University Resource Priorities Task Force which will meet throughout the rest of the academic year.
- We continue to consider the issues of faculty workload.
- A member of COA is also serving on a committee to select a new insurance broker for the

University.

- We will once again work with HR and the Administration on issues of employee insurance/benefits later in the year.

Faculty Development Committee – FDC (Lili Wright)

The chair of FDC stated that the Faculty Development Committee was pleased to announce the winners of Fisher Time-out awards for next year. This award comes with a one-course release.

In the Fall:

- **Pascal Lafontant** (Assistant Professor of Biology) – “Life Lived for Lives Imagined”
- **Michael Roberts** (Assistant Professor of Psychology) – “Biasing Category Representations As We Read”

In the Spring:

- **Meredith Brickell** (Assistant Professor of Art and Art History) – “Interdisciplinary Engagement: A New Teaching Strategy for Art Studio Courses”
- **Jinyu Liu** (Assistant Professor of Classical Studies) – “Virgil in China: A Case of Cultural Translation”
- **David Newman** (Professor of Sociology and Anthropology) – “Second Chances: Identity Reclamation and Stigma Impermanence in the Age of Entitlement”
- **Manu Raghav** (Assistant Professor of Economics and Management) “Completing Two Research Projects From Start to Finish”
- **Khadija Stewart** (Assistant Professor of Computer Sciences) “A Novel Distributed Cache-Coherency Algorithm”

The chair of FDC continued by noting that Fisher Fellowship applications were opened up for a second round, and FDC was flooded with applications. The final selection process was the most competitive to date. FDC had to turn down ¾ of the applications, many of which were for worthy projects. We hope these applicants reapply next year.

The winners are:

In Teaching/Curricular Development:

- Teri Bonebright: to renew her Cognitive Psychology class and develop a new course in Cognitive Neuroscience.

For scholarly/creative projects:

- Susan Anthony: To write three chapters of a book-length manuscript on celebrated actresses of the American stage at the end of the 18th century.
- Humberto Barreto: to develop a series of Microsoft Excel workbooks that will accompany of a book titled *Intermediate Macroeconomics and Microsoft Excel*, completing a textbook trilogy.
- Tamara Beauboeuf: Research into three celebrated women activists of the Progressive Era (Jane Addams, Maria Motessoria and Charlotte Perkins Gilman) that will result in a conference paper and book chapter.
- Masha Belyavski-Frank: To translate and compile an anthology of contemporary Bosnian short stories.
- Thomas Dickinson: To write an end-of-career memoir called “My Time in the Middle,” which will weave together a history of the past 30 years of American middle school education with reflections on Dickinson’s career as a middle school educator.
- Tim Good: write a full-length performance play around the issues of racial, religious and political tolerance in Greencastle. The play, part of the Greencastle Service Theatre, would be culled from

improvisational community workshops. The final script will be available for public use.

- Christine White: To write an original screenplay titled Mud Lotus about a Tibetan monk and his young charge who follow the omens and signs in search of the reincarnation of the monk's late teacher who was murdered during a Chinese invasion of Tibet.

Academic Technology Advisory Committee – ATAC (Brooke Cox)

The chair of ATAC's report consisted of an offer to answer questions.

There were no questions.

The following announcement appeared in the agenda, but was not read during the meeting:

Information Services brought the recommendation to ATAC that we move our email and calendaring system from Novell GroupWise to Google Apps for Education. This recommendation comes after a yearlong study by Information Services to identify the best next steps in maintaining our email and calendaring system, which requires upgrade this summer. After lengthy discussion with Carol Smith, ATAC is in support of the recommendation to move to Google Apps. If the final decision to transition to Google is made, in the tentative time line, faculty members will shift to the new email system between April and September 2010. A survey will be sent shortly to all faculty to help us determine how to make this a smooth transition. Please contact Brooke Cox or Carol Smith with any questions or concerns.

Additional Business

Remarks from the President (Brian Casey)

The President's report consisted of an offer to answer questions.

A faculty member asked if there had been any progress on the searches for the open Vice Presidential and Director positions.

The President responded that we are interviewing candidates for the director of Human Resources. For the VP of Admissions, the President noted that we are getting final references for the three candidates. It is likely that an offer will be made by the end of this week or next week. The earliest a candidate could start would be February 1st. He concluded by saying that Christopher Wells is doing a great job in the position, so it is in good hands.

Remarks from VPAA (David Harvey)

The VPAA's report consisted of an offer to answer questions.

There were no questions.

Old Business

There was no old business.

New Business

Bryan Hanson made the following motion:

In the event that the administration determines that salary increases will be given in fiscal year 2010-2011, the faculty requests that they be given on a sliding scale such that the lowest paid employees receive the greatest percentage increase, while the highest paid employees receive relatively less, possibly even no increase ("employee" means all faculty, staff and

administrators).

Bryan spoke to the motion by providing the following background:

Some years ago, the faculty acted on conscience and asked that insurance premiums be structured in such a way that higher paid employees carried relatively more of the community burden of health costs (currently, there are 7 groups of premiums based upon annual salary). Given the depth and length of the current economic downturn, and recognizing that the lowest paid in our community are at the greatest risk for financial catastrophe, it seems reasonable and compassionate that for the coming year, the principle we have employed with insurance premiums be extended to salary increases across the DePauw Community.

Why no details? Well, technically speaking, the faculty should probably only make "requests" or "recommendations" about their *own* salary increases. With this in mind, and given the uncertainty of our financial situation in the near-to-midterm, it seems inappropriate to suggest any details. Hence, the motion entrusts the administration and their advisors to act in a concrete manner benefiting those in the DePauw Community who are at greatest financial risk.

The motion was seconded by another faculty member.

A faculty member asked if we could still do this if this motion was voted on at the next meeting.

The President responded yes, it could still be done.

There was no more discussion.

The motion passed with no opposing votes.

Announcements

The following announcements were provided in the agenda, but not read in the meeting:

A. Announcement about Educational Component of DePauw's Climate Action Plan (Jen Everett)

Under the terms of the Presidents' Climate Commitment signed by President Casey on September 15, 2008, DePauw is required to develop, by September 15, 2010, "an institutional action plan for becoming carbon neutral, which will include ... actions to make climate neutrality and sustainability a part of the curriculum and other educational experience for all students." (The complete text of the PCC is available here: <http://www.presidentsclimatecommitment.org/about/commitment> .)

A wide variety of models for the educational component of the PCC are outlined in a guidance document for signatory institutions issued by the national advisory group for the Presidents' Climate Commitment: "Education for Climate Neutrality and Sustainability: Guidance for ACUPCC Institutions (http://www2.presidentsclimatecommitment.org/html/documents/EducationforClimateNeutralitySustainability_2009.05.07_finalWEB.pdf)."

If you have questions about or are interested in contributing to the development of a proposal for the educational component of DePauw's climate action plan, please contact Jen Everett - jeverett@depauw.edu.

B. Focus the Nation National Teach-In Announcement for the Faculty Meeting (Carol Steele)

February 11th, 2010 will be the 3rd annual Focus the Nation National Teach-In on DePauw's campus. Since 2008, our faculty, staff, students and administrators have collaborated to coordinate a teach-in on

environmental issues and climate policy: this year, we will focus on green jobs. This is part of a national initiative to organize teach-ins across the nation to discuss crucial climate and climate-related issues and solutions. On our campus, we have seen this day dedicated to the exploration of the interdisciplinary nature of sustainability. Past discussions have included sustainability's relationship to religion, art, economics and science. This year we would like to expand the range of participants. In addition to the academic component of the teach-in, this event provides an important opportunity to connect with the greater Greencastle community and business sector; specifically through our Greencastle expo. The expo highlights businesses and government sectors working to become more environmentally friendly.

Through our signing of the Presidents' Climate Commitment, DePauw has committed to environmental responsibility and eventual carbon neutrality. Greencastle has won the Indiana Association of Cities and Towns small city Green Community of the Year award for both 2008 and 2009. The teach-in can help each of us become more literate in the issues facing our politics and our daily lives. For this event to reach its full potential, we will need your support and involvement by teaching a session, teaching how sustainability relates to your discipline within your course topic or allowing your class to attend sessions. If you have any questions or would like to learn more about this event or sustainability, please contact carolsteele@depauw.edu or see www.depauw.edu/univ/sustain/index.asp

Adjournment

Meeting was adjourned at 7:01 PM.

Appendices

Appendix A.

Substitute Motion on Distribution Requirements (Howard Brooks, Marcia McKelligan and Erik Wielenberg)

Motion to make the following changes to the Catalog, with additions underlined (*please see rationale and supplemental explanation following the text of the motion itself*):

Section II: Graduation Requirements / Distribution Requirements for the Bachelor of Arts Degree

Fall 2010

These requirements are effective starting with the Fall 2010 entering class. Students who entered DePauw between Fall 2006 and Spring 2010 may complete these requirements or the requirements effective in Fall 2005.

To build a foundation for a liberal arts education at DePauw University, students have six distinctive kinds of academic experiences as described below and attain second-semester ability in a language other than English. All the courses that count toward the six experiences described below are foundational in nature. To ensure that students explore a broad spectrum of the liberal arts, no more than one credit from any particular academic department may be used to satisfy these six experiences.

Natural Science Experience

Each student earns at least one credit in courses that have as a major component the scientific investigation of the natural world or the study of the results of such investigation.

Society and Culture Experience

Each student earns at least one credit in courses that have as a major component the analysis of the dynamics of human societies or cultures, or of the relationship(s) between individuals and human societies or cultures.

Art and Literature Experience

Each student earns at least one credit in courses that have as a major component the careful, in-depth study of important literary or artistic works, and which pay particular attention to the literary or artistic aspects of such works.

Historical/Philosophical Experience

Each student earns at least one credit in courses that have as a major component the careful, in-depth study of primary sources of historical, philosophical, or religious importance, and which pay particular attention to the historical, philosophical, or religious aspects of such sources.

Logical Reasoning Experience

Each student earns at least one credit in courses that develop the capacity for logical reasoning through the exploration of techniques in quantitative reasoning, computational reasoning, or reasoning with formal languages. A major component of these courses is the practice of such techniques.

Creative Experience

Each student earns at least one credit in courses that develop the capacity for creative expression. A major component of these courses is participation in creative activity of a literary, artistic, rhetorical, or musical nature. Students can also earn credit toward this experience by participating in co-curricular activities that involve creative activity of this sort. Credits earned through co-curricular participation do not count toward the 31 credits required for graduation and are limited to a maximum of .5 earned distribution credits per

semester.

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 both in Section III and in the Schedule of Classes each semester, with an appropriate abbreviation of the type(s) of experience(s) following the title.

Policies for Distribution Requirements—Fall 2010

- Working closely with their academic advisors, students should plan to complete these requirements within the first two years. Completing these foundational requirements early in their careers prepares students to take greater responsibility for their intellectual experience at DePauw.
- If the requirements in the six experiences have not been completed by the end of sophomore year, students must enroll in at least one eligible course or co-curricular activity in each succeeding semester until they complete the requirements.
- No more than one credit from any particular department can be used to complete the six experiences distribution requirements.
- Some courses might meet the descriptions for more than one of the six experiences. In such cases, students can decide to count the course toward any one of the eligible experiences. In no case may a single course be counted toward more than one experience.
- Courses that count toward the 31 credits required for graduation and are used to fulfill distribution requirements may not be taken on a Pass/Fail basis.
- Course credit used to fulfill the six experiences distribution requirements must be earned through courses offered at DePauw. Advanced placement and transfer credit does not apply to completing distribution requirements.
- Individual departments, programs, and the School of Music, with the guidance and approval of the Committee on the Management of Academic Operations (MAO), determine which of their courses (and, in the case of the creative experience, which co-curricular activities) meet distribution requirements.

Fall 2005

These requirements became effective with the Fall 2005 entering class. Current students should refer to the catalog for the year in which they entered. Students accomplish broad-based study by taking courses distributed over the following six areas:

- natural science and mathematics
- social and behavioral sciences
- literature and the arts
- historical and philosophical understanding
- foreign language
- self-expression through performance and participation

Courses that meet the distribution requirements are listed in the Schedule of Classes each semester and after the course title and credit in the catalog. These courses introduce students to sound ways of reasoning as well as specific fields of inquiry and often usefully guide students in their choice of a major.

Courses which meet group distribution requirements list the group number following the course title in Section III.

Group 1. Natural Sciences and Mathematics: two courses, one of which must be a laboratory science course. These courses shall consider ways in which humans attain knowledge of the natural world.

Group 2. Social and Behavioral Sciences: two courses. These courses consider ways in which we attain knowledge of the human world and the problems of ethical values that arise in or because of such knowledge.

Group 3. Literature and the Arts: two courses, one of which must be a literature course or an interdisciplinary course with a literary component. These courses consider the ways in which artists interpret the world and the problems of ethical values that arise in or because of such interpretations.

Group 4. Historical and Philosophical Understanding: two courses. These courses attend to the historical or philosophical study of classical writings from periods or movements. They also consider ways in which historical or philosophical understanding is attained and the problems of ethical values that arise in or because of such understanding.

Group 5. Foreign Language: one course at the second-semester proficiency level or participation in an overseas program in a non-English speaking country and enrolling in a minimum of two courses of different disciplines related to the location of the program.

Students whose first language is not English may be certified as meeting Group 5 through the Office of the Registrar.

Group 6. Self-Expression: one and one-half courses or the equivalent. All methods of fulfilling the Group 6 requirement must include actual participation as a major part of the course or activity. Students must complete at least one-half course in physical education (PE) activities courses. Only 1.00 course credit of PE is applicable toward the bachelor's degree and Group 6. In addition to studio art, PE activity classes and some courses in the departments of Communication and Theatre and English, Group 6 may be partially fulfilled in the following ways:

Music: Participatory courses in music include applied music lessons (MUS BAS-VOC), applied music classes (MUS 901-908), dance classes (MUS 171-179), and ensembles (MUS 271-289).

Co-curricular participation: The equivalent of one-fourth course may be earned in any semester through non-credit participation in DePauw Theatre, forensic team, Eye on the World, Midwestern Review, Mirage, The Cauldron, The DePauw, student TV or WGRE-FM faculty directed activities. Editors of The DePauw earn the equivalent of one-half activity credit per semester. No academic credit is awarded toward the 31 courses required for graduation.

Varsity Athletic Participation: The equivalent of one-fourth course PE credit may be earned in any semester through participation in a season of a varsity sport. No academic credit is awarded toward the 31 courses required for graduation. (This policy was passed by a vote of the faculty on Feb. 4, 2008, and goes into effect in Fall 2008.)

Additional Policies for Distribution Requirements—Fall 2005

No course may satisfy more than one distribution requirement, and no more than two courses from any department may be used to fulfill the requirements of Groups 1 through 4. With the exception of physical education activity courses, courses used to fulfill distribution requirements may not be taken on a Pass/Fail basis. Students may satisfy graduation requirements by satisfactory performance in proficiency examinations. Credit earned for AP courses generally does not fulfill distribution requirements, but there are some exceptions. Check the current AP credit policy at <http://www.depauw.edu/admin/registrar/ap.asp>.

A student may receive up to two course credits toward the distribution requirements by participation in a DePauw-approved Off-Campus Program. No more than one course may be counted in any group. Approval of these courses is granted by the Registrar.

RATIONALE AND SUPPLEMENTAL EXPLANATION

We believe that the proposed "Six Experiences" model has some important advantages over the 2-2-2 model and that, overall, Six Experiences would better serve our students than would 2-2-2.

Advantages of Six Experiences

Six Experiences constitutes an alternative way of implementing the Summer Working Group's vision of an education in which students broadly explore the curriculum early on so that they can make informed decisions about choosing a major and still have room to pursue developing interests later.

Six Experiences provides a more finely grained specification of the kinds of academic experiences all DePauw students should have as they build a foundation for their education than does 2-2-2. We believe these six kinds of experiences are valuable and are central elements of any true liberal arts education, and so it is a virtue of Six Experiences that it explicitly guarantees that *all* students will have these experiences. Additionally, one of the functions of a system of general education requirements is to declare publicly what we, the faculty of DePauw University, think the foundational elements of a DePauw education should include. Six Experiences provides a clearer and more exciting vision of the foundational components of a liberal arts education at DePauw than does the 2-2-2 proposal. Finally, by requiring the same number of credits to complete the distribution requirements as the 2-2-2 proposal, Six Experiences allows for the same degree of exploration as 2-2-2. Overall, we believe that Six Experiences is a better way of fulfilling the SWG's vision for a DePauw education.

According to the SWG's report, all members of the SWG agreed that "graduates of a liberal arts institution, in preparation for taking on leadership roles in business, politics, academics, and society in our increasingly globalized world, should have a flexible and broad-based understanding of the workings of the natural, social, and cultural realms" (p. 12). They also say that "our students should be well-rounded and have at least a basic grasp of the most fundamental types of questions asked and methods used in the whole spectrum of academic endeavors" (p. 12).

With its more finely grained specifications of six required experiences, our model would do a better job of achieving these aims than would 2-2-2. Our model requires exposure to a broader range of experiences across the "whole spectrum of academic endeavors." It does a better job of ensuring that students will move out of their intellectual comfort-zones early in their DePauw careers.

For example, under 2-2-2 students could avoid the natural sciences altogether. Because 2-2-2 lumps natural science together with mathematics and computer science, 2-2-2 does not require students to take a course in natural science at all. Six Experiences, by contrast, requires all students to take a course in the natural sciences. Similarly, under 2-2-2 students could largely avoid the arts by, for example, satisfying their distribution requirements with courses in history and philosophy. Six Experiences, by contrast, guarantees that all students will be exposed to the arts in their first two years at DePauw.

Below, we comment on some of the particulars regarding the workings of Six Experiences.

Many courses will not count toward an experience

In its report, the Summer Working Group says, in connection with the implementation of a 2-2-2 model:

“As departments and programs inventory their course offerings ... they should evaluate which of their courses fit into the revised distribution requirements and whether a course is foundational in its content, pedagogy, and modes of inquiry. Perhaps only courses that carry no prerequisite should be able to satisfy distribution requirements. Many courses may not fit within the rubric; however, there will remain many compelling reasons why students would take these courses, some in their first or second years” (p. 15, emphasis added).

Under Six Experiences, departments and programs should conduct a similar inventory. They should pay particular attention to the descriptions of each type of experience, and be intentional in their selection of which of their courses they would like to count toward each experience. Only courses that are foundational in the ways listed above should count toward one of the six types of academic experiences. This exercise would provide faculty with the opportunity to reflect on how their particular department or program can best contribute to the project of providing DePauw students with a strong liberal arts foundation in their first two years here. MAO should take up once again the responsibility of serving as a gatekeeper, ensuring that only appropriate courses can count toward the six experiences. We hope that, were this motion to pass, MAO would place limits on the number of courses that could count toward each type of experience as a means of encouraging careful reflection and selection of courses on the part of departments and programs.

In some cases, students can decide which experience a particular course will count toward

Some foundational courses may satisfy more than one of the descriptions of the six experiences.¹ In such cases, students will decide which experience to count the course toward. For example, a course such as ECON 100 might meet the criteria for the society and culture experience *and* the logical reasoning experience. Some students might count ECON 100 toward the logical reasoning experience; others might count it toward the society and culture experience. Our model would not permit students to count a single course toward more than one experience; six credits are required to complete the six experiences.

This adds flexibility to the system. It provides students with a wider range of courses to select from as they seek to satisfy their distribution requirements, while still ensuring that every student will have the six experiences and will explore at least six distinct departments in her first two years at DePauw.

What about psychology?

In general, it appears that psychology courses at DePauw treat the human mind as part of the natural world and seek to investigate it using scientific methods. Thus, most (if not all) DePauw psychology courses would satisfy the description for the natural science experience. Of course, some psychology courses might also satisfy the descriptions of other experiences. For instance, courses in social psychology might satisfy the description for the society and culture experience. In such cases, students could decide how to count the course, as described in the previous section.

The Logical Reasoning Experience and Q

There is obviously some overlap between the fifth of the six experiences and the current Q requirement. The fate of the competency requirements appears to be somewhat up in the air at present. In the event that W and S are folded into the proposed three-seminar sequence, Q could perhaps be folded into the logical reasoning experience.

Is Six Experiences feasible?

¹ The presence of the expression “a major component” in the descriptions of the experiences is intentional and important.

The VPAA has constructed models to test the feasibility of implementing Six Experiences with present resources. Although such models do not provide certainty, these models do suggest that Six Experiences is feasible.

**DePauw University Faculty Meeting Minutes
February 8th, 2010**

Call to Order

The Chair of the Faculty called the meeting to order at 4:04 PM.

Announcement of Spring Semester Quorum

The VPAA noted that the Academic Handbook defines the quorum as 40% of those faculty members eligible to vote and not on an approved leave, based on the faculty roster on the Friday immediately preceding the first faculty meeting of the semester. There are 234 total eligible voting faculty members. Adjusting for those on approved leaves, there are 199 faculty members, and thus the quorum for the semester is 80.

Verification of Quorum

The Chair of the Faculty verified that more than 80 ballots had been distributed to voting faculty members at the meeting; therefore, the quorum was verified. There were a total of 119 ballots distributed at the meeting.

Approval of Minutes from the December 2009 Faculty Meeting

The Chair of the Faculty noted that a minor correction to the first draft of the December minutes has been made (replacing an erroneous occurrence of "FGSC" with "ATAC"). He then asked if there were any further additions or corrections to the minutes of the December 2009 faculty meeting.

There were none, and the minutes as circulated (with the minor correction noted above) were approved by unanimous consent.

Moment of Silence to Honor Rev. William F. "Fred" Lamar Jr.

The Chair of the Faculty asked the faculty to join him in a moment of silence in remembrance of William F. "Fred" Lamar Jr.

Rev. William F. "Fred" Lamar Jr., former University Chaplain and Assistant Professor of Education, served DePauw from 1974 – 1997. Fred passed away on January 13th, 2010. A full tribute to Fred may be found in an appendix to this agenda.

Motion to Change Distribution Requirements for the CLA (Art Evans and Bob Hershberger)

Bob Hershberger made the following motion:

I move that the faculty substitute the text starting with "Language Requirement" and extending through the six bulleted items that appear under "Policies for Distribution Requirements - Fall 2010" with the text shown below. In the text shown below, changes from the graduation requirements passed in December, 2009 are shown with additions in bold and deletions in strike through. Unchanged text is shown in a regular font.

Foreign Languages and Cultures Requirement

Students ~~attain~~ are **required to have at least** second-semester ability in a language other than English **and one additional course credit (or its equivalent) in the same language, in another language, or in**

~~a course taught in English whose primary focus is on foreign culture(s). In these courses students practice effective and appreciative communication within another language and across cultures. Students also may partially or fully satisfy this requirement through a proficiency/ placement examination or participation in an approved off-campus study program or other foreign experience. 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 both in Section III and in the Schedule of Classes each semester, with the abbreviation of the area of study following the course title.

Policies for Distribution Requirements—Fall 2010

- Working closely with their academic advisors, students should complete these requirements within the first two years. If the requirements in Arts and Humanities, Science and Mathematics, and Social Science have not been completed by the end of sophomore year, students must enroll in at least one eligible course in each succeeding semester until they complete the requirements.
- Each of the six course credits used to complete the Arts and Humanities, Science and Mathematics, and Social Science distribution requirements must be in a different academic department, program, or school.
- No course may satisfy more than one distribution requirement.
- Courses used to fulfill distribution requirements may not be taken on a Pass/Fail basis.
- Course credit used to fulfill the distribution requirements in Arts and Humanities, Science and Mathematics, and Social Science must be earned through courses offered at DePauw. Advanced placement and transfer credit does not apply to completing distribution requirements.
- Individual departments, programs, and the School of Music, with the guidance and approval of the Committee on the Management of Academic Operations (MAO), determine which of their courses meet distribution requirements.
- **The Committee on the Management of Academic Operations (MAO), in consultation, as needed, with the Department of Modern Languages and the Registrar, shall determine which courses, or their equivalent, meet the foreign language/culture requirement.**
- **Courses used to satisfy the foreign cultures portion of the language requirement may come from the same department used to satisfy other distribution requirements.**

[Note that the next-to-last bullet point, as shown above, was modified from the text found in the meeting agenda.]

Rationale [note that this rationale was provided in the agenda, but not read at the meeting]:

The ML department supports the suggestion (made by Paul Watt and others) that DePauw's foreign language requirement be strengthened in order to enhance the international component of our Bachelor of Arts degree.

Currently, DePauw requires a proficiency level equal to two semesters of foreign language study. Increasing the requirement to three or four semesters would necessitate adding 2-3 new full-time faculty to the ML department, which is not feasible at this time due to the financial challenges currently faced by the university. Further, recent changes made by the faculty to DePauw's distribution requirements have underscored the need to give students more options in deciding how they satisfy such requirements. It would seem counterproductive to make the foreign language

portion of these requirements significantly more demanding and more rigid.

A better option would be to increase the foreign language requirement at DePauw by the equivalent of one additional course (making it a kind of “2 + 1”) and then permit not only language courses to satisfy the “+1” portion of it but also other courses taught in English whose primary focus is foreign culture(s) as well as appropriate AP credit and certain off-campus experiences where students are immersed in a foreign culture.

But who would decide which courses and/or experiences would count? According to this proposal, the ML department, working with MAO and the Registrar’s office, would determine which courses, or their equivalent, meet the foreign languages/cultures requirement.

The advantage of this proposal is that, while enhancing the international component of DePauw’s undergraduate education, it allows an unusually broad range of ways to satisfy this requirement. It maximizes students’ freedom to choose and minimizes the negative impact on their scheduling. Another important advantage is that, in terms of the university’s limited resources, it is budget-neutral and is thus doable right away.

The motion was seconded.

The Chair of the Faculty invited Bob Hershberger to speak to his motion. Bob made the following statement in support of his motion:

In December we as a faculty acknowledged that DePauw had changed over the 30 or so years since we last modified the distribution requirements. What hasn’t changed however, is the two-semester language requirement.

Our motion today reflects our sentiment as a department that two semesters of language is simply not enough.

Not enough in a post 9/11 world, not enough as we face unprecedented global climate change, not enough in the wake of the recent global financial collapse, not enough as fresh drinking water is fast becoming scarce in countries to our south and to our east, not enough in anticipation of 2042, when the majority of U.S. citizens will be native speakers of Spanish. If we are not equipping our students to function adequately in the languages and cultures of the world, then we, in our opinion, are failing to do our jobs.

Two semesters of language as an adequate level of linguistic competency is simply false. It’s window dressing; it’s a feeble and inadequate level, and we as a faculty have given it our seal of approval.

Programs worth their salt have either established enrollment in the 200-level as their bare minimum or have, at least, developed world culture classes.

Our motion today allows for either of these critical thresholds to be reached, and does so in a way that would currently be supported by DePauw’s budgetary constraints. Our proposal would require no new positions, not even in our department. Our proposal also invites all of us to participate in the shaping of our curriculum to prepare students to negotiate difference and to be effective world citizens. Some, perhaps many, of these courses already exist in our curriculum. Our proposal leaves it up to the departments and to MAO to determine which courses would count towards satisfying

the foreign cultures class or experience. Our department would continue only to monitor and approve courses satisfying the language track of our proposal.

Our proposal continues to give students options and autonomy.

Our proposal makes a serious academic bid for Winter Term.

Why not do more? David Harvey and Ken Kirkpatrick crunched some numbers that clearly demonstrated the need for at least 2-3 more ML faculty if we decided to move to a 4-semester language requirement at DePauw.

Why provide an either/or scenario for either an additional language class or an additional world cultures class? In ML courses, even at the elementary level, we treat language and culture as inextricably related entities. For this reason, we view them as two viable options for engaging our students with global communities and issues.

Bob then asked Art Evans to speak to the motion as its co-author. Art read the following from an article in today's New York Times entitled, "Will Americans Really Learn Chinese?":

Americans have never been particularly interested in learning other languages and are even less interested today (with the exception of conversational Spanish).

Only 9 percent of Americans, compared with 44 percent of Europeans, speak a foreign language. The Web has only reinforced the smug American conviction that everyone worth talking to in the world speaks English.

The only real expansion of foreign language programs in both secondary schools and universities came with the 1958 National Defense Education Act — a direct response to the Soviet Union's launching of Sputnik. The N.D.E.A. promoted not only the teaching of Russian but of all foreign languages. Our government now spends 25 percent less, adjusted for inflation, than it did 40 years ago on foreign language training at the university level.

European policy makers, educators and the general public realize that the benefits of language study extend well beyond the ability to communicate in another language. A recent E.U. meta-study presented scientific evidence that multilingualism contributes to creativity by enhancing mental flexibility, problem solving capability, language awareness, learning capacity and interpersonal ability.

Education policy in the U.S. does not reflect a similar understanding and thus does not emphasize language learning as an integral part of an individual's overall cognitive development. Instead, languages achieve popularity according to world events and contexts — Russian in the 1980s, Japanese in the 1990s, Chinese today — but U.S. education lacks a cohesive approach to language instruction as part of each citizen's right to a basic education.

Developing English skills, of course, is as always, essential for doing well in the educational system, in the workplace, and above all, for full democratic engagement in society. But more than ever before, in an increasingly interconnected world, the ability to negotiate in more than one language represents an extraordinary cognitive and meta-cognitive advantage for communicating in diverse neighborhoods, for working in various sectors of the economy, and for success in global businesses.

Art then quoted from a report from the Board of Visitors to the Board of Trustees:

First, the Board believes that the existing 6 groupings of courses currently used for graduation requirements is meaningful and should continue to provide the basis for the overall program. However, the Board believes that all 6 areas should be required, that a student should not have an option out of any of the groupings during his or her 4 years at DPU. [...]

Second the Board strongly recommends that a minimum of two science courses be required of each student graduating [...]

Third, we suggest that some sort of language/cultures requirement needs to be adopted. Consideration should be given to broaden the requirement to include overseas study, and combine the learning of the language with time spent in a foreign country. While we like this long-term objective, we realize that it has several short-term implications. Any foreign study requirement includes a cost that some students cannot afford without subsidization. Further, foreign study conflicts with important on-campus objectives such as winter sports. These issues need resolution, at least in the form of funding, before the language requirement could be altered. For the present, we suggest that consideration be given to expand the requirement to include courses that enhance understanding through cultural programs or courses specifically focused on non-western cultures. In essence, the Board believes that foreign exposure, especially that built around the discipline of a foreign language, can help substantially in preparing students to deal with differences in a nation and a world becoming more heterogeneous and yet more integrated.

Art concluded by stating that this report was dated November 5, 1988, and he stated that we have done nothing since then.

The Chair of the Faculty then opened the floor for discussion of the motion.

A faculty member stated that she had a friendly suggestion to replace the word “foreign” with “international” in the motion. She felt that “international” was a more appropriate word for this motion. She was not making a motion to amend, but invited Bob and Art to consider the comment as a friendly amendment.

Art Evans responded by stating that he did not want to give the impression of being unfriendly, but “international” does not say the same thing as “foreign.” He wondered what an international language was – is it one that crosses national borders. He doesn’t think that “foreign” is necessarily a bad word, and he thinks the phrase “foreign language and cultures” is self-evident; international is more ambiguous. That said, he would be happy to adopt the new language if the faculty votes to do so.

A faculty member stated that she agrees with Bob’s statement about the motion that what we do is not enough. She thinks that we should ask for more than what this motion does. She was wondering what the definition of culture would be – does it mean art, history, linguistics? Does it include science?

Another faculty member stated that he was in support of this motion. He wondered what courses would fall under this rubric, and wanted to know if there is a list of courses that would apply as culture courses. The Chair of the Faculty stated that he did not believe that there was a list of courses.

Art Evans stated that he and Bob had gone through the fall and spring Schedule of Classes looking for courses that might satisfy the cultures requirement, taking “culture” in its broadest possible sense. Some of the courses he found included: ANTH 151, ECON 290, ENG 261, GREEK 205, HIST 206, MUS 290, POLS 250, REL 252, SOC 201, and so on. All in all, they counted 68 courses in the fall, and 67 in the spring.

A faculty member stated that she seemed to think that this motion was a compromise, and that it is not what some faculty members would like to have. She stated she would be behind a requirement of two years of language, and that the university should redistribute resources appropriately if that is what we want to do. She concluded by stating that she thinks the culture requirement could be so watered down that it might be useless.

Another faculty member stated that she thought it was unclear what was meant by culture. She agrees that it is important to prepare students to be active in the globalized world. However, she doesn't see how archaeology, ancient Greek, or ancient history fits in to the current globalized world. Given that we want to streamline requirements, she wondered how this would fit in.

A faculty member stated that he is a linguist, and he thinks that primarily language is culture and culture is language. He is in favor of introducing foreign language in any university, and he believes that teaching foreign language takes a lot of time to do properly – one must teach the culture with the language. The point is not to just introduce courses, but to consider the objectives for the learners. The ultimate aim of learning foreign languages is for the whole world to be able to understand each other – if we can understand each others' culture, we can live in peace and harmony.

Another faculty member said that he didn't think that the motion asks for enough. He understands the budget problems that encouraged this approach, but two years of a language is the requirement that we need. He had to take two years of language when he was in school, and it wasn't until the second year that he began to really understand what he had learned. He would like to see the University allocate its resources appropriately. The arguments made for the motion are strong for a two year language requirement, but not necessarily for the cultures courses.

The Chair of the Faculty reminded the faculty that we should be discussing the actual motion to determine if it should pass or not.

A faculty member from Classical Studies noted that they teach language as well, so she has some perspective on this issue. She said that this motion has two laudable goals – trying to enhance the language experience with resources that we have now, and trying to get students aware of cultural issues. But, by making the third course an optional cultural course, which is so broadly defined that it loses focus, the requirement is meaningless. Since it is so broadly defined, most students could take a cultural course without thinking about it. She stated that if we are serious about enhancing the language requirement, why not look for ways to do more. If it is a valuable experience for students, why not put the resources behind it. Why not say students have to take placement for language, but every student is required to take a language course at the college level. This would say that we value students taking languages on campus. If we value students have cultural experiences, find a way to get all students off-campus for a true cultural experience.

Another faculty member spoke in favor of the motion. She stated that the arguments that we are hearing are examples of "the best being the enemy of the good." The best option is what people have been talking about now – two years of language, etc. But we cannot afford it without losing something else that we value – what would it be? This motion encourages students to go on for language studies who are interested, but don't want to because it does not satisfy a requirement. Let's move ahead within the parameters that we have; don't give up because it is not the best that we can do.

Bob Hershberger responded to the previous speaker that the amorphous cultural requirement was intended so that everyone would participate with cultural courses. We want the university to share in this process, and open it up to all departments to have these conversations and decide for themselves what a foreign

cultural experience is.

A faculty member wanted some clarification about whether or not the Modern Languages department has a say over what courses fit the cultural requirement, but she stated that the amended motion makes it clear that they do not. She was also wondering what the term “foreign culture” meant. For example, would a course on “U.S. Latino Culture” count for the cultural requirement?

Bob replied that MAO would have to decide that question. He would leave it up to the relevant department to justify to MAO whether or not that course would satisfy the requirement.

Another faculty member stated that he understands the importance of language and cultural learning – he didn’t think anyone would say that we should not encourage our students to learn a language or learn about a culture. But, we are assuming the adding a course requirement for “something cultural” will result in accomplishing this goal. The arguments put forward by Art were for requiring more language courses, not for adding a culture class.

A faculty member asked if there was a reason why this motion was not coming from a standing committee.

The chair of MAO stated that MAO considered different versions of the requirements, but felt that it would not be possible to have a stronger language proposal due to resource constraints. MAO felt that the December proposal was about simplifying the graduation requirements, and it didn’t think something like the current proposal helped in that area. MAO felt that an important part of the 2-2-2 proposal was balance, and it will have to consider the balance that it argued for at the last meeting when we consider this proposal in that context.

The faculty member continued by asking if this motion would change the number of semesters that students have to complete their requirements.

The chair of MAO replied that he doesn’t see anything in this proposal that changes the two year time limit for students. He also added [in reference to his previous comments] that the balance is not a deal breaker, but it needs to be considered because it affects disciplinary balancing in the graduate requirements.

Another faculty member stated that it is not about being politically correct, but there is some hypocrisy in the idea of “foreign-ness,” especially if we are trying to embrace globalization. Shouldn’t we be trying to understand what our culture has led us to? The politics of languages goes beyond a matter of being correct or not, but deals with how students perceive the world around them.

A faculty member said that, as he recalls, our discussion about changing the curriculum, we were told to put forward our best ideas, regardless of the resources required. Why should we clip our own wings in this motion; we should ask for the best for our students, and then let the Board of Trustees deal with the costs.

Another faculty member stated that according to the language of the motion, a student could enter the University, test out of second semester Spanish, take a single semester of Japanese, and this would satisfy the requirement. Is this the intent of the motion? Bob and Art agreed that this would satisfy the requirement.

A faculty member asked what the additional costs were to require a third or a fourth semester of language.

The VPAA responded that for a requirement of three semesters of language, three to four new language faculty would be required. For a requirement of four semesters of language, six to seven new language

faculty would be required. He also noted that if the faculty approve this, then we have an obligation to provide the staffing even if the Board of Trustees does not approve more money for faculty.

Another faculty member asked if we would be guaranteeing every student who wants to take Spanish for three semesters a spot in a Spanish class for those three semesters. Will students get to take the language they want?

Bob replied that, in his role as chair of the Modern Languages department, he needs to provide support for all the languages. Students would not get a guarantee to take the language courses of their choice – no department can guarantee students spots in any class they want. But, to the extent possible, we try to accommodate our students.

A faculty member wanted to bring discussion back to the cultural course. She was not ready to make an amendment, but in hearing all the opinions about cultural courses, she feels that the extra cultural course should be directly related to the two language courses taken, or consist of an off-campus trip to that country. The third course should be directly related to their language experience.

Another faculty member wanted to hear a clarification of the statement in the first paragraph: “Students may partially or fully satisfy this requirement through a proficiency/placement examination or participation in an approved off-campus study program or other foreign experience.” Does this mean that an off-campus trip, for example to Australia, fully satisfies the foreign language requirement? This statement is ambiguous. Also, he was wondering why the Modern Languages department gets to determine what languages count as language courses. As currently written, MAO decides in consultation with the Modern Languages department, but Modern Languages is not the only department that teaches language courses. It is commonly understood that MAO decides what courses fit each category.

Bob replied that the spirit of the revision to the original motion was to not identify the Modern Languages department as the gatekeepers to language courses. We want departments to deal with MAO in terms of deciding what courses would count for the requirement. The motion defined the requirement as two courses in a single language plus a third course that could be in the language or a cultural course, but the third course could be fulfilled with a study abroad experience.

Paul Watt stated that he was in favor of increasing the language requirement, and he is impressed with the sentiment that seems to be moving in that direction. Because of this sentiment in building a more demanding language requirement, he wondered if it would be possible to not vote on this motion and pass it to MAO. The Chair of the Faculty responded that one could make a motion to commit the motion to a committee or one could make a motion to postpone discussion on the motion. Paul responded by making this motion:

I move that we send this motion to MAO for further discussion.

The Chair of the Faculty noted that we were now beginning discussion on the motion to refer the issue to MAO.

A faculty member stated that she was about to ask for the same thing. She believes that we are putting the authors of the motion in a difficult position, because they would probably agree with making the requirement more stringent.

The chair of MAO stated that MAO wants what everybody wants. MAO is willing to take this on and work with Bob and Art. MAO would like some clarification about what should be done with this. Where does MAO

go from here, given what has already been discussed.

Another faculty member stated that he did not think MAO should “look at the right side of the menu.” The charge to the faculty was to be not constrained by the costs, but by what is best for student learning. We don’t want to get bogged down dealing with resources; if it is a priority for student learning, to send students out into the world armed with what they need, then we need to change the requirements and worry about the reallocation later.

The Chair of the Faculty stated that if we commit this motion to a committee, MAO is free to make whatever recommendations or changes they want, which could be a range of options.

A faculty member asked what the wisdom was of sending this motion to MAO. Shouldn’t we defeat this motion, not forgetting the opinions shared in this room, and do something new later. Would we be better off starting with a blank page?

Another faculty member stated that he would like to see MAO recommend that some requirements be phased in, and recommend to the Board of Trustees and the President that changing this requirement should be a fund raising priority. We would like to do this without changing other areas of the university. He asked how much it would cost us to do each step of the proposal. He is in favor of sending the issue to MAO.

Bob stated that we would obviously be delighted to see the faculty approve a four-semester language requirement; should we understand that we are pushing this to MAO to make this come about? We would hope that we could identify a timetable to this to take place.

There was a discussion between the Chair of the Faculty, the Parliamentarian, and the VPAA about what could be done in this motion to refer to committee. It was determined that a motion to refer to committee can include instructions on a timetable for a response from the committee. Paul suggested that MAO report back by the May faculty meeting.

The Registrar pointed out that by sending this to committee, no changes that end up being made would take effect for the next academic year.

There were no objections from the faculty to the timeframe of MAO reporting back by the May faculty meeting.

There was no further discussion on the motion to ask MAO to reconsider this motion and report back to the faculty by the May faculty meeting. The motion to refer the issue to MAO passed, and the issue was sent to MAO.

Reports from Coordinating Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

Student Life and Academic Atmosphere Committee – SLAAC (Tiffany Hebb)

The chair of SLAAC was unable to attend the meeting but other committee members offered to answer questions. There were no questions.

Committee on Academic Policy and Planning – CAPP (Pam Propsom)

The chair of CAPP allowed the chair of the CAPP Subcommittee on the Senior Capstone Experience to provide

a report on their work. The subcommittee chair stated that the subcommittee has ended the fact-finding phase of its work, and it thanks everyone who filled out the senior capstone survey – more than 100 faculty members filled it out. She said that the results of the survey would be posted on Moodle within a week. The subcommittee hopes to have a motion to put in front of the faculty meeting, ideally in March.

The chair of CAPP's report consisted of an offer to answer questions. There were no questions.

The following announcement was provided in the agenda, but not read in the meeting:

- CAPP is continuing its discussion of the Summer Working Group's proposed three-seminar sequence. We are using input from various constituencies, chair and program director responses to our survey, and data from the administration to consider options. Our plan is to present a number of proposals for discussion at the March Faculty Meeting. Using feedback from faculty, students, and staff we hope to craft a motion in time to give the faculty previous notice in April of our intent to ask for a May vote.

Management of Academic Operations – MAO (Harry Brown)

The chair of MAO made the following motion:

MAO moves that the faculty approve the following new course:

ARTH 250: Documentary Film (1 credit; cross-listed with Film Studies)

This discussion-based course is structured thematically around such topics as representations of the family, subjectivity and selfhood, crime and justice, sexuality, trauma, and war propaganda. We view a wide variety of documentary styles: poetic, ethnographic, direct cinema, government sponsored, social advocacy, rockumentary, mockumentary, pseudo-documentary, and different hybrid forms. These styles and themes are used as springboards to explore larger questions: What is the source of our fascination with the real? How can documentary evoke discourses of truth, realism and authenticity when the boundaries between fiction and non-fiction have become ever more fluid; when digital technology makes possible the absence of any camera or original referent from the "real" world; and when documentarians make use of strategies such as staging, re-enactments, discontinuous editing, or various poetic devices? What are the conventions of documentary film practice, that provide the necessary impression of "authenticity," when and for what purposes have these conventions been challenged? What is the ethical responsibility of a filmmaker to his/her subjects who are, after all, not actors, but people going about the business of their lives? To understand better the complex nature of representation, we also take into account how context, expectations, institutional supports, viewing communities, cultural frameworks, and historical and social forces (and their interaction) all contribute to the making of meaning in visual images. No prerequisites.

This motion comes from a standing committee and needs no second.

A faculty member asked if approving this meant that the Art History Department would be the only department that could offer this course. The chair of MAO responded that the course would also be cross-listed in the Film Studies program. He also noted that the Communication and Theatre department offers a topics course on documentaries; there is nothing to prevent another department from offering a similar course.

There was no further discussion, and the motion passed.

The chair of MAO then read the following announcement:

The committee reminds faculty, especially department chairs and program directors, that the deadline for designating 2010-11 courses under the new system of distribution requirements is March 1. As chairs and directors have been informed, the Registrar has created a site to make these designations, which includes a space for questions and comments. MAO reiterates, as it did last semester, that decisions rest primarily with departments. We recommend that you select courses without any type of prerequisite that you deem foundational to your discipline. You may also consider designating introductory-level courses with a prerequisite that students routinely fulfill through advanced placement. We do not recommend designating first-year seminars, which may be offered for major credit but are not often conceived as introductions to specific disciplines. We realize that there will be exceptions. In these cases, we invite you to offer a brief rationale in the space provided.

A faculty member asked what would happen next if a department chair included a rationale that MAO disagrees with. The chair of MAO responded that discussions would take place between MAO and that department about that course. The Registrar noted that the schedule of classes will be posted on March 6, and there is not a lot of time between the submission deadline and the posting of classes. He did point out that courses are being reviewed as they are submitted, so departments should consider submitting courses as early as possible.

Another faculty member asked if departments were required to participate in designating courses. The chair of MAO responded that MAO cannot compel departments to designate their courses.

Committee on Faculty – COF (Mike Sinowitz)

The chair of COF stated that he wanted to provide some statistics on out-of-class evaluation response rates. In the Fall 2008 semester, the response rate of submission was 57.4%. In the Fall 2009 semester, that rate was 41.7%. He stated that COF is considering changing the policy that allows any tenured faculty member to administer course evaluations out-of-class; one option is to only allow full professors to do so. COF is concerned that such low response rates do not provide enough information for the personnel process. If you have any concerns or comments about this topic, please e-mail the chair of COF and let him know.

A faculty member stated that he has heard of schools that will not release student grades until those students have filled out their course evaluations, and he wondered if we had considered that. The Registrar stated that we felt that doing that would be too heavy-handed a response, and there was also some question about whether it was legal to do so. He also noted that most schools that have that policy eventually release the grades to the student, they just release them later than usual.

Reports from Other Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

Faculty Development Committee – FDC (Lili Wright)

The chair of FDC asked faculty members to make sure to turn in receipts for conference travel as promptly as possible, so that the budget can be monitored carefully.

She noted that the deadline to apply for funds for student-faculty collaborative work over the summer is March 3. She also asked that faculty look at the Dean of the Faculty's e-mail about the availability for

Summer Stipends, and noted that there are several specific categories for work funded by them.

She concluded by encouraging faculty members to apply for the GLCA New Direction grants. If you are in mid-career and either your teaching or scholarly/creative work could be considered a “New Direction,” you should apply. There are deadlines upcoming on March 8 and April 19. She noted that the grants can provide time and/or money, and there is plenty of money available. The faculty development coordinator is available to help with applications.

A faculty member asked if FDC was providing guidelines for priorities in funding student-faculty research over the summer. She noted that there was a perception of a problem with the funding last year, with promises being made to fund certain projects and not having enough in the budget to fund everything. She asked if someone with two students would receive preference over someone with one student.

The former Faculty Development Coordinator agreed that various difficulties arose last year, but said she is confident that the issues have been resolved and that this year’s process will be smoother and more transparent.

The Dean of the Faculty noted that FDC would be meeting tomorrow, so priorities would be discussed at that meeting and sent out in an upcoming e-mail.

The chair of FDC concluded by noting that the number of students a faculty member would be working with is one of many things that are considered.

Committee on Administration - COA (Rick Provine)

The chair of COA’s report consisted of an offer to answer questions. There were no questions.

The following announcements were provided in the meeting agenda, but not read in the meeting:

- COA continues to participate in the ongoing University Resource Priorities Task Force.
- A new Health Care Working Group (HCWG) has been established by Pat Bacon, the new HR Director, that includes four members of COA. This group is working toward the most favorable outcome possible for the 2010-11 health care benefit package. The HCWG will be seeking your input as options are developed and considered.
- COA is developing a summary document detailing current faculty workload. We will offer some models and analysis to inform the ongoing faculty life discussions.

Academic Technology Advisory Committee – ATAC (Brooke Cox)

The chair of ATAC’s report consisted of an offer to answer questions. There were no questions for ATAC.

The following announcement was provided in the meeting agenda, but not read in the meeting:

- Information Services brought the recommendation to ATAC that we move our email and calendaring system from Novell GroupWise to Google Apps for Education. This recommendation comes after a year-long study by Information Services to identify the best next steps in maintaining our email and calendaring system, which requires upgrade this summer. After lengthy discussion with Carol Smith, ATAC is in support of the recommendation to move to Google Apps. Please contact Brooke Cox or Carol Smith with any questions or concerns.

Additional Business

Report from the CIO (Carol Smith)

The CIO offered to answer questions about the following announcement (written in the agenda and summarized in the meeting):

Transition from GroupWise to Google Apps for Education

As was announced at the December 2009 Faculty Meeting, and noted again in ATAC's written announcements today, last fall Information Services made the recommendation to the University that we move our email and calendaring system from Novell GroupWise to Google Apps for Education. This recommendation came after a yearlong study to identify the best next steps in improving our email and calendaring system. After careful consideration and approval by the President's Cabinet, as well as expressed support by ATAC, we have decided to move forward with this transition.

Thus, beginning this spring and continuing through this summer, DePauw University will transition our email and personal calendaring system from Novell GroupWise to Google Apps for Education. Google Apps for Education is a free suite of hosted communication and collaboration applications designed for colleges and universities, which includes email, calendaring and several integrated collaboration tools (Google Docs, Sites, voice and video chat). Adopting Google Apps as our campus email will enable us to provide rich, robust and flexible email and personal calendaring, while reducing overall costs for providing these services.

A detailed description of the Google Apps transition is included in an Appendix to the agenda, including a rollout timeline, highlights about Google Apps and what it offers, and the rationale for selecting this system.

Persons who have questions about the project are encouraged to contact Carol Smith: clsmith@depauw.edu.

A faculty member asked about the timeline, specifically about the changeover to Google Apps happening on May 1. The CIO elaborated on the timeline. Starting on March 1, everyone's new Google Apps mail account will be available, so people can begin transitioning. From March 1 to May 1, both mail systems will be functioning. Starting on May 1, Google Apps will be the primary mail system – mail will be delivered using that system only. Groupwise will continue running until October to allow people to copy Groupwise's contents to the new system at your own pace.

Another faculty member asked if archived e-mails on faculty personal computers would be transferrable. The CIO responded that people will be able to transfer the contents of your archives. Initially, this could be done by unarchiving the archive into Groupwise and then copying it over to the Google Apps account. She added that the Groupwise client could always read the local archive as well. She concluded by stating that she didn't have any concerns about losing e-mail.

A faculty member asked if the e-mails are sent and received primarily at DePauw, or Google, and will Google be using their algorithms to search our e-mail. The CIO stated that DePauw owns and maintains the data. The e-mail resides on a Google Apps server, but all the contents of DePauw accounts are DePauw's. The contract makes it clear that Google will not access to our data. Google only indexes the contents of our e-mail accounts to allow us to search our own accounts, and the index is not used for other purposes. They do not mine our data for advertising purposes – we have the ability to turn on and off advertisements on our system, and DePauw has turned this feature off.

Remarks from the Dean of Academic Life (Pedar Foss)

The Dean of Academic Life made the following report:

As reported to the faculty last fall, members of Academic Life and Student Life have been involved in a series of discussions, partly informed by the ancillary recommendations of the Summer Working Group report, about how to provide more coordinated opportunities, services, and advising to students as they live and learn at DePauw. Such discussions are including consideration of new collaborative structures. We are being mindful of the development of both the Intellectual Life conversation, and the Campus Planning process, in considering ways that students' academic and social experiences might inform each other more meaningfully. Areas under discussion include those that are co-curricular in nature, and which have traditionally been governed in cooperation between Student Life and Academic Affairs, such as: Orientation, First-Year Experience Program, Career Development, Programs in the Hartman House and the Center for International and Experiential Education, and Student Support.

We are continuing our work this spring, and will be contacting various committees for their reactions and comments as appropriate. In the meantime, if any committees or individuals wish to meet with us to talk about the topic of connecting students' curricular and co-curricular learning, we'd be happy to oblige; thoughts would be most helpful during the next month. Please feel free to contact either Cindy Babington or myself. Thanks.

Remarks from the Dean of the Faculty (Kerry Pannell)

The Dean of the Faculty wanted to welcome new members of our faculty that have joined the faculty for this semester. She welcomed the following faculty members:

- Lazgin Al-Barany – Visiting Scholar of Linguistics and Part-time Instructor of University Studies
- Karen Erb – Part-time Instructor of University Studies and English Language Support Specialist
- Yoshiki Hasegawa – Part-time Instructor of Modern Languages (Japanese)
- Shiri Noy – Part-time Instructor of Sociology
- Marcela Perlwitz – Part-time Assistant Professor of Education Studies
- Rebekah Tromble – Part-time Instructor of Political Science
- Crystal Williams – Mary Rogers Field Distinguished Visiting Writer

She continued her report by stating that one of her responsibilities is to coordinate DePauw's relationship with various organizations. The Mellon 23 Group is a group of 23 liberal arts colleges that receive money via grants from the Mellon organization. There will be an assembly of the Mellon 23 at Pomona in a couple of weeks, and a group from DePauw will be attending. This group includes the Kerry Pannell (Dean of the Faculty), Ray Burgman (Women and Family Task Force), Mike Sinowitz (COF), and Rick Provine (COA). This will be an intense weekend to discuss workload issues and work/life balance. Let someone on the group know if you have comments or thoughts on this issue, and the group will report back at the March meeting.

Remarks from VPAA (David Harvey)

The VPAA stated that he wanted to make two announcements and then answer questions.

He started by noting that because of the financial pressures facing the University, there was no RAS process last year. This was also a year in which relatively few tenure-track positions became vacant; however, over

the next five years, including 09/10, we anticipate a significant number of vacant tenure-track positions.. He continued by stating that he and the President agree that it is not healthy to continue replacing tenure-track positions with term positions. We will, therefore, renew our process for identifying and approving tenure-track positions. The VPAA has asked CAPP to work with him to organize a RAS process for this year. He will also ask CAPP to work with him to consider how we can use this process more strategically by considering how to balance requests for positions that start in 11/12 with long-range staffing needs.

The VPAA then stated that the first Alumni Attorneys and Physicians Weekend is the weekend of March 5 – 6. He was calling attention to this weekend because part of the program includes opportunities for alumni to meet with students who are interested in careers in law and medicine. If a faculty member has an advisee who is interested in law or medicine, please consider sharing this information with him or her.

There were no questions for the VPAA.

Remarks from the President (Brian Casey)

The President was unable to attend the meeting due to his University travel schedule.

Old Business

There was no old business.

New Business

There was no new business.

Announcements

There were no announcements submitted for the agenda this month, and no announcements were made during the meeting.

Adjournment

The Chair of the Faculty adjourned the meeting at 5:35 PM.

Appendices

Appendix A. Tribute to Rev. William F. “Fred” Lamar Jr. Provided by Leslie James and Bob Newton

Fred Lamar came to DePauw in 1974 when he was appointed chaplain and assistant professor of education. He engaged students, faculty, pastors, doctors, dentists, nurses, and lay persons in mission and service, reflection and learning, commitment and friendship for 23 years. He retired from the University in 1997, completing an outstanding career in ministry. Born January 4, 1934 in Birmingham, Alabama, Fred earned his A.B. degree in history and speech from the University of Alabama with Phi Beta Kappa honors, the B.D. from Vanderbilt Divinity School, the S.T.M and D.Min from Eden Theological Seminary, and the Ph.D. from Saint Louis University. After retiring from DePauw (1997), he moved to St. Petersburg, FL, where he actively participated in the Academy of Senior Professionals at Eckerd College. He died January 14, 2010, after a prolonged bout with cancer.

Fred’s first wife, Roberta, died of cancer in 1985, after a career in medical research. Asked, at her death, of the meaning of her life, he said it was dedication to the lives of others, close and far. A year later, he married Martha who survives him. Martha accompanied him on some of the mission trips he led with students, faculty, professionals, and laypersons.

As university chaplain, Fred secured the participation of many faculty members in the Faculty Christian Fellowship (FCF). This group sponsored monthly meetings at which faculty members, including Howard Brooks in Physics and Robert Newton in Philosophy and Religion, shared their personal faith commitments and reflections on the relation between religion and academic disciplines. The FCF flourished during the entire period of Fred’s tenure at DePauw.

Fred’s serious interests included the advancement of experiential education, an interest developed during doctoral studies at Saint Louis University. For him, learning that changed lives must include practical experience alongside reading and lectures, in keeping with the educational philosophy of the late 20th century that emphasized “service-learning” and “real-world” engagement. Fred instituted academic and financial support for courses taught in this model by several faculty members.

His most significant contribution to DePauw might well have been the Winter Term in Mission. This program had already begun before Fred’s arrival at DePauw. In 1972, Clint Gass (Mathematics) adapted the newly started Winter Term program by organizing a team of faculty, including Forst Fuller (Zoology), students, and other volunteers (Clarke Hendrichs, Myrtle Gass) who went to Anguilla to build a church hall. In subsequent years (1973-1976) groups went to Jamaica, Haiti, Roatan, and Utilia. When Fred arrived at DePauw in 1974, he not only joined this endeavor, but soon emerged as its driving force. He organized similar mission trips (beginning 1976) within the United States and then (1977) outside the country. These endeavors drew many students, some of whom would camp outside the Chaplain’s office the night before Winter Term registration was to begin to secure a place on a trip. Participation grew and teams included doctors, dentists, nurses, construction experts, and volunteers from regional churches who would carry large amounts of building, medical, and other supplies as part of their mission. Eventually, DePauw expanded this form of Winter Term experience into a Winter Term in Service program. Quoted in a 1978 article in the *Saturday Evening Post*, Fred said, “I had always preached against the sins of the rich. I discovered many of these kids – to their parents’ credit – didn’t have the slightest idea of what it was like to be even mildly hungry or scared. Few college students anywhere do.”

Fred received many awards and honors for his service. Prior to arriving at DePauw, he received a Danforth Campus Ministry Fellowship and the Baker Award from the Division of Campus Ministry of the United Methodist Church. Near the end of his time at DePauw (1996), he received the Francis Asbury Award

for Fostering United Methodist Ministries in Higher Education. After leaving DePauw, he was honored during DePauw's Alumni Reunion Weekend (2004). The Fred Lamar Endowment for Christian Outreach and Service that provides support for faith-based programs, derived from a gift (1996) by Kenneth C. ("K.C.") Mosier II, a 1966 graduate of DePauw.

Introduction

Beginning this spring and continuing through this summer, DePauw University will transition our email and personal calendaring system from Novell GroupWise to Google Apps for Education.

Google Apps for Education is a free suite of hosted communication and collaboration applications designed for colleges and universities, which includes email, calendaring and several integrated collaboration tools (Google Docs, Sites, voice and video chat).

Google Apps Transition Timeline

We will be a two phased approach to the transition:

Phase I (spring and summer 2010)

Students, faculty and staff members transition from GroupWise to Google, focusing on Email, Calendar and Contacts

Phase II (October 2010 and following)

Further exploration and increased support for the additional tools offered by Google Apps (e.g., Docs, Talk, Sites, Chat, etc.)

Throughout the transition Information Services will offer demonstrations and workshops to help everyone smoothly make the shift.

Timeline:

- **January – March** -- Early adopters / Beta testers
- **March 1** – All faculty, staff and students can begin using Google Apps at DePauw at their own pace

Anyone at DePauw can begin using their DePauw Google Apps account and start copying their GroupWise contents to the new system.

- **May 1** - Google Apps becomes DePauw's primary email system

All incoming/outgoing email to/from DePauw will go through Google Apps instead of GroupWise. From this date forward, everyone must use Google Apps as their primary email account, but GroupWise will still be available to copy email and calendars to Google Apps.

- **May – September** – Copying GroupWise contents to Google Apps continues

Everyone continues copying email and calendars from their GroupWise account to Google Apps

- **October 1, 2010** -- GroupWise server is shut down

Everyone must have copied everything from GroupWise into Google Apps by this time.

Google Apps for Education - Highlights

Google App for Education:

- Provides 7.3GB of storage for each account
- It's free for educational institutions
- Provides email, calendaring and integrated collaboration tools (Google Docs, Sites, voice and video chat)
- Offers best-in-class spam and virus protection
- There are no advertisements and no data mining and our contract guarantees this
- Offers 24/7 online and telephone support for DePauw email administrators and 24/7 online support for end users
- The Google is renowned for its sustainability efforts. Google-designed data centers use about half the energy of a typical data center.

DePauw University's Google Apps:

- DePauw email will remain *username@depauw.edu*
- Email and calendars from GroupWise can be moved over to the Google Apps platform smoothly. Our transition approach will enable and encourage everyone to copy their own data so they can maintain control of what is (and is not) copied to the new system.

Advantages:

- Saves money: DePauw will no longer need to maintain Novell GroupWise and local email storage.
- All accounts will have 7.3GB of email storage (73 times more storage than the 100MB currently provided to students, 36 times more than the 200MB to faculty/staff).
- Provides access to multiple collaboration tools, including email (Gmail), websites, chat, calendar, and document storage
- Offers better user experience than GroupWise, with a full-featured web client. (Likely, students and many faculty/staff already are familiar with Gmail from using it for their personal accounts.)
- Offers solid POP and IMAP support that is compatible with popular email clients, including Microsoft Outlook and Apple Mail
- Offers personal and sharable calendars that support iCal-compliant local calendars, including Microsoft Outlook and Apple iCal
- Offers full mobile services that support popular handheld Internet phones and devices, including iPhones, iPods, Blackberries, etc.
- Staff time will be able to be repurposed to support other campus system needs – no updating mail servers, patching spam filters, and managing Novell GroupWise software.
- All email and account data will be backed up in multiple off-site locations.
- System will be supported by Google staff and monitored 24/7, leading to rapid system recovery if something goes wrong.
- Off-campus or smart phone access to email will be possible if DePauw network is down.
- Off-site spam filtering by Google would reduce the amount of junk email traffic to/from campus.
- Google regularly adds features and services.

Why Are We Changing Email Systems?

Where we are: An email upgrade is needed

For the past several years DePauw has used Novell GroupWise for email and personal calendaring. In spring 2010, Novell will reduce support for our current version (GroupWise 7), requiring us to upgrade to GroupWise 8 to maintain current service levels. Thus, to ensure that we can provide the most stable system to the University, we must plan for an email upgrade during or before summer 2010.

Current DePauw Email Snapshot	
Current email system:	Novell GroupWise 7
Number of accounts:	2400 Students 800 Faculty, staff, emeriti, selected guests
Amount of email traffic:	65-70,000 legitimate messages exchanged per day (400,000 total messages per day, 95% of which are spam)
Default quota per account:	Students – 100MB, Faculty and staff – 200MB
Supporting infrastructure:	5 TB high-speed network storage, 6 centralized email servers, campus spam filter, ½ FTE email administrator staff position

In parallel with the email upgrade, Information Services is in the process of transitioning the campus network infrastructure (P:/I:/U: drives, personal web sites, print services, NetStorage, etc.) from Novell to a Microsoft platform. While this shift will bring many ‘behind the scenes’ improvements in maintenance processes, it will also offer a more flexible and multi-platform-friendly environment to improve everyone’s access to campus network resources. This transition will occur in phases during the next 6 to 18 months and enable us to provide a more stable and manageable infrastructure which is better able to keep up with the growing needs of the campus.

Considering the Novell-to-Microsoft network infrastructure transition, simply upgrading email to the next version of Novell GroupWise may not be the most practical next step to take. Instead, DePauw should take the opportunity to step back, identify our core email/calendaring needs, and explore viable options carefully – much like we did when considering the Blackboard/Moodle transition.

What we know:

Students, faculty and staff need improved tools that support campus communication and dialogue

During the past year Information Services identified the core features needed in an email system and has researched available systems and which ones many of our peer institutions have adopted in the past 1-3 years.

Email is a key part of the fabric of communications across campus, but the communication needs of our students, faculty and staff have changed dramatically in the past five years. In particular our messaging habits continue to evolve with the influx of web-based services and mobile devices. For example, the 2009 EDUCAUSE ECAR survey of undergraduate students and IT reports that 33% of students own Internet-capable handheld devices (e.g., iPhones, iPods, smartphones, etc.) and 75% of those students use them for email. A similar survey of DePauw students in December 2009 provided even more compelling data, where 49% of responding students reported owning these devices. [See Figure 1]

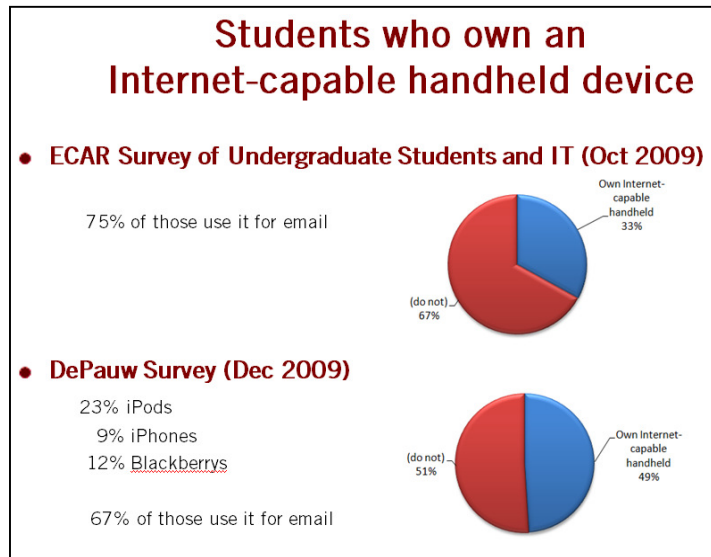


Figure 1

Further, based on the number of support requests we receive, many (if not most) of the employee phones funded through University budgets are email-capable and those faculty/staff members depend on being able to read/send email while on the road or out-and-about on campus.

Finally, DePauw supports a multi-platform Windows/Apple campus, with an approximately 60/40 Windows to Apple ratio among faculty, staff and students.

The University, then, needs an email system that is not only secure and reliable, but is multi-platform compliant and provides the utility and flexibility demanded by today's mobile learners, faculty and staff members.

Core Email/Calendar Needs

- **Security**
 - Protection and security of sensitive information
 - Confidentiality of the information contained in user's accounts
 - Reliable spam filtering
- **Reliability**
 - 95-100% uptime, 24/7
 - Reliable back up of system data – Recovery is possible in disaster
- **Ubiquity**
 - Fully and equally compatible with Apple and Windows platforms
 - Full featured web interface and compatible with common desktop client programs (e.g., Microsoft Outlook, Apple Mail, etc.)
 - Mobile integration – accessible on iPhone, Blackberry and other common smart phones

- **Flexibility**
 - Progressive development of new features to meet our campus users' changing needs
- **Maintainability**
 - Standardized account management processes that align with DePauw account identity management procedures
 - Solid technical support from vendor or provider
 - Affordable for in-house staff to support technical back-end
 - Predictable cost structure from year to year

Several colleges and universities either have already moved their email operations to Google or are planning to do so in the next year. All have broadly noted positive outcomes from their decision, citing overall user satisfaction, expanded collaboration tools that enhance teaching, learning, and overall campus communication, increased storage space for accounts, and the ability to repurpose staff time to support other campus system needs. All have reported good experiences with Google's system uptimes and technical support.

Some colleges that have moved to Google Apps for Education

- | | |
|----------------------|-------------------------------------|
| • Albion College | • Arizona State University |
| • Allegheny College | • Boise State University |
| • Beloit College | • Northwestern University |
| • Denison University | • University of Notre Dame |
| • Hamilton College | • University of Southern California |
| • Hope College | |
| • Macalester College | |
| • Oberlin College | |
| • St. Olaf College | |

What We Should Do: Move to Google Apps for Education

The economic situation, globally as well as locally, is a catalyst to engender change at many levels. Across the board, Information Services must seek strategic adjustments that will not just save costs but also enable us to focus on providing the most important services needed to support and facilitate the intellectual engagement of our campus. Moving email to the 'Cloud' provides an unprecedented opportunity to do just that. Adopting Google Apps as our campus email will enable us to provide rich, robust email and personal calendaring, while reducing overall costs for providing these services.

By moving to Google Apps for Education, DePauw will not just be "doing well with less" but essentially "doing *the best* with less."

DePauw University Faculty Meeting Minutes
March 1st, 2010

Call to Order

The Chair of the Faculty called the meeting to order at 4:03 PM.

Verification of Quorum

The Chair of the Faculty confirmed that more than 80 ballots had been distributed to voting faculty members at the meeting; therefore, the quorum was verified. There were a total of 118 ballots distributed at the meeting.

Approval of Minutes from the February 2010 Faculty Meeting

The Chair of the Faculty asked if there were any additions or corrections to the minutes of the February 2010 faculty meeting. There were none, and the minutes as circulated were approved by unanimous consent.

Moment of Silence to Honor Elizabeth Christman

The Chair of the Faculty asked the faculty to join him in a moment of silence in remembrance of Elizabeth Christman.

Elizabeth Christman, former Associate Professor of English, served DePauw from 1969 – 1976. Elizabeth passed away on February 3rd, 2010. A full tribute to Elizabeth may be found in an appendix to this agenda.

Remarks from the President (Brian Casey)

The President opened with the following remarks:

First I want to thank all those faculty and staff who helped with the events of this past weekend surrounding the production of the Laramie Project. I most particularly want to acknowledge and thank Cindy Babington, Jeannette Johnson Lincon, Sarah Ryan, Adam Cohen, P.T. Wilson, Ken Owen, and Angie Nally.

I also want to thank all those faculty members who wrote to me about these events, and I want to acknowledge that there were faculty members who indicated their preference that we ban the Westboro Baptist Church from coming to campus. Drawing lines in these situations is always excruciatingly difficult, but I believed that, in this situation, allowing this group to come and reacting the way this institution did was the right thing for DePauw to do. Homophobia, racism, and anti-Semitism are very real and very present in our culture. It was wonderful to see this academic community respond to the real threat of hatred with reasoned statements about our principles.

I now want to take a moment to recognize and welcome Dan Meyer, our new Vice President for Admissions and Financial Aid, who could not be here with us today as he is currently in new staff orientation. Dan joins us from Saint Mary's College, where he has presided over multiple years of increasingly academically strong and diverse applicant pools. Dan knows that he is charged to attract to DePauw students of extraordinary promise and achievement, students who have a marked curiosity and intelligence. I have full faith that he can lead us in this effort at DePauw.

And it is always a happy day when I get to appoint someone who was, by far, the top choice of the two different faculty groups involved in this search. So, I want to thank these faculty members for

their help and guidance in this very long search.

While I am on the topic of admissions, I want to acknowledge that, yes, applications have surged this year. As of Friday of last week, applications are up over 13% from last year at this time. I want to state, right off the bat, that we do not want a large class next year. We are doing all we can to aim for a class of exactly 635 students. What has been difficult has been all the moving variables we are seeing in Admissions this year. Last year our yield rose dramatically, resulting in the surprisingly large class. This year we are one of the very few schools in the country seeing applications rise strongly. So, we are working with our external advisors, Human Capital, a group of econometricians from the University of Chicago, who are leaders in this field to yield a class of appropriate quality, cost, and diversity.

If our admissions picture is getting stronger, and the institution is thought of as more desirable, we hope to enter a lengthy phase during which each year we enroll classes that are increasingly stronger, more diverse, and more national in scope. We are in an envious, though precarious position. But we are watching this not just daily, but hourly.

A few more administrative notes: As you know from an email from me last week, we are starting to make significant changes in the externally focused offices of the University. First, Christopher Wells, newly released from Admissions, will take over the coordination of all our external communications efforts. Basically, for purposes of admissions and fundraising, and in connection with a desire to increase the reach and reputation of the University beyond our campus boundaries, we need to consistently speak about our academic programs, our community life, and avail ourselves of all media types through which people, now, learn of an institution.

Soon Christopher will be meeting with many faculty groups and administrative offices to see what we say about DePauw and how we say it. Christopher will also, with me, directly oversee our Development and Alumni Relations functions.

One of the main reasons that many of you have not seen me for the past several weeks is that I have been on the road. By the end of this month, I will have visited over a dozen alumni clubs around the country, speaking to them about what has been happening on the campus. I have also been pushing rather hard on Annual Fund donations, given the pressing financial needs of the University. Simply put, in order to make the budget work this year, we have to have a record increase in annual fund donations. We are on track to hit these new ambitious numbers, but it will be tough, and I will be on the road quite a bit to see if I can help make this all work.

One thing that had become clear to me over the last several months, is that the University needs to dramatically increase the levels of external support we obtain from alumni, from foundations and from corporations and other supporters. Quite simply, our current program costs exceeds consistently available resources. Our ambitions will require significant new funds. Lisa Hollander and I have had numerous conversations about the university needs and we agreed that a change in leadership in the development division, combined with a review of our development operations was in order. So, we have now begun a search for the next Vice President for Development and Alumni Relations. We are also going to bring in some external eyes to review how well prepared we are to raise the sorts of funds that this institution truly needs and our current planning efforts might call for.

And we will need funds given the scope of issues we've been reviewing.

In my mind, we have launched a series of quite intense, and deeply important, planning conversations. Today, in this faculty meeting, we will continue the curricular review planning conversations, and these conversations will continue through the spring.

And I want to note that, like many of you, some form of curricular review was a necessary, though not wholly sufficient, step required to dramatically increase the intellectual life and vitality of the university. In order to create a residential liberal arts university of the very first order, a place of transformation, we have had to look at ALL the conditions of life on this campus. We have to get them all right, because they are all interrelated.

So, I am very very happy that, should this faculty so vote, we will take a very hard look at what it means to be a faculty member at DePauw. This second summer working group will be involved an important conversation about the ways in which faculty work and are supported.

There are, however, several other ongoing planning conversations that are also deeply important and which, I believe, will result in recommendations that, if implemented, will fundamentally strengthen DePauw.

And, before listing them, I would like to announce here, today, in March, that these many planning conversations will be the topic for the Faculty Institute this August. I would like to use that day to hear about where exactly we are with the curriculum changes as well as where we are with respect to other planning efforts:

1. **The campus plan.** We should have a preliminary campus plan, one stating basic principles of how we might better use our campus, by the end of April. We will also receive a landscape plan at the same time. Basically, we are learning that, while we have many excellent facilities, we have a number of buildings that are not working at all. We also have created a situation in which students and faculty actually don't meet in the core. Our students live in a suburban ring around an academic precinct that does not support student development and interaction. We also have built out the campus in ways that significantly harms how one finds and enters the campus, and how one thinks about the downtown. The campus planners will be here a few times over the next several weeks meeting with a number of faculty and staff groups.
2. By late spring, SLAAC will offer a preliminary **statement of principles** about **how we might develop a coherent residential philosophy for our students.** How our students live and eat – and how they interact with faculty in their residential halls and in dining halls – fundamentally affects how they learn and develop. Since 1985, we have built a number of duplexes and apartments that are nice, but not places of connection. We have seen the number of dining halls drop to the point where essentially, close to 40% of our students are taking most if not all of their meals in an overcrowded food court. A significant number of our students live in residence halls that are, essentially, failed fraternities. Therefore, right now, an overwhelmingly large number of our independent students live in buildings that do not foster community in any meaningful sense and they eat in deplorable conditions. If we are to be a great liberal arts university, we need to quickly address this situation. I will also argue that, through improvements to our environs, students of all kinds will find more and healthier ways to interact, and our faculty will have better conditions for their own work. This is the first campus I have been on that does not provide comfortable places for faculty to interact with other faculty, and with students. So, we need to think about how we want to be with each other on this campus.

3. **Changes in Academic Affairs and Student Life Offices.** Pedar Foss and Cindy Babington have been working quite diligently in thinking about how best to reorganize those Academic Affairs and Student Life Office that affect student intellectual and social development. They will be reporting on these changes to this faculty at some point this spring.

So this August I want for this faculty to learn of and discuss where we are with the major planning conversations:

1. The intellectual life conversations that have focused on the state of our curriculum
2. The faculty intellectual life conversations that may be launched today
3. The campus planning process
4. The “How we Live” planning process.
5. The student academic life office reorganization

I want to note that this summer we will see some modest changes to the campus using one-time funds donated by the Board of Trustees. We will see what we can do to begin addressing some of our more acute student life needs. We will also see some tree planting on the campus. We are down to 7 large native hardwood trees in the Academic precincts, all of which are in the last 3 to 5 years of their lives. If we don’t replant the campus soon, we will be working on a desolate plain.

We will also see some improvements to the Admissions entrance sequence.

As I said, we will use one-time Board provided funds to support these efforts. I do think these will have significant impacts right away. Simply put, we need to decrease our admissions discount rate, and increase student retention in order to stabilize our budget. These small steps will directly help in these efforts. A 4% increase in retention paired with a 5% drop in the University’s discount rate would combine to create an \$11 million surplus.

What we will also have to do, over the near term, is begin to implement whatever recommendations we can that come out of these interrelated planning efforts out of currently-available funds. We will then have to locate new funds and greater resources to start truly dramatic changes.

And I think we will be able to do this. Our admissions numbers and the increasing alumni support indicate that our external audiences are supportive of what this faculty is doing.

I hope to keep reporting on all these conversations – and I truly look forward to a comprehensive conversation on all these efforts at our Faculty Institute this August when we will know even more about where we are and where we can go.

Thank you.

A faculty member asked what efforts the University is making to bring an international balanced cohort of foreign students to DePauw. Christopher Wells responded that the international admissions program has been successful, but it has grown very heavily with students from one particular country. He stated that we should back off on the level of discount for students from that country so that we can break into other countries. Individuals from some countries simply cannot afford to come here. Without a substantial change in the strategy and philosophy in how we fund the international program, DePauw won’t get the ideal spread of international students.

Another faculty member asked if there would be a search starting soon for the VPAA position – the Chemistry department would likely want the current VPAA back. The President responded that the VPAA is spectacular to work with. He continued that the University would be well served by having him in that position for another year – too many other changes are happening now for us to introduce a senior search in this area. We could start the search next year, and the current VPAA will have served in the role for two years. The faculty member asked when the search would begin. The President responded that it would probably take six to eight months, so it would probably start in the fall. He reiterated that the current VPAA was terrific, and that he relies on his judgment every day.

A faculty member asked the President to clarify what the recent e-mail about Christopher Wells’ new responsibilities meant about coordinating academic life and the intellectual program; she was particularly interested in how Christopher would interact with the Dean of Academic Life. The phrasing of the e-mail may have been confusing – Christopher will not have any control over academic life, but will simply be coordinating the messages that go out about it. The President responded that, when he arrived here, he was struck by the lack of intellectual life material in admissions material; he noted that the web page had interesting materials, but little information about things going on in the classroom; and some of the admissions material was childish and shallow. He said that people, particularly alumni, need to know what is going on in our classrooms.

Another faculty member asked what was happening with faculty hiring under the RAS process. The President responded that we should know more about this within two weeks. He said that we need to figure out what we are going to do about opportunity hiring. He concluded by stating that the VPAA should be sending out a message to department chairs within two weeks.

Reports from Coordinating Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

Management of Academic Operations – MAO (Harry Brown)

The chair of MAO began by explaining that the extensive revisions to the Studio Art major would be handled with a single vote. He then made the following motion:

MAO moves that the faculty approve the following revisions to the major and minor in Studio Art, and accompanying new courses, effective for incoming students in the fall of 2010 and available as an option for current students:

Studio Art Major

Total courses required	Nine + two Art History
Core Courses	Three introductory courses--one from each of the three areas: painting/drawing (A), sculpture/ceramics (B), and photo/new media (C). <ul style="list-style-type: none"> • A. ARTS 152, ARTS 153 • B. ARTS 175, ARTS 170 • C. ARTS 160, ARTS 163, ARTS 165
Additional Requirements	Three 200-level courses, two of which must expand upon an area of artistic study taken at the 100-level.

300 and 400 level courses	Three including ARTS 491 and ARTS 492
Senior Requirement	The senior comprehensive requirement consists of the completion of ARTS 491, Senior Projects, (fall semester senior year) and ARTS 492, Senior Projects, (spring semester senior year) with a grade of C or better, as well as an exhibition of the student's work in the Visual Arts Gallery at the end of the senior year.
Additional Information	Students must take two art history courses, one survey (A) and ARTH 226. <ul style="list-style-type: none"> • A. ARTH 131, ARTH 132, ARTH 133, ARTH 142
Summary of changes	Required 100-level introductory courses is decreased from 4 to 3. 200-level increased from 2 to 3. Full year senior seminar. ARTH 226: Contemporary Art and Theory is required, rather than recommended.

Studio Art Minor

Total Courses Required	Four + one Art History
Core Courses	Four studio courses. At least one 300 level studio course is required for all minors. Students should contact their minor advisor to enroll in a 300-level course.
Other Courses	One course in art history.
300 and 400 Level	One
Summary of changes	Clarifies the number and level of studio art courses required.

New courses in Studio Art

ARTS 276: Bigger, Better Ceramics (1 credit, Group 6)

In this course, students will learn how to construct large forms out of clay using hand building and throwing techniques. Although many ceramic objects reside in the realm of the handheld, this course will cover numerous strategies that can be used to tackle the challenges associated with large-scale work. These techniques can be employed to greatly expand the potential of working with ceramic materials. In addition to working on large-scale ceramic projects, this course will engage students in the various aspects of studio art practice such as concept development, problem solving, materials testing, visual literacy and critical thinking. Course may be taken or repeated at the 300 level with

advanced expectations and consent of instructor. Not offered pass/fail.

ARTS 277: Casting Clay: Repetition and Redefinition (1 credit, Group 6)

Casting allows the artist to quickly generate multiples from both found objects and original designs. In this course, students will develop creative projects using casting techniques that range from simple press molds to more complex plaster mold systems. These mold-making practices, often associated with industry and mass production, will serve as a springboard for consideration of issues such as originality, authorship, production, consumption and recontextualization. In addition to working on assigned projects, this course will engage students in the various aspects of studio art practice such as concept development, problem solving, materials testing, visual literacy and critical thinking. Course may be taken or repeated at the 300 level with advanced expectations and consent of instructor. Not offered pass/fail.

ARTS 264: Fabricated Photography: Extending the Image (1 credit, Group 6)

An introduction to experimental cameras and photographic techniques, this course will explore alternative methods for creating photography. Assignments will address areas such as large scale murals, multiple images, photo sculptures/assemblages, photo books, photo installation and projection. Technical processes will explore pinhole and Diana cameras, darkroom experimentation such as sandwiched negatives, hand-applied black and white emulsions, Xerox and heat transfer and non-silver alternative processes such as Cyanotype and Vandyke. Students will simultaneously learn the history of photography as they push the boundaries of the medium. We will also look at the work of other mixed media/photographic artists, including the Starn Twins, Bea Nettles and Carrie Mae Weems and discuss how their process supports their concepts. Emphasis will be placed on independent problem solving, critical thinking, visual literacy and student initiated research. Course may be taken or repeated at the 300 level with advanced expectations and consent of instructor. Not offered pass/fail.

ARTS 262: Studio Lighting: Photographic Illusion (1 credit, Group 6)

This course is an introduction to the lighting studio, medium and large format photography, film scanners and digital color printing. Using the lighting studio as a basis for the course students will explore assignments such as the constructed still life, studio portraiture and tableau photography in both black and white and color photography. Notions of the real and the ability to create rather than find a document will be central themes of discovery. Students will also explore staged photography and what it means to build sequential narratives and visual metaphors. We will also interrogate concepts of beauty and the historical role of the lighting studio in reinforcing stereotypes about gender and race. Ultimately students will conceptualize how the lighting studio can transform their means of creative production. Emphasis will be placed on independent problem solving, critical thinking, visual literacy and student initiated research. Course may be taken or repeated at the 300 level with advanced expectations and consent of instructor. Not offered pass/fail.

ARTS 271: Sculpture in Public Spaces (1 credit, Group 6)

This course is an intensive investigation of the methods and theories of contemporary public sculpture. Emphasis will be placed on the acquisition of skills and techniques relating to materials suitable for outdoor display, including woodworking, welding, sewing, and fiberglass resin. Discussions and lectures delve deeply into both the practical issues of public art- model-making, site selection, and presenting ideas for approval- but also the theoretical considerations- how and why art in the public sphere is so distinct from more traditional gallery art. Issues of permanence, site-specificity, community engagement, and environmental concerns will be explored through a series of project such as inflatable art, earthworks, and construction of a large-scale sculpture for exhibition on campus. No previous experience necessary. Course may be taken or repeated at the 300 level with

advanced expectations and consent of instructor. Not offered pass/fail.

ARTS 272: Kinetic Sculpture (1 credit, Group 6)

This course explores contemporary time-based art through basic techniques of movement and kinetics. Various methods of motion are explored, including mechanical devices and motors, natural sources such as wind, and manual or man-driven operations. Demonstrations provide the technical and material expertise necessary to complete related projects such as automaton, flying machines, and self-destructing devices. Discussions and slide lectures will focus on examples of kinetic art through recent art history, with emphasis on conceptual and visual concerns of moving objects; not just how they function physically, but how they are interpreted in the context of our fast-paced, post-industrial culture. Course may be taken or repeated at the 300 level with advanced expectations and consent of instructor. Not offered pass/fail. No previous experience necessary.

ARTS 255: Projects in Painting (1 credit, Group 6)

Continuing research work in painting. Students will be introduced to and asked to explore various painting ideologies. Projects will rotate each semester and will include but not be limited to different media and subject oriented explorations such as the narrative, the grid, the figure, non-objective painting, or the myth. Emphasis will be placed on further development of painting skills, problem solving, critical thinking and visual literacy as well as student initiated research. Prerequisite: ARTS 153. Course may be taken or repeated at the 300 level with advanced expectations and consent of instructor. Not offered pass/fail.

ARTS 254: Projects in Drawing (1 credit, Group 6)

Continuing research work in drawing. Students will be introduced to a variety of projects exploring different drawing formats, mediums, and subjects. These projects will rotate each semester and will include traditional and experimental subject matter. Emphasis will be placed on further development of the student's drawing skills, problem solving, critical thinking, visual literacy and student initiated research. Prerequisite: ARTS 152. Course may be taken or repeated at the 300 level with advanced expectations and consent of instructor. Not offered pass/fail.

ARTS 491: Senior Projects (1 credit, Group 6)

This is the first course in a two-semester series of focused studio practice for art majors in their senior year. In this course, students will produce a body of work that explores themes and concepts relevant to their own artistic research. These ideas will serve as the foundation for their exhibition in the Visual Arts Gallery in the spring semester. Through sustained exploration of ideas, continued experimentation with materials and techniques and ongoing critiques with faculty and peers, students will identify and articulate their core practice as an artist. Students will investigate examples of contemporary art practice through lectures, readings, research presentations and museum visits. In order to prepare for the professional art world, students will develop artist statements, document their work in a portfolio and seek opportunities such as exhibitions, residencies and graduate school.

ARTS 198: Introductory Studio Art Topics (1 credit, Group 6)

Introductory level studio courses in specific media. Areas of study may include: A. Drawing, B. Painting, C. Ceramics, D. Sculpture, E. Photography, F. Video, G. Digital, H. Interdisciplinary Study. No prerequisite. Not offered Pass/Fail

ARTS 298: Intermediate Studio Art Topics (1 credit, Group 6)

Intermediate level studio courses in specific media. Areas of study may include: A. Drawing, B. Painting, C. Ceramics, D. Sculpture, E. Photography, F. Video, G. Digital, H. Interdisciplinary Study. Prerequisite will vary. Not offered Pass/Fail

The motion came from a standing committee and needed no second. There was no discussion about the motion, and the motion carried.

The chair of MAO then made the following motion:

MAO moves that the faculty approve the following revision to the major in Psychology, and accompanying new courses, effective for incoming students in the fall of 2010 and available as an option for current students:

Senior Requirement	Majors must satisfy their senior requirement by completing the thesis for either PSY 493 (one-semester thesis) or PSY 495 and PSY 496 (two-semester empirical research and thesis) with at least a C- or better. The major also requires successful completion of a departmental comprehensive examination. The exam is administered in sections to senior majors in PSY 493 and PSY 495. Performance on the exam is part of the grade in PSY 493 or PSY 495. To certify for graduation with a major in psychology, students must earn a 70 percent or better on all sections of the exam.
Summary of Changes	Previously, the requirement was to complete the seminar with a grade of C- or better.

New courses in Psychology

PSY 311: Psychological Assessment (1 credit, Group 1 lab)

In this course, we will review the principles of psychological assessment, including test development, psychometric principles, advanced statistics (e.g., factor analysis, multiple regression) and applications in clinical, industrial/organizational, and educational settings. A major portion of the course will be devoted towards the development and validation of a test or measure that you will design yourself. This course will be excellent preparation if you are intending to go to graduate school in psychology, education, or other related field. In fact, it will be taught as largely a graduate course in psychological measurement. This course is also extremely useful if you plan to go into Human Resources, where you will frequently be involved in hiring new employees, constructing employee and/or customer surveys, and developing measures to assess employee performance.

PSY 301: Physiological Psychology with Lab (1 credit, Group 1 lab)

This course examines the interactions between physiology and behavior with an emphasis on the nervous and endocrine systems of both human and non-human animals. Fundamental concepts of neuroanatomy, neurophysiology, and psychopharmacology will provide the foundation for discussions of behavior. A wide variety of behaviors including: ingestive behaviors, sleep, sexual behavior, learning and memory, stress, drug abuse, and disordered behavior will be studied in relation to these physiological principles and systems. The laboratory component will provide research experience with common procedures, behavioral measures, and organisms. Prerequisite: PSY 100.

The motion came from a standing committee and needed no second. There was no discussion about the

motion, and the motion carried.

The chair of MAO then made the following motion:

MAO moves that the faculty approve the following revisions to the major in Political Science, and accompanying new courses, effective for incoming students in the fall of 2010 and available as an option for current students:

Core Courses	5 total. Must complete three of four subfield introductory courses (POLS 110, POLS 130, POLS 150, POLS 170), a course from any level in the other subfield, and POLS 450.
Summary of changes	POLS 230 and 270 have been renumbered to the 100 level, so that there are now four distinct introductory areas: American government, political theory, international politics, and comparative politics. Previously, POLS 110, 150, 230, and 270 were all required in the core. This change gives students more flexibility in choosing a course to fill the fourth area.

New courses in Political Science

POLS 235: Equality and Justice (1 credit)

This course investigates multiple dimensions of the principle of equality, such as equality in nature, equality among the sexes, equality among classes and equality before the law. It puts them in the context of broader discussions of justice and interrogates the relationship between the two through a close reading of texts by Cicero, Locke, Goldman, Fanon, Nietzsche and Wendy Brown. Some of the questions raised by this course include, does an embrace of equality lead to a tolerant and socially just polity where resources and opportunity are available to all? Or does an uncritical adoption of equality lead to a stunted and conformist politics that is reluctant to accept change and restricts individual freedom?

POLS 335: Muslim Political Thought (1 credit)

This course is an exploration of the resurgent tradition of Muslim political thought. It begins with an examination of the canonical thinkers Al-Farabi and Ibn Khaldun and then proceeds to Hourani's account of the confrontation and engagement of Arab theorists with a largely European liberalism. Their readings, critiques, adaptations, challenges to, and expansions of liberalism remain powerful in the shaping of contemporary Muslim political thought. It then turns to an exploration of key texts of political Islam, including controversial works by Qutb and Maududi. It closes with an examination of Women and Islam through an exploration of contemporary debates surrounding the issue of veiling.

The motion came from a standing committee and needed no second.

A faculty member asked for clarification about the changes – is the major really now four 100-level courses, senior seminar, and some other courses? The chair of MAO responded that the POLS department showed that the 200-level courses in question were arbitrarily numbered originally, and should actually be numbered as 100-level courses.

There was no further discussion, and the motion passed.

The chair of MAO then made the following motion:

MAO moves that the faculty approve the following new courses:

BIO 385: Molecular Neurobiology (1 credit)

This course is concerned with the regulation of neural gene expression and protein synthesis and is designed for advanced students. We approach neurobiological questions from the molecular (gene and protein) level with the aim to understand how patterns of gene expression and protein synthesis relate to brain function and dysfunction. Topics include neurodegenerative diseases (such as Alzheimer's, Huntington's and Parkinson's disease), addiction, mood disorders, neural development, neural regeneration, stem cells, and progress in neural therapies. Along these lines, current concepts of transcriptional and translational control of selected neural genes in normal, diseased and developing nervous systems are discussed. Molecular techniques such as protein isolation, Western Blotting, immunodetection, and tissue culture are explored in the laboratory. Prerequisites: BIO215 Cells & Genes.

ITAL 371: Advanced Conversation and Composition (1 credit, Group 5)

In this course, students will engage in conversation through film, current events, opera, contemporary music and short stories. Though the course will focus especially on developing the students' oral fluency and writing competence, students will improve their writing, reading, listening-comprehension and oral skills. This course will prepare students for more advanced work in Italian language and culture. It will encourage students to engage in conversation with native Italians through Skype, explore different topics in Italian culture, and practice writing through a variety of exercises including preparing a resume, creative writing, film reviews, and articles or stories regarding their lives on campus to be exchanged with students studying Italian in Italy.

The motion came from a standing committee and needed no second. There was no discussion about the motion, and the motion carried.

The chair of MAO then made the following announcements, and noted that details would be provided on request.

Announcement of changes in course number, title, description, and/or prerequisites:

- ARTS 152: Introduction to Drawing (title)
- ARTS 153: Introduction to Painting (title)
- ARTS 160: Introduction to Digital Art (title)
- ARTS 163: Introduction to Photography (title)
- ARTS 165: Introduction to Video Art (title)
- ARTS 170: Introduction to Sculpture (title)
- ARTS 175: Introduction to Ceramics (title)
- ARTS 398: Advanced Studio Art Topics (title, description)
- ARTS 492: Senior Projects (description)

This is the second course in a two-semester series of focused studio practice for art majors in their senior year. In this course, students will produce a cohesive, conceptually focused body of work for exhibition in the Visual Arts Gallery at the end of spring semester. Students will develop contemporary studio practice through artistic research in support of their individual ideas and evidenced mastery of materials and techniques appropriate to their chosen medium. Students will be

expected to demonstrate active independent research and studio management, while participating in art related events on and off campus. With the gallery staff, students will engage in all aspects of exhibition; including design of postcards and advertising material, organization and arrangement of the exhibition, and professional installation and de-installation of their art. Submission of a final artist packet, including artist statement, resume, documentation of art, and slide list, will be required of all students. As part of this course's requirement, each student must also prepare and present a formal gallery talk for the exhibition opening.

- PSY 214: Statistics for Behavioral Sciences (drop MATH 240 restriction)
- POLS 170: International Politics (number change from POLS 270)
- POLS 130: Political Theory (number change from POLS 230, description)
- POLS 240: Contemporary Political Ideologies (description)
- POLS 210: Political Parties (number change from POLS 310, description)
- POLS 220: African American Politics (number change from POLS 320)
- POLS 110: American National Government (description)

This course will serve as an introduction to the American political system. The three branches of the national government and the roles of political parties, elections, public opinion, interest groups, and other political actors will be addressed. Each section will use a different lens to study American National Government. PolS110A American National Government. PolS110B American Government: The Political System Today. PolS110C American National Government: Race and Privilege. PolS110D American National Government: The Data. POLS110E American National Government: The Power of Individuals.

- FREN 110: Review of Elementary French (title change from "Intensive French")
- GEOS 230: Environmental Geology (number change from GEOS 109, prerequisite change, description change)

An intermediate examination of the processes that influence the physical and chemical nature of the Earth's surface with special attention given to the influence of human actions on the lithosphere, hydrosphere, and atmosphere. Students learn how the risks from natural hazards are assessed and minimized; understand the consequences of natural resource extraction; and consider the sources, transportation, fate, and remediation of waste and pollution in the environment. Real-world examples emphasize the importance of these topics for solving environmental problems. *Prerequisite: GEOS 110 or permission of instructor.*

- UNIV 170: Environmental Science Seminar, 1 credit (credit, prerequisite, description change)
In this discussion-based course, students learn the interdisciplinary science behind environmental problems by reading current and classic papers from a variety of scientific journals. The specific topic or topics are chosen by the class during the first session and then are explored over the course of the semester. Scientific writing and speaking skills are developed throughout the semester.

The following announcement was found in the meeting agenda, but not read during the meeting:

- The committee has begun the process of gathering information relevant to its task of investigating a change in the language requirement. We have already received an analysis of staffing requirements from the VPAA, and we are currently researching the language requirements of GLCA, ACM, and other top liberal arts institutions. We plan to conduct surveys of the faculty and departments in the coming weeks. We will report to the faculty after we synthesized this information.

Student Life and Academic Atmosphere Committee – SLAAC (Tiffany Hebb)

The chair of SLAAC's report consisted of an offer to answer questions. There were no questions.

Committee on Faculty – COF (Mike Sinowitz)

The chair of COF stated that, after further consultation and discussions with Ken Kirkpatrick, COF has decided to change its current policies regarding Student Opinion Surveys. He said that, from this point forward, only tenured Full Professors will have the option of doing their evaluations out of class. All other faculty members will be required to do their evaluations in-class. COF also encourages Full Professors who are considering going up for faculty awards linked to teaching to consider doing their evaluations in class. He also noted that COF is currently working with the Registrar to place a twenty-five minute time limit on the Student Opinion Surveys.

The chair of COF encouraged more discussion among faculty members with their students about the role of the surveys and their importance in the personnel policies – beyond the boilerplate introduction. COF encourages all faculty members to discuss how DePauw's personnel process works and to explain the importance of these surveys in that process. He concluded by asking if there were any questions.

A faculty member stated that she thought that we were not supposed to talk to students about student opinion surveys. The chair of COF responded that faculty members should not "prime" the students, or say things like, "I'm going up for tenure, so give me good responses." Faculty members should communicate how seriously these forms are taken at the University; COF is concerned that students are not taking these forms seriously.

Another faculty member asked if it would make sense to have COF send a memo or standardized message to students, or to faculty members to read to students, so that everyone gets the same message. The chair of COF responded that that idea sounded fair.

A faculty member asked if COF had given any thought to changing the form itself. The chair of COF responded that COF is not finding that the fault is in the form. Switching to submitting the forms on computer is doing what we had hoped it would do – we are getting a lot more information on the form. COF is not considering changing the form.

Another faculty member noted that at some other schools, students who do not fill out student opinion forms cannot view their grades online; they have to go to the Registrar's office to do so. She asked if COF had considered this idea. The chair of COF stated that COF had discussed it at length, and that COF does not think that it is the way to go.

A faculty member asked, since student opinion forms are so important, whether there some way faculty members could get data about where their numbers stand against other faculty members at the University. The chair of COF responded that, as of now, the answer is no.

Another faculty member asked if any thought has been given to giving the surveys at the end of class, and not trading with other faculty members. He stated that he would like to see hard data about whether giving the surveys at the beginning of class actually supplies superior data. He asked if there has been any discussion of the issues. The chair of COF responded, "Yes."

A faculty member noted that the return rate for student opinion surveys was 41%, and this rate is troubling us. He then noted that the quorum for faculty meetings was 40%, and stated that he didn't think the student opinion survey rate was a problem.

Committee on Academic Policy and Planning – CAPP (Pam Proptom)

The chair of CAPP stated that a one hour recess of the faculty meeting was planned to discuss the seminar and writing sequence; the proposals are attached to these minutes as Appendix B; supporting materials are available on the Intellectual Life Moodle site. She stated that CAPP is ready to present three models to the faculty for discussion.

Before the discussion, the chair of CAPP made the following statement:

CAPP used the Summer Working Group's document regarding the "Three Seminar Sequence" to structure its investigation of writing and speaking at DePauw. The SWG suggested retaining the First-Year Seminar, instituting a First-Year Practicum with an emphasis on writing and speaking, and creating Sophomore Seminars with continued attention being given to speaking and writing. CAPP has been investigating the SWG proposal, and others, all year. We collected survey responses from department and program chairs (in consultation with their departments, schools, and programs) regarding the proposed three-seminar sequence; worked with the administration running analyses to determine its feasibility; convened a "supercommittee" during fall and January with representatives from W, S, FYS, CAPP and other interested parties to discuss options; and outlined a number of proposals.

The goals we used to guide construction of all proposals were intentional development of student writing and speaking, and verticality, meaning that there should be continued attention paid to and instruction in these skills beyond one course in the first-year.

Originally, we did not intend to incorporate Q into the discussion, as the SWG did not and MAO was going to address this; however, during formulation of proposals Q emerged and was incorporated into the documents. Because this was unexpected Rich Martoglio (the Q Center Director) was not included in the consultations but we plan to consult him soon

Today, three members of CAPP will briefly present the three models and then we'll open it up for discussion. I will moderate the discussion, trying to allow all interested parties to speak, and members of CAPP will try to address (or at least record) any questions that arise. We will then distribute a brief survey to be completed today. The next phase will be to get more detailed feedback from faculty, perhaps after having a little time to think about the proposals and discussion, via open meetings or written comments on a web forum. We would also like to solicit input from students and staff.

CAPP will then craft one proposal for vote at the May Faculty Meeting.

The Chair of the Faculty then stated that he would be recessing the formal faculty meeting for at most one hour, and that he would reconvene the formal meeting after one hour unless asked to do so earlier by the chair of CAPP.

The faculty meeting went into recess at 4:45 PM. Members of CAPP took notes during the recess, however these notes are not part of the formal faculty meeting meetings.

The faculty meeting was called back to order at 5:45 PM.

The following announcements were found in the meeting agenda, but not read during the meeting:

- CAPP is creating a Winter Term group to consider the SWG's Intellectual Life recommendations regarding Winter Term. Originally this charge was given to the Winter Term Subcommittee; however, after

consultation with the Winter Term Subcommittee chair we determined that the WTS has many other pressing items on its agenda and may never have time to fully address this important topic. We propose that this new “supercommittee” be composed of two people from the WTS, two members of CAPP, a student (perhaps from WTS), two faculty members elected at-large, a School of Music representative, a representative from Academic Affairs, and a representative from Student Life. The group would begin discussion this spring, continue in the fall, and bring forward a motion for faculty vote during the 2010-2011 academic year. Those interested in participating must be available to serve now and in fall 2010 (therefore graduating seniors and faculty members on sabbatical leave in the fall are ineligible). CAPP will select the WTS and CAPP representatives from volunteers from those groups. Additional faculty members will be elected by the faculty at-large. Those interested in serving should contact Pam Propsom (propsom@depauw.edu).

- The Senior Capstone subcommittee of CAPP is continuing its work and hopes to have a motion posted to Moodle prior to the April faculty meeting for a vote at the April faculty meeting.

Reports from Other Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

Faculty Governance Steering Committee – FGSC (Rick Provine)

The representation for the FGSC made the following motion:

The FGSC moves that the faculty charges a summer working group to study carefully each of the questions posed in the document entitled “Questions to Guide the 2010 Working Group” and to present to the faculty a written report no later than 14 days prior to Faculty Institute 2010. The report, which should include one or more concrete recommendations along with associated rationales, will form the basis for some of the discussions during Faculty Institute 2010 with follow up discussions and actions to be carried out during the 2010-2011 academic year as appropriate. This report should address all of the questions in the “Questions to Guide the 2010 Working Group” document (see Appendix C), ideally in an integrated fashion, rather than focusing only on selected questions. The group’s work should be informed in part by relevant sections of proposals that were generated during the 2008-2009 academic year, by relevant parts of the straw polls conducted in May 2009, by relevant sections of the 2009 Summer Working Group Report, and by information gathered during the spring 2010 semester as well as during summer 2010. In addition, the summer group's work should be informed by relevant literature, DePauw historical documents, and data and practices from peer institutions.

The representative of FGSC noted that the questions document can be found in the appendix of the agenda [and in the appendix of these minutes]. He stated that the FGSC discussed this issue and thought it would be an appropriate solution.

The motion was seconded.

A faculty member noted that we were about to make an important decision and indicated that he believed we might not have a quorum. The Chair of the Faculty asked the faculty member if he would like to request that we verify the quorum. The faculty member responded “no.”

There were no questions or discussion, and the motion carried.

The following announcement was found in the meeting agenda, but not read during the meeting.

- Information About 2010 Working Group Composition and Schedule

During the month of March a ten member 2010 Working Group will be assembled. Six faculty members will be elected by the faculty; four faculty members will be appointed by the FGSC to ensure balance and representation from the School of Music and from committees (for the purposes of continuity). In addition, the FGSC invites the administration to appoint one senior academic administrator to serve as a liaison to the working group, since some of the topics under discussion must be agreed to jointly by the faculty and the administration. This administrative liaison will generally meet with the working group.

The faculty election is open to tenured and non-tenured tenure-track faculty and those who serve with "rank of". Members of the 2009 Summer Working Group are not eligible to serve, nor are faculty members who will be out of town for more than two consecutive weeks between May 24th and August 6th. Nominations (with permission of the nominee) and self nominations may be made to Divisional Officers in time for them to present a slate to the Chair of the Faculty by 5pm on Wednesday March 10th. Each nominated candidate is invited to supply a maximum 150 word statement (submitted as a Word document) explaining why she or he is interested in serving on the summer working group. Statements are due to the Chair of the Faculty by 5pm on Thursday March 11th and will be made available to the faculty as part of the election process.

A divisional election will be run from March 12th through March 15th with each voting member of the faculty permitted to cast one vote in his or her division. The highest vote getter from each of the four divisions will be named to the 2010 Working Group, with results to be published on March 16th. Remaining candidates will be entered in an at large election to be conducted between March 17th and the 19th. This phase of the election will be used to bring the total number of elected faculty members to six. If each divisional election successfully elects a candidate then two additional at large candidates will be elected. If one or more divisions fail to elect a candidate due to a lack of nominees, these positions will be filled through the at large election. The results of this election will be announced on March 22nd.

The FGSC will accept expressions of interest from tenured, non-tenured tenure-track, and "with rank of" faculty until 9am on March 30th. Expressions of interest may be accompanied by a maximum 150 word statement (submitted as a Word document) explaining the candidate's interest in serving on the summer working group. The FGSC will appoint four additional faculty members to balance the group. The complete working group membership will be announced by April 2nd.

The Chair of the Faculty will convene an initial meeting of the working group in early April. The FGSC may invite others to attend all or part of this meeting as well. The summer working group will elect a chair from its voting membership during this meeting. The elected Chair will convene subsequent meetings during April, May and summer 2010. The 2010 Working Group Chair is asked to report regularly to the Chair of the Faculty throughout the summer.

The summer working group will determine its own schedule and mechanisms for carrying out its work during the summer. Roughly one day per week of work during the summer (not necessarily all during meetings) is anticipated. The summer working group will present a written report to the Faculty no later than two weeks prior to Faculty Institute 2010 and will be involved with planning and facilitating parts of the discussions during the Institute. The group is expected to have largely completed its work by the time fall semester classes begin. A \$1,000 stipend (equivalent to Chair's summer stipend) will be provided for each faculty member of the summer working group, with funding provide by an external Mellon grant.

Faculty Development Committee – FDC (Lili Wright)

The chair of FDC's report consisted of an offer to answer questions. There were no questions.

Committee on Administration – COA (Rick Provine)

The chair of COA's report consisted of an offer to answer questions. There were no questions.

The following announcement was found in the meeting agenda, but not read during the meeting:

- Representatives of COA continue to meet with the University Health Care Working Group. Soon, the HCWG will be seeking input from you about our current insurance package and coverage, as well as sharing options for the upcoming year. There will be a variety of mechanisms for getting information to you, as well as forums for gathering input.

Additional Business

Remarks from VPAA (David Harvey)

The VPAA was out of town on University business and was unable to attend the meeting.

Report from the Dean of the Faculty (Kerry Pannell)

The Dean of the Faculty reported that the Mellon 23 Assembly provides \$4000 for each school's team to carry out a project related to the themes of the assembly, with the goal being that the team will share the assembly's impact by way of faculty career enhancement and by assisting colleges in defining the place of the liberal arts in the broader higher education marketplace.

The Dean reported that the following team had traveled to Claremont:

- Ray Burgman, Chair of the Task Force on Women and Families
- Kerry Pannell, Dean of the Faculty
- Rick Provine, Chair of COA
- Mike Sinowitz, Chair of COF

The Dean further continued that this year's Mellon 23 Assembly themes were:

- Teaching, Research, Service, Collegiality and Faculty Lives
- Defining and Assessing a Liberal Arts College Education
- Sustainability of the Liberal Arts College Model

She reported that DePauw's application [under category (i)] to the assembly included the following:

This project brings together faculty members who have served on our tenure & promotions committee, administration advisory committee and the task force on women & families to discuss issues related to faculty workload, tenure standards, service obligations and our work lives. How do we envision the life of a teacher/scholar in the liberal arts setting? How does this vision relate to current practice? Understanding the ideals we hold, but rarely discuss, will help us figure out where we need to modify our current practice in order to better achieve the teaching/scholarship/service/work-life balance we seek.

We propose a project with two approaches to understanding where we are now and what is possible in the future regarding faculty work lives at DePauw:

1. A reading/discussion group focused on exploring and defining anew the nature of the liberal arts and its unique contributions to higher education amid its competition among other institutions of higher learning. The Dean listed possible readings for the group which were also provide on a handout. We hope to find 12-20 people from across the campus who are interested in meeting throughout the semester. We are also looking for things to send to the summer working group.

2. We also hope to make visits by small teams of faculty members to other liberal arts college campuses to gather information on faculty workload/life policy and practice.

The Dean concluded that these initiatives should inform our discussion of this topic over the next several months and throughout the summer. If you would like to be on a team, send Kerry Pannell an e-mail.

Old Business

There was no old business to come before the faculty.

New Business

There was no new business to come before the faculty.

Announcements

Pam Propsom from the Psychology Department would like to ask for your assistance in proctoring an in-class alcohol survey during the first week of March. This is the fifth year of the student-faculty research project and valuable data have been collected regarding changes in students' alcohol attitudes and behaviors. Please look for an email containing a more complete description.

Results of divisional elections and a list of open positions for at large elections are provided as a handout.

Adjournment

The meeting was adjourned at 5:51 PM.

Appendices

Appendix A. Tribute to Elizabeth Christman Contributed by Thomas Emery

Elizabeth Christman, a New York literary agent, who came to DePauw University in 1969 as an Assistant Professor of English, died February 3rd at the age of 96. She was 55 years old when she arrived with an M.A. degree. Six years later, she had completed her Ph.D. and joined The University of Notre Dame.

She died in St. Louis, MO, having celebrated her 96th birthday with her family on January 18th. She was associate professor emeritus of American Studies at Notre Dame. A native of St. Louis, she attended Webster College and afterwards worked as a secretary and freelance writer. During World War II, she joined the WAVES, a women's unit of the US Navy. She was stationed in Washington, DC, as an editorial research officer.

She moved to New York after the war and took a job with the Harold Ober Associates Literary Agency. She worked there more than 20 years, always writing, sometimes publishing stories and articles, working with young writers and keeping journals. She met a Notre Dame professor who encouraged her to consider teaching. She soon began taking night courses at New York University and earned an M.A. degree with intentions of pursuing the Ph.D. She began job hunting and was hired by DePauw.

During her years at DePauw, she published her first novel, **A Nice Italian Girl**, described by one reviewer as "a bare-knuckles novel." It was made into a TV movie. She later published novels **Flesh and Spirit**, **A Broken Family**, and **Ruined for Life**. She was for a time secretary of the faculty. She received the Ph.D. and was promoted to Associate Professor. Her doctoral thesis was on the Catholic writer Graham Greene and she had a fondness for writers Henry James and Anthony Trollope.

She served in DePauw's English Department as one of two professors primarily assigned to the Composition (now Writing) Major, so she always taught two writing courses each semester in addition to a literature course. The writing courses might have been expository writing, creative writing or the senior seminar. She encouraged professional standards on the senior comprehensive manuscript, the "masterwork," required of majors in the last semester of the senior year. She frequently served on the Board of Control of Student Publications and advised the yearbook, *The Mirage*, and the literary magazine regularly. During Winter Term, she formed a class in publishing. The class solicited a manuscript for publication, chose it, paid for it, published and sold it in order to understand the process of publication in all its aspects. A more elaborate variant of that class, *Jupiter Press*, became a great success at Notre Dame.

While still teaching at DePauw, Christman began teaching a graduate summer school class in the American Studies program at Notre Dame and then began taking course work there too that could be transferred to NYU as credits to her doctoral program. In her memoir, she called it something of a "double life." When a vacancy turned up in the Notre Dame program in 1976 she applied for it and was hired.

In her 2004 book, **Twenty Septembers: a Memoir of Teaching**, Christman wrote, "I was exultant to have been able to get a teaching appointment at my age, with no experience, and without a Ph.D. I felt and still feel a peculiar gratitude to DePauw for having taken a chance on me when I was still untested. But Notre Dame attracted me because of its religious congeniality. Among Catholics, Notre Dame has always represented something almost mythical."

"...I loved my courses and I loved my students. In the beginning, my approach to students and to teaching was thoroughly romantic. I thought of my new career as an exalted calling in which I would open young minds to the joys of reading, train young people in clear thinking and lucid writing, and perhaps even reinforce their native idealism by helping them articulate it. Though this romanticism has been greatly tempered during sixteen years of teaching, I wouldn't say even now that it was altogether a wrong attitude. Some measure of cynicism about the young, and some measure of skepticism about her own influence on them, must leaven a teacher's enthusiasm. But all the really good teachers I have known have loved students and have believed in their own ability to teach. When a teacher feels contempt for the young, and cannot smile at their flightiness, their poses, their velleities, and even their falsities, that teacher cannot teach them much. She must have hopes for them so that they can hope for themselves."

She loved films, theater, opera and other musical performances in the South Bend area as she had in New York City and at DePauw (in the memoir, she noted that Greencastle's only movie house had closed). After retirement, she was active in bridge clubs, teaching at the Forever Learning Institute and volunteering as an adult reading tutor through the Literacy Council of St. Joseph County. She is survived by a sister, Mary Mooney, and a brother, David Christman, both of St. Louis, and many nieces and nephews.

Tribute by Thomas Emery, Professor Emeritus of English: "As partners in the English Composition (Writing) Major, we could not have worked more closely. Our offices (actually cubicles) adjoined outside the Raymond Woodbury Pence Seminar room on the third floor of Asbury, so that we could hear (if we wanted and had time) everything that transpired in our many conferences with student writers. We taught and advised students and critiqued manuscripts. In retrospect now, I realize that those six years were really golden years. It was only my second year at DePauw when Liz arrived, I from graduate programs at San Francisco and the Iowa workshop, and she from a New York literary agency. We both were passionate about good writing. Liz was influential, directly or indirectly, in creating an atmosphere in that period that sent an unusual number of DePauw's finest and most committed writers out into the world, and that included journalists, poets, fiction writers and university writing teachers, not to mention the lawyer or business person or secondary teacher on the way through. She composed herself in a way that suggested she was always paying attention, or demanding that others pay attention. Or possibly, her bearing was just that of the much-loved oldest daughter of seven children, which she was. She was a lovely person and helped us all be better teachers and students and human beings."

(Compiled by Thomas Emery with debts to Ken Owen on The DePauw Web Page and the **South Bend Tribune**. (**Twenty Septembers: a Memoir of Teaching** by Elizabeth Christman is available at the University of Notre Dame Archives, <http://archives.nd.edu/Christman/ech.htm>. For a delightful contemporary tribute by a former student, now an online magazine editor, go to: http://redriver.momslikeme.com/members/JournalActions.aspx?g=445581&m=10180993&source=stream_rail)

Appendix B. Information from CAPP Related to Seminar Sequence Options

Preface

CAPP used the Summer Working Group's document regarding the "Three Seminar Sequence" to structure its investigation of introductory seminars and writing and speaking at DePauw. The SWG suggested retaining the First-Year Seminar, instituting a First-Year Practicum with an emphasis on writing and speaking, and creating Sophomore Seminars with continued attention being given to speaking and writing. CAPP has been investigating the SWG proposal and others all year. We collected survey responses from the School of Music director, department chairs and program directors in consultation with their faculty members regarding SWG's proposed three-seminar sequence; worked with the administration running analyses to determine its feasibility; convened a "supercommittee" during the fall and January with representatives from W, S, FYS, CAPP and other interested parties to discuss options; and outlined a number of proposals.

From the chair and director surveys and feasibility analyses it did not appear that there was the interest or resources for a "sophomore seminar." In addition, both chairs and CAPP members were unclear about the purpose of the SWG's sophomore seminar. Therefore you will notice that SWG's three-seminar sequence is absent from the proposals we're presenting. We constructed a number of proposals using input from various constituencies and then winnowed through them. We are prepared to present 3 distinct visions to the faculty for discussion and feedback. Using feedback from the faculty we will craft one proposal for a vote at the May Faculty Meeting.

Regardless of other changes made, CAPP, in consultation with variance constituencies, unanimously endorses the following recommendations:

- Providing faculty development resources to support the development of new seminars and training sessions/workshops on teaching writing, quantitative reasoning and critical thinking, and oral communication and on designing interactive seminars
- Establishing a director who coordinates these programs and who works to ensure consistency across seminars in meeting curricular goals
- Working to make the Winter Term program dovetail more closely with the goals of the seminar sequence and the curriculum more generally

In addition to the three main proposals presented we also received or generated a number of possible components that might be added to whichever seminar sequence is adopted:

- Emphasizing more the interconnected nature of fields of knowledge, even though a seminar may be grounded in a particular discipline
- Pods of first-year seminars that share a common thematic focus and/or some readings in common to allow some common discussions across seminars by faculty members and/or students.
- If thematic pods are established, first-year students in those seminar clusters might be housed near each other to encourage more intellectual dialogue outside of class
- Offering first-year seminars in common timebanks (e.g., one of three timebanks) so that more collaboration is possible across seminars—e.g., sharing of visiting lecturers, arranging occasional meetings in common among seminars with a common thematic focus
- Establishing resource teams of a student mentor, research librarian, writing consultant, technology staff, etc. to support these seminars
- Selecting student mentors with more of a focus on their ability to mentor academically—i.e., to serve as an academic role model for new students; pairing student mentors with faculty in a similar field of study
- Hosting campus symposia related to thematic clusters that emerge in the first-year seminars
- Allocating hospitality funds for out-of-classroom events and get-togethers
- Piloting a new seminar program on a limited basis to work out any potential problems before it is fully implemented

Three Stage Competency and Proficiency Model

A DePauw education means that students have had frequent experience with writing, speaking, listening, quantitative analysis, logical and critical thinking. This experience is structured vertically in a three-stage process throughout the student's time at DePauw. We begin with an intensive writing and discussion "across the disciplines" experience in the

student's first year with a First Year Seminar and an English Writing Seminar. The skills developed here are practiced and honed in further competency courses during the students' subsequent years at DePauw. The culmination is the Senior Capstone, in which students integrate the knowledge they've acquired in their major field of study and utilize their writing, speaking and listening, and/or critical thinking skills to bring this project to fruition.

Stage 1: The First Year

Expectations:

We expect that our first-year students will learn to "pay close attention"; by that we mean careful observation in reading, listening, or looking whether the subject be art, literature, film, plants, stars, etc. We expect them to move beyond being adequate "test takers" toward observing, absorbing, and processing information that may not be used right away for some sort of specific assessment. We expect our students to become better readers, and by association, better writers.

The classes our students take in the first year should develop these sorts of observational skills and habits. A small discussion-based class allows them experience in applying arguments about their observations in writing and discussion, which allows for lots of feedback early on in their academic careers. In larger classes students must learn to process information, to "listen hard" to discern important points, and organize them clearly for later consideration.

Implementation:

First Year Seminar (FYS). All students take a FYS that introduces them to college work and prepares them for courses they will take later at DePauw. While First-Year Seminars differ from one another in topic and in the kind of assignments they ask students to complete, they are similar in the following ways. Each seminar:

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

Students will not be required to repeat the seminar. Students may withdraw from the First-Year Seminar only under exceptional circumstances with the permission of the Petitions Committee. Matriculated students entering in the spring semester and transfer students do not take First-Year Seminars. (much of this is current catalog language)

English Writing Seminar. The writing program at DePauw has a range of levels to meet students' needs. Students are placed into the writing program based on a variety of factors: standardized test scores (SATV and ACTE), Advanced Placement in Writing (AP) score, writing samples, portfolios of previous college-level writings, transfer credit and college professors' recommendations. They may be placed into College Writing I, an English Writing Seminar, Writing Seminar for Non-Native Speakers of English I or II, or a writing intensive course. English Writing Seminars may have a theme, but they focus primarily on a sequence of writing assignments designed to build skill and offer practice with kinds of writing fluencies required in college to demonstrate critical thinking and competency with subject matters and disciplines. (Current English department staffing and placement procedures would provide an English Writing Seminar for 75-80% of first year students. Faculty members from departments outside of English would be invited to teach these courses. Any exempted students may choose to take an English Writing Seminar.)

Stage 2: Sophomore, Junior and Senior Years

Competencies. Competence requirements represent a University-wide commitment to the basic areas essential to a liberal arts education:

- expository writing
- quantitative analysis, logical and critical thinking
- oral communication

Students pursuing a Bachelor of Arts degree must earn certification in all three competencies. Students pursuing the Bachelor of Music, Bachelor of Music Arts, or Bachelor of Music Education must earn certification in the Writing and Oral Communication competencies. Students must demonstrate their competence in these areas by satisfactorily completing courses that integrate these skills with academic subjects. Competence course offerings may not be taken Pass/Fail unless the student has previously established competency and has the permission of the instructor.

Writing

Students must fulfill the University's expository requirement in W courses taught by faculty members representing most departments throughout the University.

A student is eligible to elect a W course either through placement or after earning the grade of C- or better in the English Writing Seminar. Several W courses are offered each semester, have limited enrollments and carry one course credit each.

They combine an emphasis on academic content with practice in writing. Such courses encourage:

- the logical development of argument, clear and precise diction and a coherent prose style;
- the development of general skills of expository writing as they apply in the academic disciplines; and
- the responsible, appropriate and effective use of sources and special or technical language.

Students must achieve W certification by the end of their sophomore year. (Music degree students have until the second semester of their junior year.) If certification is not attained before the second semester of the sophomore year, students must complete a W course each succeeding semester until they achieve certification.

Quantitative Reasoning

Courses designated as fulfilling the quantitative analysis, logical and critical thinking (Q) competency requirement encourage:

- understanding quantitative concepts, representational formats and methodologies of a particular discipline;
- evaluating quantitative evidence and arguments;
- making decisions based upon quantitative information; and
- learning through problem-solving, laboratory experiments and projects.

Students must achieve Q certification by the end of their junior year. If students do not achieve certification by the end of the first semester of the junior year, they must complete a Q course each succeeding semester until certification is achieved. Q courses are offered in several academic subjects each semester, subject to approval by the Q committee, and normally carry one course credit each. They emphasize both quantitative reasoning and mastery of course content.

Based on standardized test scores and other evidence of preparation, incoming students may be invited to take Introduction to Quantitative Reasoning (UNIV 101) as preparation for a Q course. UNIV 101 reviews and develops quantitative reasoning skills through problem-solving and the application of mathematical concepts (such as measurement, geometry, statistics and algebra) in various contexts.

Oral Communication

Effective expression in speech as well as writing has been and continues to be vital to the core of liberal education. The competent expression, exchange and examination of facts and ideas remain vital to the educational process itself. It is also essential for service and achievement in professional, civic and personal life.

S Courses designated as fulfilling the Speaking/Listening (S) competency requirement encourage

- adaptation of content, organization, and style to specific audiences
- formulation and expression of an argument with suitable evidence
- expression of a point of view appropriately
- the ability to listen appreciatively and critically

In order to graduate, a student must demonstrate such competence in an S course or in a designated alternative. S courses are offered in several departments, at the 300-400 level, and have common entry and exit standards.

Stage 3: Proficiency in the Major

Each department and program will design proficiency statements for the major and feature S and W and Q as appropriate in the major/program. Courses that emphasize these skills will be identified in the catalog. In these courses students have the opportunity to demonstrate their proficiency in these skills in a discipline-specific context. Each department offers a Senior Capstone Experience that utilizes writing, speaking and listening, and/or quantitative analysis and critical thinking in which students must demonstrate these skills and be certified proficient.

Language and Thinking Program

The Language and Thinking curriculum is a two-part program administered by a director and required of all first-year students.

The Language and Thinking Program

The Language and Thinking Program (LTP) is an intensive practicum for enhancing the skills necessary for living the life of the mind. Students read extensively from a common reading list and have an intensive writing experience. Using a variety of pedagogical strategies (e.g., writing workshops, peer editing, in-class writing, one-on-one conferences with faculty, etc.) students spend 5 hours a day for 3 weeks focusing on their writing. By the conclusion of the program students are better prepared to enter the intellectual community that is DePauw.

This program is based on the model developed at Bard College, an institution with a national reputation in writing. This intensive program could take place during the three weeks in August prior to DePauw first-year students' matriculation to the institution (as is the case at Bard) or it could transpire during students' first Winter Term.

Intellectual Foundations Seminar

The Intellectual Foundations Seminar (IFS) is a year-long course that applies the skills developed in the Language and Thinking Program. Taught by different professors each semester, the course introduces a broad range of ideas through common readings that span the academic disciplines and serve as a basis for a liberal arts education. The purpose of each seminar is to intellectually engage these ideas through a close reading of texts with frequent writing activities.

In this model the current W, Q, and S competencies and competency courses are retained.

Making Meaning

Making Meaning is a holistic general education curriculum which offers students a means of developing strong skills in logic, speaking, and writing both during the initial phase of their education and once they enter into a particular discipline or interdisciplinary program. Complimentary to a broad-based exposure to areas of knowledge and modes of inquiry ensured by the distribution requirements, it is designed to help students develop their skills through training and practice in:

- 1) constructing meaningful questions;
- 2) gathering and processing evidence through listening/reading/observing;
- 3) evaluating, filtering, and organizing information;
- 4) critically and logically (and when appropriate, quantitatively) analyzing evidence in order to generate cogent interpretations or explanations;
- 5) demonstrating sound reasoning through oral and written communication of ideas aimed at a range of audiences;
- 6) considering the ethical dimensions of scholarly inquiry including the ways information can be manipulated.

The program charts a vertical path of development over a student's career. It is introduced through a broad,

interdisciplinary¹ approach in a **First-Year Transition Seminar**; developed through intensive skill-based work in a general area of knowledge during a **First-Year Skills Seminar**; and subsequently applied to more content-rich approaches in two courses designated as **Disciplinary Skills Courses**. These courses help practice and build those skills essential in taking upper level courses in any field of study and in preparing students in their major for completing the culminating Senior Requirement. Each segment of this sequential arc is designed to build skills that are transferable to the next segment, applicable to all of a student's academic work, and necessary to pursuits beyond college.

First-Year Transition Seminar

First-Year Transition Seminars are offered as full credit courses to first-year students in the fall term; they vary in topic and approach. Above all, the First-Year Transition Seminar is an introduction to college-level work. It emphasizes careful and critical reading skills, develops the effective listening skills necessary to productive and meaningful participation in a small, discussion-based class, and lays the foundation for strong rhetorical skills of writing and speaking in an interdisciplinary context. While a single discipline may ground the course, it should convey, from the start, what the liberal-arts approach is about by demonstrating the interconnected nature of fields of knowledge and their approaches. It should foster both the kind of intellectual curiosity that encourages students to ask compelling questions, and develop the kind of learning community that supports the risks and opportunities of inquiry.

This seminar also models for students the intellectual expectations of a university, as well as the rules of academic integrity. It provides an opportunity for students to become familiar with the resources and personnel of the library and to learn foundational research and problem-solving skills. The seminar identifies strengths that individual students possess, works to dismantle bad practices that students carry to college, and helps establish and encourage a new basis for positive scholarly habits as students become self-directed learners. The instructor in most cases serves as the students' academic advisor, and intellectually engaged peer mentors assist with the social and scholarly acclimation of students to their new university home.

Students who do poorly are not required to repeat the seminar. Students may withdraw from the First-Year Seminar only under exceptional circumstances and with the permission of the Petitions Committee. Matriculated students entering in the spring semester and transfer students do not take a First-Year Transition Seminar.

First-Year Skills Seminar

Students enroll in a First-Year Skills Seminar in the spring term of their first year. Instruction should not focus primarily on content, but rather uses content to study how significant ideas are created and conveyed. The course uses texts, data, works of art or music, or other forms of communication to help students develop the ability to interact with information and construct meaning from it. Intensive skill development—modeling, inspiring, and practicing better reasoning and communication—is the primary concern. Students practice writing and speaking in order to hone their skills in analysis, logic, and reasoning. Students become more proficient in critically analyzing others' ideas and positions and move towards contributing original and well-formed ideas and positions of their own.

The hallmark of the course is repeated and concerted practice in writing, speaking, and developing an organized, logical, compelling, and beautiful articulation of ideas. Disciplines recognized by the liberal arts tradition at DePauw use a variety of mechanisms to build these practices. In some disciplines, listening, reading, speaking, and writing may be the principal tools of intellectual discovery and communication. In others, quantitative and logical reasoning may be the methods of discovery, and writing, speaking, and graphical presentation are used to disseminate knowledge. In yet others, visual or spoken experiences may spark the development of novel concepts that can be conveyed creatively and artistically. However, each seminar pays particular attention to information gathering and assessing (whether, for example, from an experiment, a poem, an artwork, a scientific or historical text, or a musical score), critical analysis of

¹ By interdisciplinary we expect that many First Year Transition Seminars, while grounded in a single discipline, will use information and texts from a range of disciplines, however we also mean that the FYTS is offered across a wide range of disciplines.

that information, and the development of a well-constructed presentation of new ideas based on that analysis.

Students are not required to repeat the seminar. Students may withdraw from the First-Year Skills Seminar only under exceptional circumstances with the permission of the Petitions Committee. Transfer students entering after the first generally do not take a First-Year Skills Seminar.²

Disciplinary Skills Courses

A major emphasis of the curriculum at DePauw University is the development of proficiency in the academic skills of writing, speaking, quantitative reasoning and logical reasoning. This program could be implemented with either one or two required disciplinary skills courses.

With one required disciplinary skills course: While the First Year Transition and Skills Seminars initiate proficiency in these skills, we expect students to gain proficiency in the disciplinary skills of their chosen field.

With two required disciplinary skills courses: While the First Year Transition and Skills Seminars initiate proficiency in these skills, we expect students to gain proficiency in the disciplinary skills of at least two of the three areas of study as described in the distribution requirements – arts and humanities; behavioral, computational, mathematical and natural sciences; and social sciences. This will assure that students will have some advanced practice in making meaning in an area outside their chosen field and practice in the skills necessary for their chosen field of study.

These courses will form a platform for research and argumentative abilities necessary for upper level courses across the curriculum and the Senior Requirement in the student's major.

The Disciplinary Skills designation will be attached to standard university courses of the 200- or 300-level that will usually be taken within the sophomore and/or junior years. These courses help ensure that majors have the tools required for advanced work and give non majors a more sophisticated understanding of the skills necessary for making meaning in a discipline outside or complimentary to their own. Individual departments and programs decide (with the coordination of the Committee on Management and Academic Operations) which courses receive a Disciplinary Skills designation, and what blend of writing, speaking, quantitative, and logical reasoning is appropriate for each course.

Courses with the Disciplinary Skills designation build upon the foundation of the First-Year Transition and Skills Seminars by adding training in the content, conventions, and practices of an area of knowledge. While in some disciplines writing and speaking may be the primary skills in other disciplines quantitative or logical reasoning may be the primary skills. In many disciplines a mix of these skills are required to understand and contribute to the knowledge of that field.

Many Disciplinary Skills courses will offer specific speaking and writing skills necessary for a particular discipline. Those courses will open access to higher-level material, and train students to model their own written and oral argument on appropriate professional discourse and conventions. Those courses also offer an opportunity for departments or programs to explain and demonstrate how to communicate information and argument more generally.

Other Disciplinary Skills courses will specifically attend to intensive skill development in the problem solving and quantitative analysis exercised in a particular discipline. They will provide a disciplinary context for teaching the thinking necessary for solving the problems in a given field.

Many disciplinary Skills courses will have a mix of writing, speaking, listening, logic, quantitative reasoning. By having students take two courses in each of three broad fields of study, the Disciplinary Skills courses will give students some freedom to choose courses of interest where they can delve further into the thinking, reasoning, reading, writing, speaking, and listening involved in at least two disciplines.

² For International Students who need particular work in English and Domestic students who come with particularly low scores in the verbal section of the SAT and ACT, an additional course offered by the English department may be taken in writing and speaking in the first semester. One or two skill seminars may also be reserved for students who are having particular difficulty at the skills involved in making meaning. .

Summary and Comparison of Models

	3 Stage Model	Language & Thinking	Making Meaning
First Year	<p>FYS in fall (college prep, writing, critical thinking, and discussion)</p> <p>English Writing Seminar in fall or spring (for 75% of students, taught primarily by English faculty)</p>	<p>Year-long Intellectual Foundations seminar (taught by faculty from all disciplines, builds basis for a liberal arts education with a common reading list spanning academic disciplines, focus on close reading of texts and frequent writing practice)</p>	<p>FY Transition Seminar in fall (developing rhetorical strategies in making meaning)</p> <p>FY Skills Seminar in spring (intensive skill development in writing, speaking, quantitative analysis and critical thinking)</p>
Sophomore & Junior Years	<p>W and Q competency courses (Q expanded to include quantitative analysis, logical and critical thinking)</p>	<p>W, Q, and S competencies and courses are retained</p>	<p>Disciplinary Rhetoric Skills Course or Courses (training in the language and practices of a discipline/major)</p>
Senior Year	<p>S competency course & Senior Capstone Experience</p>	<p>Senior Capstone Experience</p>	<p>Senior Capstone Experience</p>
Additions		<p>Language & Thinking Program (3 weeks of intensive writing experience with common reading list; summer or Winter Term)</p>	

I. Context:

Beginning with the Faculty Institute of August 2008, DePauw faculty and administrators have been engaged in a series of planning conversations designed to examine the current state of DePauw's intellectual culture as well as the means through which we encourage intellectual and social engagement and development among students, faculty and staff. Campus conversations are currently considering changes in the curriculum and its requirements, enhancements to our physical environments, and the way the entire community of students, staff, and faculty live and learn. These conversations, together, will help create a vision for DePauw and will guide its development over the next several years.

The 2009 Summer Working Group Report set out the following vision for a rich intellectual life involving students, staff and faculty at DePauw:

"At DePauw the classroom is the center of intellectual life, but the work in the classroom is carried into the thoughts and discussions of the entire community—which, with its diversity of culture and class, its conflicts, and its many traditions, also helps shape intellectual life. Our faculty form a lively and engaged assembly of scholars, writers, and artists who aspire to excellence in teaching. The creative and scholarly work faculty do lays a groundwork for our students as they come to understand the world through a variety of lenses. Our dedicated staff helps create a vibrant intellectual life from students' first days at DePauw. Our university is a public sphere in which faculty, staff, and students debate and exchange ideas. It represents a diversity of cultures, perspectives, and experiences. Ideally, all of our interactions allow us to look at ourselves and our fields of interest in new and powerful ways—in this environment, we can deepen our knowledge and challenge our assumptions."

In addition to their roles as teachers, scholars, writers, and artists, DePauw faculty members also serve their departments, their disciplines, and the University as a whole. Ideally, this service fosters an environment and supporting programs that nurture the intellectual lives of our faculty, staff and students.

This document frames a set of questions that collectively ask how we can best configure faculty programs to maximize intellectual liveliness and professional growth; encourage interactions with each other, with students, and with staff members; support rewarding teaching and advising; and promote departmental, University, and discipline-related service that fulfills the individual and enriches the campus as a whole. Clearly, there is no single idealized "one-size-fits-all" approach – instead, we assume a range of options will be needed to support faculty members in varied disciplines and at various career stages.

II. Questions

The following questions are intended to guide the work of the 2010 Working Group.

1. Overarching Questions. In what ways can DePauw faculty members best contribute to the intellectual environment on campus? Which aspects of faculty life are most fulfilling and meaningful and best contribute to DePauw's liberal arts mission? Are there ways we could increase the frequency of these experiences? Which aspects are least fulfilling and meaningful and contribute least to DePauw's liberal arts mission? Could we reduce the frequency of those experiences?

2. Balancing Teaching, Professional Growth and Service. How do we currently divide our time (teaching, advising, scholarly and artistic work, other professional work, service, etc.)? What is the interplay between these areas? Does this balance and interplay seem right in light of the vision that develops from question one? If not, how could it be better structured? How much variation is there in the way different faculty members divide their time? How much variation should be encouraged? Should we move toward more or less uniform teaching loads? Can we support faculty who wish to have higher service levels or higher professional development levels while allowing other faculty members to focus in different ways? How does our workload compare to that at similar schools? What, if any, adjustments should we make in these areas?

- **Teaching:** How can we best grow and learn as teachers and disciplinary experts given that we consider teaching to be paramount? How can our teaching best contribute to the vision that develops from question one? Do we have all the mechanisms we need to support excellent teaching? How do our teaching load, strategies, systems, and philosophy compare to that at other comparable liberal arts schools?
- **Professional Growth.** Are there barriers that hinder faculty in their attempts to achieve their scholarly and creative goals? Do our current faculty development programs support our goals for all career stages? What is the proper balance between supporting projects through course reassignments versus financial support? How do we compare with others schools with regard to professional growth? What, if any, specific adjustments should we make in these areas?
- **Service:** How much do we serve? Does our current approach to service support the vision that develops from question one, or does it detract from it? How can we reconcile the fact that some faculty members wish to emphasize service over professional growth, while others wish to do the opposite? Should service be equally shared? Can we make service more focused and meaningful? What are the tradeoffs of reducing faculty service loads? How do we compare to other schools with regard to faculty service? What, if any, specific adjustments should we make in these areas?

3. Community Interaction. How much intellectual interaction currently occurs between faculty, staff and students outside of the formal curriculum? Is this the right amount in light of the vision that develops from question one? If not, what programs would bring us closer to our vision? How can we encourage and reward informal interaction, which is, by definition, informal and hard to measure? How do we compare with other schools with regard to this type of interaction? What, if any, specific adjustments should we make in these areas?

4. Personnel Processes. Are our standards for promotion and tenure are consistent with the vision that develops from our answers to the previous questions? Should our standards be more uniform or should they allow more flexibility (for example allowing some faculty members to focus more on service versus professional growth, or on different forms of professional growth)? Is the current level of expectation for scholarly and artistic work reasonable? How do we evaluate teaching? Is this the most appropriate way? How do we compare with other schools with regard to our processes and expectations? What, if any, specific adjustments should we make in these areas?

DePauw University Faculty Meeting Minutes
April 5th, 2010

Call to Order

The Chair of the Faculty called the meeting to order at 4:03 PM.

Verification of Quorum

The Chair of the Faculty confirmed that more than 80 ballots had been distributed to voting faculty members at the meeting; therefore, the quorum was verified. There were a total of 112 ballots distributed at the meeting.

Approval of Minutes from the March 2010 Faculty Meeting

The Chair of the Faculty asked if there were any additions or corrections to the minutes of the March 2010 faculty meeting. There were none, and the minutes as circulated were approved by unanimous consent.

Moment of Silence to Honor Theodore M. Katula Jr.

The Chair of the Faculty asked the faculty to join him in a moment of silence in remembrance of Theodore (Ted) Katula.

Theodore (Ted) Katula, former coach, administrator and Associate Professor of Health and Physical Performance, served DePauw from 1959 – 1998. Ted passed away on February 19th, 2010. A full tribute to Ted may be found in an appendix to this agenda. A celebration of Ted's life will begin at 9:30 a.m. on April 24th in Meharry Hall and will be followed by a reception in the galleria of the Walden Inn.

Senior Capstone Subcommittee of CAPP (Barbara Whitehead)

The following report was found in the agenda, but not read during the meeting.

From: The Senior Capstone Subcommittee

Barbara Whitehead, Chair of History Department, Subcommittee Chair
Meryl Altman, English Department and Director of Women's Studies Program
Robert Hershberger, Chair of Modern Languages Department
Kevin Kinney, Biology Department, CAPP representative
James Mills, Chair of Geosciences Department
Kevin Moore, Psychology Department and Director of Honor Scholar Program
Steve Timm, Chair of Communication and Theatre Department

To: the DePauw Faculty

The capstone committee thanks the department chairs and also the many individuals who took the time to discuss our questions, respond to our requests for information, and answer our surveys. We also thank the students and faculty members who attended our open meetings.

Three conclusions have emerged from this process of inquiry, and from our deliberations.

First, we endorse the general view expressed by the summer working group that a DePauw education should have a shape – a beginning, a middle, and an end – and that the senior year should

feel like an exciting intellectual culmination of a student's time at DePauw, and a substantial achievement, not simply an exit visa.

Second, we discovered that many departments and programs are already accomplishing this goal very successfully for their majors, and that others are discussing ways to meet the goal more fully.¹ These discussions, accompanied by the sharing of successful models across departments and programs, have already been a useful result of this process.

Third, the process has reminded us that there are genuine and significant differences between academic disciplines: for instance, in what is considered "independent research"; what level of proficiency scholars must reach to be ready to undertake it; whether there is an agreed-upon, shared-core content all in the discipline must master; whether the discipline values a singular methodological approach or endorses a plurality of approaches. We found strong support of expanded opportunities for senior projects, but evidence gathered from faculty did not reveal a groundswell of support for adding an additional requirement for all students, or for standardization of the current senior requirement.²

We thus base our proposal to the faculty on the following five principles.

1. We should write a new section in the DePauw catalog in Section II under Explanation of Graduation Requirements (just after the description of the First-Year Seminars). The new text should clearly express the mission and purpose of a capstone experience for all students in the senior year. The catalog description should describe clearly, fully, and accurately the university's goals for the requirement and what departments and programs are actually currently doing. In addition, we should make corresponding revisions to the text in Section III of the catalog under The Major. We propose specific text in the motion that follows.

2. Departments, Schools, and Programs should rearticulate or reaffirm their visions for and descriptions of the capstone experience, and post these descriptions prominently on their websites.

3. Departments, Schools, and Programs should encourage seniors to pursue independent, original work (what the Summer Working Group refers to as "knowledge creation") by making opportunities available in whatever way seems most appropriate to the relevant department or program. The institution should commit resources to facilitate these opportunities for knowledge creation, interpretation, and integration.

4. All satisfactory senior achievements in this category should be publicly acknowledged, including substantive presentation of some of the best work at one or more public gatherings in the spring semester.

5. Departments, Schools, and Programs should consider ways to facilitate interdisciplinary and

¹See survey questions 1, 14, 16. More faculty members are satisfied with their department's requirements (14,16) than with the University-wide requirement (1). (*Satisfied with current requirements: Q1 -56%, Q14 - 73%, Q16- 85%*).

² See survey questions 3, 21 and 23. There was strong support for the idea that all seniors should have the opportunity to complete a senior project (3), but some indication that departments might find it difficult to implement. Written comments also indicated resistance to increased standardization. (*Support a University-wide Senior Project opportunity: Q3 - 63%; but many indicated that they thought a project requirement would prove difficult to implement: Q21 -49%, Q23 - 65%*).

interdepartmental forms of intellectual synthesis in the senior year, both through the avenues that already exist, and through proposing new avenues.

After calling the faculty's attention to the written report, Barbara made the following motion on behalf of the Senior Capstone Subcommittee of CAPP:

Motion (to be voted on) to revise the university catalog by adding new text to Section II under Graduation Requirements, and revising text under Section III under The Major. The text to be inserted into Section II and revised in section III follows below. New text appears in italics, and deletions are struck through.

SECTION II. Graduation Requirements

Explanation of Graduation Requirements

First-Year Seminar

XXXXX

The Senior Capstone Experience

In their first and second years at DePauw students experience multiple modes of inquiry, cultivate rhetorical, analytical, and problem-solving skills, and explore the different realms of human knowledge. Subsequent off-campus experiences (Winter Term, off-campus study, internships) help the student develop intellectual and personal maturity, as well as a spirit of independent inquiry. The increasingly complex courses within the major field of study during the student's first three years provide them with a deep knowledge of a particular area and an understanding of its fundamental questions and methodologies. The senior year at DePauw University represents the culmination of students' curricular experience. Seniors use this time to draw together and synthesize these various threads of study and experience through a variety of intellectual activities: Senior Seminars, Comprehensive Exams, Theses, Projects, Performances and/or Exhibitions. Satisfactory completion of a senior capstone is required to complete a major at DePauw. Departments, Schools, and Programs are responsible for determining that each student in the major is sufficiently prepared in the field as a whole, and for certifying that the student has satisfied the senior capstone requirement. Departments, Schools, and Programs must notify students of their senior capstone requirements by the seventh week of the first semester each year.

In the senior capstone experience, students intentionally integrate, interpret, and create knowledge in their chosen fields through scholarly or artistic exploration and expression. This is both the challenge and the reward of their four years spent in the intellectual life of the University. Capstone experiences also prepare students for the intellectual, ethical, interpersonal, and professional challenges that lie ahead after graduation, whether or not they go on to formal graduate study. Academic disciplines vary, so each Department, School, and Program has designed its own senior capstone requirements. These are described in detail in this catalog under the requirements for each Department, School, or Program, and on the Department, School, or program website.

A number of Departments, Schools, and Programs offer students a senior seminar that provides a summative experience of the discipline. Some Senior Seminars focus on particular topics or themes. Senior Seminars often require completion of a substantive piece of original work.

A Department, School, or Program may require students to complete a senior thesis or project over the course of one or both semesters of their senior year. Some Departments, Schools, and Programs provide an option for students who have completed the core senior requirement to pursue additional independent work. All seniors with appropriate academic credentials, as determined by each Department, School, or Program, may apply for the opportunity to conduct a departmental or interdisciplinary capstone project or thesis by contacting a faculty member of their choice.

Departments, Schools, or Programs may require examinations that serve as a comprehensive review and synthesis of crucial material in the discipline as a component of the senior capstone. Satisfactory performance on these exams is required to earn a major. Students who do not perform satisfactorily on a 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.

Senior Capstone Celebration

DePauw University is proud of the work done by our senior students. To express this pride, and to recognize student work, the university sets aside time in the Spring semester for campus-wide celebration of senior accomplishments. The university encourages Departments, Schools, and Programs to highlight or display the work of all successful senior capstone students in ways that are most appropriate for the discipline (e.g., public poster presentations, performances, exhibitions, readings, etc.). In addition, the university publicly honors the best senior work in various ways such as a special awards ceremony, a senior honors booklet, and/or on the university website.

SECTION III. 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 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. ~~Satisfactory completion of a comprehensive evaluation is required for graduation. Students are notified by the department of the evaluation procedures by the seventh week of the first semester of each year. Methods of evaluation include one or more of the following: a seminar, thesis, appropriate project or departmental comprehensive examination.~~

The Senior Capstone experience may consist of one or more of the following options, as determined by Departments 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.

~~Students who do not perform satisfactorily on a 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, a student may take a maximum of two re-examinations.~~

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.

The motion was seconded.

Barbara reviewed the effects of passing this motion. She stated that all students would have the option to do independent work – either a research paper or an independent project of some form – during their senior year. She noted that, at present, 37 of the 42 majors on campus already have independent study options on the books; another 3 do not have a course on the books that offers independent work but do have senior seminars that are really independent student projects or research papers supervised by a member of the faculty.

She stated that, at present, there are only 2 or 3 majors on campus that do not offer to students the ability to do independent research either as an optional course or as part of their senior seminars. Thus, if this motion passes, those departments will have to create a course that would make such independent work an option for their majors.

She then said that, if the motion passes, the Senior Capstone Celebration would become a fixture at DePauw. The administration is presently planning a senior capstone celebration day for this year, and, even if the motion is defeated, the administration could continue to plan the day in later years. If the motion passes, however, the capstone day, as written in the academic handbook, would not be up to the whims of any future administration, but it would be enshrined within the stated academic experience at DePauw.

Finally, Barbara noted that, if the motion passed, the Senior Capstone Subcommittee hopes that all major departments and programs would review their catalog copy and potentially rewrite the part that deals with the senior capstone experience within the department, highlighting the ability of students to seek out opportunities for independent work in the senior year. She pointed out that such a review and possible rewrite is not mandated by this motion, it is simply a suggestion from the Senior Capstone Subcommittee.

The Chair of the Faculty opened the floor for comments or questions about the motion. There were no comments or questions. The motion passed.

A faculty member asked what the outcome of the vote would be – have the graduation requirements changed? Barbara responded that we had not changed any graduation requirements, and the Chair of the Faculty agreed.

Reports from Coordinating Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

Student Life and Academic Atmosphere Committee – SLAAC (Tiffany Hebb)

The chair of SLAAC's report consisted of an offer to answer questions. There were no questions.

The following announcement was found in the agenda, but not read during the meeting:

- SLAAC has been working on a list of guiding principles to frame any future conversations pertaining to “how we live” at DePauw. A draft of these principles will soon be made available for feedback.

Management of Academic Operations – MAO (Harry Brown)

The chair of MAO made the following motion:

MAO moves that the faculty approve the following new courses:

LAT 390: Topics in Latin Literature (1 credit)

An examination of a particular theme, author, or period in Latin literature. This course may include both prose and poetry. Topics may include (for example): Neronian literature, Medieval Latin, and Literature of the Late Republic. This course may be taught in conjunction with the Sunoikisis Classics consortium.

ARAB 292: Intermediate Arabic II (1 credit; group 5)

This course is a continuation of Intermediate Arabic I; it is the fourth-semester course in Modern Standard Arabic. The course employs the communicative approach to language learning, stressing correct pronunciation, aural comprehension, and speaking ability. Grammar is learned inductively with special attention given to morphology and syntax. *Prerequisite: Intermediate Arabic I.*

PORT 190: Intensive Elementary Portuguese (1 credit; group 5) [Typo in agenda corrected here.]

Intensive Portuguese is an intensive review of elementary Portuguese which assumes prior knowledge and some experience with Portuguese and/or Spanish. The course uses a variety of language teaching approaches to help students achieve proficiency in all four basic language skills: listening, speaking, reading and writing. At the same time students will become familiar with some of the most important cultural currents of Brazil.

The motion came from a standing committee and needed no second. There was no discussion about the motion, and the motion carried.

The chair of MAO announced a new EXP course:

WS EXP: Senior Thesis Workshop (.25 credit)

Any student, regardless of major, who is writing a senior thesis or project with a focus on women and/or gender is invited to sign up for this writing workshop. Students will exchange drafts and share strategies for research and revision. *Pass/Fail.*

There were no questions or comments.

The chair of MAO called attention to the following announcements of changes in course number, title, description, and/or prerequisites, and he noted that details would be given upon request:

MUS 289: Chamber Music: Woodwind Chamber Ensemble (title)

Formerly Woodwind Quintet

MUS 289: Chamber Music: Brass Chamber Ensemble (title)

Formerly Brass Quintet

MUS 390: Music History Topics (description and prerequisites)

Investigation of specialized topics in music history with a consideration of musicological issues. These courses expand upon the historical issues discussed in MUS 230 and/or MUS 334. Recent offerings have included Beethoven, Mozart, Representations of Gender and Sexuality in Opera, Operas of Verdi, Performance and Interpretation, Music for the Mass, Improvisation in Western Art Music, and

Chamber Music of the 17th, 18th, and 19th Centuries. *Prerequisites: MUS 230 and 334 or consent of instructor.*

MUS 345: Organ Design and Repertoire (prerequisites)

MUS 330-331 no longer prerequisites

MUS 346: The Organ in the Church Service (prerequisites)

MUS 330-331 no longer prerequisites

MUS 450: Senior Seminar (description and prerequisites)

This course fulfills the senior capstone requirement for students completing the interdisciplinary BMA degree and the BA degree with a major in music. Students discuss a common set of readings designed to help synthesize their diverse experiences in music, and carry out a major research project on an approved topic, consisting of a written thesis and oral presentation. Prerequisites: major in music, senior status, completion of MUS 390 or consent of instructor. *Offered every spring.*

EDUC 350: Women in Education (description)

An interdisciplinary exploration of topics such as: the rise of co-education, debates about women's "proper" place in schools and society, university campus culture, the feminization of teaching, "feminine" learning styles, and the impact of race, ethnicity, sexuality, and social class on women's aspirations, interactions, and experiences within learning institutions. *May not be taken pass/fail.*

MATH 240: Mathematical Statistics (title, description, and prerequisites)

This course introduces students to the theory behind standard statistical procedures. The course presumes a working knowledge of single-variable calculus on the part of the student. Students are expected to derive and apply theoretical results as well as carry out standard statistical procedures. Topics covered will include moment-generating functions, Gamma distributions, Chi-squared distributions, t-distributions, and F-distributions, sampling distributions and the Central Limit Theorem, point estimation, confidence intervals, and hypothesis testing. *Prerequisite: Math 151.*

MATH 141: Stats for Professionals (title and description)

This course introduces students to elementary probability and data analysis via visual presentation of data, descriptive statistics and statistical inference. Emphasis will be placed on applications with examples drawn from a wide range of disciplines in both physical and behavioral sciences and humanities. Topics of statistical inference include: confidence intervals, hypothesis testing, regression, correlation, contingency tables, goodness of fit and ANOVA. The course will also develop familiarity with the most commonly encountered tables for probability distributions: binomial, normal, chi-squared, student-t and F.

There were no comments or questions about these announcements.

The chair of MAO read the following announcement on behalf of the Education Studies Department:

After much internal discussion and consultation with the administration, the Education Studies Department has decided not to enroll new students in the Fifth Year for Teaching Program. We have determined that given this unanticipated period of economic challenge, department and university resources would be better utilized to maintain our thriving undergraduate program rather than to build the post-baccalaureate licensure program to self-supporting enrollments. Within teacher education parlance, the fully-accredited program will be "banked" or lie dormant, an option that allows us to admit students at a later time when the economic climate improves. As we make what we believe to be a prudent decision responsive to the reality of limited university resources, we maintain our belief that

teacher preparation is consistent with the liberal arts mission of the university and thank the university and faculty for its support.

There were no comments or questions.

The following announcement was printed in the agenda, but not read during the meeting:

- The committee continues its work on the proposal to increase language requirement. We have begun to compile our report on practices at peer institutions and the costs and benefits of various potential changes for DePauw. We will issue the report within the next several weeks, before the May faculty meeting.

Committee on Academic Policy and Planning – CAPP (Pam Propsom)

The Chair of the Faculty made the following comment:

The chair of CAPP and I thought it would be useful for me to remind us of the procedures for handling advance notice of a motion. In a minute the chair of CAPP will report on CAPP's recent work and will give previous notice of CAPP's intent to ask the faculty to vote in May on a motion related to changes in our core competency programs. While clarifying questions may be directed to the chair of CAPP today, we cannot engage in discussion or debate related to the motion itself because the motion will not be on the floor today. Instead I encourage you to plan now to engage in vigorous debate at the May meeting.

The following material was provided in the agenda related to the upcoming motion, but not read in the meeting:

Background: The Making Meaning proposal is the product of a year's work. CAPP began with the Summer Working Group's recommendation, solicited input from department and program chairs, constructed and considered multiple proposals written by both CAPP and non-CAPP members, and presented and received feedback on three options at the last faculty meeting. As was the case with the recent national health care reform bill, this represents a compromise between various constituencies, but we believe it contains elements that could offer an improvement in DePauw students' education.

Rationale: By putting forward this proposal, we are building on the strengths of the existing competency (W, Q, and S) programs by more intentionally incorporating these skills vertically into the curriculum with two first-year courses and reinforcing these skills with upper-level courses within students' majors. The new Foundational Discourse class demonstrates the universality of writing, speaking, and reasoning throughout the disciplines, and Disciplinary Discourse classes allow each department, program, and school to explicitly identify and nurture the specific rhetorical and methodological skills their majors need.

Consequences: If approved, this program would go into effect Fall 2011. A vote against this proposal would mean that we retain the current system, at least for the time being. A "no" vote could be interpreted as a vote for the Three Stage Model, which is similar to what we currently have; however, a "no" vote would not necessarily mean that curriculum reform would grind to a halt. CAPP could continue to work on elements that hold the most promise and support, and come forward with a new proposal in the future.

Quick Summary of the layered features of the Core Competencies Program, showing how its elements are vertically integrated.

Placement

Required for some students, into ENG 110, 115, or 120 (writing), or into UNIV 101 (quantitative reasoning)

First-Year Seminar:

- Content and approaches tend to be interdisciplinary
- Reading
- Listening
- Asking good questions
- Discussing
- Practice in writing and/or problem-solving
- Learning the rules and resources of the University
- Creating intellectual communities
- Recognizing and developing individual work habits

Foundational Discourse class:

- Content is secondary to learning strategies, skills, and habits
- Skills in gathering, filtering, and organizing information
- Skills in critically assessing and analyzing information and in evaluating others' arguments about that information
- Intensive practice in developing meaningful and original arguments about the evaluated information
- Intensive practice in writing; speaking and listening; quantitative and logical reasoning

Disciplinary Discourse

- Disciplinary content and context is critical
- Acquiring the conventions, standards, and practices of a field
- The relative proportion of writing, speaking and listening, and quantitative and logical reasoning will vary by department of program, but all elements should be represented in their plan.
- Could be achieved through cooperation between departments with similar approaches (e.g., Biology and Chemistry, or Classical Studies and History)
- Establishes a platform for readiness to complete a Senior Requirement
- An assessment scheme should be in place to track how well students are being prepared for their Senior Requirement and beyond.

Senior Requirement

<to be voted on by the faculty>

* * *

Committees, Coordinators, and Administration

- The First-Year Seminar Committee, First-Year Experience Committee, and W- S- and Q-Steering Committees would be replaced by a Core Competencies Committee.
- Three Coordinators: of Writing, Speaking and Listening, and Quantitative and Logical Reasoning, would replace the six persons technically now prescribed: the three Directors of the Q-Center, W-Center, and S-Center, and the three Associate Faculty Development Coordinators for the Quantitative Reasoning Program, Writing Program, and Speaking and Listening Program.
- The VPAA would negotiate contributions of First-Year Seminars and Foundational Discourse classes with each department and program, based on staffing resources and curricular needs, so that long-term planning could be done both by departments and programs and the administration.

Advantages of the proposed system

1. All students get a second semester of practice and training in competency skills (compared to the 75-80% of students who are placed into ENG130).

2. There are clear developmental strategies for learning and transferring skills through four or five progressive layers: from (for some) ENG 110, 115, 120 or UNIV 101, to the First-Year Seminar, to the Foundational Discourse class, to Disciplinary Discourse, and to the Senior Requirement. Instead of students thinking “they’ve done it” once they check off a competency box, their exposure to training in these skills will be more broadly embedded in stages that students continue to encounter as they move from guidance to independence, and from broad training to more specialized instruction.
3. The program complements the new Distribution Requirements and builds to the Senior Requirement Proposal.
4. After a period of transition in which English will teach many of the First-Year Seminars and Foundational Discourses classes, participation in the seminar sequence will become distributed more broadly across departments and programs.
5. Contributions of departments and programs to the Core Competencies Program (FYS and Foundational Discourse classes) will be negotiated with the VPAA. This will do two things: enable long-term planning by both departments/programs and the VPAA, and release current Competency coordinators and the First-Year Seminar Committee from having to beg and scramble for FYS, Q, S, and W courses.
6. The philosophies and outcomes of the First-Year program and the Competency programs are integrated, clearly stated, and build on each other.
7. The ultimate purpose of teaching students core competencies is not only the skills themselves, but the application of the skills towards asking and answering meaningful questions, solving problems, and making arguments.
8. Departments and programs, using advice from a Core Competencies Committee and Competency Coordinators, will have ownership over, and responsibility for, determining the blend of writing, speaking and listening, and quantitative and logical reasoning in their own areas, towards preparing their students for their senior requirement, and competency in these fields after college.
9. There is an opportunity to reduce the number and size of committees.

The chair of CAPP made the following statement:

CAPP used the Summer Working Group’s recommendation for a three-seminar sequence as a starting point and considered a variety of proposals over the course of the year. We presented three options at the last faculty meeting, and faculty feedback indicated that although there was support for both Three Stage Competency Model and Making Meaning Models overall, there were some elements of Making Meaning that received greater support. We have crafted a final version and it is on the agenda in its entirety, with some supporting materials. Additional information is available on the Intellectual Life Moodle website.

An overview of the proposal shows that the first year seminar will be retained in a form similar to its current form: it will introduce students to college-level work through small-group discussion, writing assignments, and practice in critical thinking. The foundational discourse course will replace ENG 130, all students will take it, and it will be taught by faculty across disciplines. It will include extensive practice in writing, speaking and listening, and quantitative and logical reasoning. They will be individually themed courses, but the focus will not be on the content but on skill building. The disciplinary discourse course will build rhetorical skills necessary in the major, and the content

will be discipline specific.

The purpose of the original Making Meaning proposal, as conceived by its authors, was “to move beyond seeing writing, speaking/listening, and quant/logical reasoning as separate ends in themselves (classes where you check off the box that you did 'x'), towards using them as means, repeated and enhanced progressively from more general to more specific disciplinary instruction, to address meaningful questions that require the ability to use all three skills to solve problems, develop arguments, and communicate ideas. It is a paradigm shift that asks these skills to be connected to each other--integrated--in a more liberal-arts way. In the present system, a student, after the FYS, can do W, Q, S in one class each, all disconnected from each other both in faculty certification and student learning. The proposed motion requires a more general introduction for a combined approach in the Foundational Discourse class, built upon by a more applied disciplinary program, towards being better prepared for the senior requirement.”

The chair of CAPP then stated that CAPP gives prior notice of its intent to offer a motion to make the following changes to the Catalog and Handbook. With regard to the *Catalog* changes: (a) the revised language for students who enter DePauw in fall 2011 or thereafter would sit immediately before the language for students who entered DePauw prior to fall 2011; and (b) new text is underlined, while non-underlined text is identical to the catalog text for students entering DePauw prior to Fall 2011. With regard to the *Handbook* changes, deletions are shown with strike-through, additions are underlined, and unchanged text is shown in normal font.

CATALOG LANGUAGE

Section II: Graduation Requirements / Explanation of Graduation Requirements / Core Competencies Program

Fall 2011

These requirements are effective starting with the Fall 2011 entering class. Students who entered DePauw between Fall 2007 and Spring 2011 will be governed by the requirements effective in Fall 2006.

DePauw’s Core Competencies program represents a University-wide commitment to the cognitive and communication abilities essential to a liberal arts education. It offers students a means of developing core competency skills in the following areas:

- writing
- speaking and listening
- quantitative and logical reasoning

Core Competency Skills

Writing

- the logical development of argument, clear and precise expression, and a coherent prose style;
- the development of general skills of expository writing as they apply in academic disciplines;
- the responsible, appropriate and effective use of sources and special or technical language.

Speaking and Listening

- the literal and critical comprehension of orally-presented ideas and information;
- the clear and organized presentation of relevant evidence and argument using techniques of vocal delivery and non-verbal expression;

- adaptation of content, organization, and style to specific audiences.

Quantitative and Logical Reasoning

- numeracy: facility with quantitative concepts, and confidence in understanding and using numerical information, mathematical operators, and transformations;
- quantitative analysis: acquiring methodologies to recognize, assess, and interpret patterns and presentations of data, and their manipulation or distortion;
- logical reasoning: solving problems and making convincing arguments using deductive and inductive logical strategies.

General Goals of the Program

Complementary to a broad-based exposure to areas of knowledge and modes of inquiry ensured by the distribution requirements, the Core Competencies Program is designed to help students, by developing specific transferable skills in writing, speaking and listening, and quantitative and logical reasoning, learn to:

- construct meaningful questions;
- gather and process evidence through listening, reading, and observing;
- evaluate, filter, and organize information;
- critically and logically (and when appropriate, quantitatively) analyze evidence in order to generate cogent interpretations or explanations;
- demonstrate sound reasoning through oral and written communication to a range of audiences;
- consider the ethical dimensions of scholarly inquiry, including academic integrity, use and misuse of data;
- develop effective use of academic resources including libraries.

To achieve these goals, the Core Competencies Program charts an integrated vertical path of development for students through the following curricular stages.

Core Competencies Curriculum

Alongside a placement process that requires additional coursework for some students, the Core Competencies Curriculum begins with a broad introduction to college expectations in a **First-Year Seminar**; carries out intensive analytical and rhetorical groundwork in a **Foundational Discourse class**; and builds upon that basic training through relevant **Disciplinary Discourse** in writing, speaking and listening, and quantitative and logical reasoning, embedded within the curricula of departments and programs. Together, these courses prepare students to complete the Senior Requirement in their major, and craft talents applicable to most any meaningful intellectual endeavor—at college or beyond.

First-Year Seminar

First-Year Seminars are content-based courses that introduce students to college work and prepare students for the courses they will take later at DePauw. They are offered as full credit courses to first-year students in the fall term. While First-Year Seminars differ from one another in topic and in the kind of assignments they ask students to complete, they are similar in the following ways. Each seminar:

- emphasizes careful and critical reading skills;
- develops the effective listening skills necessary to productive and meaningful participation in a small, discussion-based class;
- begins to build strong rhetorical skills of writing and speaking in an interdisciplinary context;
- conveys what the liberal-arts approach is about by demonstrating the interconnected nature of fields of knowledge and their approaches;
- fosters both the kind of intellectual curiosity that encourages students to ask compelling questions, and develops the kind of learning community that supports the risks and opportunities of inquiry;

- models for students the intellectual expectations of a university, as well as the rules of academic integrity;
- familiarizes students with the resources and personnel of the library and teaches foundational research and problem-solving skills;
- identifies strengths that individual students possess, and helps establish and encourage positive scholarly habits as students become self-directed learners.

Students will not be required to repeat the seminar. Students may withdraw from the First-Year Seminar only under exceptional circumstances and with the permission of the Petitions Committee. Matriculated students entering in the spring semester and transfer students do not take First-Year Seminars.

Placement Courses

During the Fall and/or Spring terms of the first year, some students may receive, through the placement process, additional instruction in writing courses or a quantitative and logical reasoning course (alongside their First-Year Seminar and Foundational Discourse class).

Foundational Discourse Class

Students enroll in a Foundational Discourse class in the spring term of their first year. Instruction does not focus on content per se, but rather uses content to study how significant ideas are created, developed, and conveyed. The hallmark of the course is repeated and concerted practice in developing an organized, logical, compelling, and beautiful articulation of ideas through problem-solving, reasoning, and expression.

Disciplines recognized by the liberal arts tradition at DePauw use a variety of mechanisms to build these practices. For some disciplines, listening, reading, speaking, and writing are principal tools of intellectual discovery and communication. In others, quantitative and logical reasoning are the methods of discovery, while writing, speaking, and graphical presentation disseminate results. In yet others, visual or spoken experiences spark the development of novel concepts that can be conveyed creatively and artistically. Nevertheless, all Foundational Discourse classes share a common process. Each course:

- emphasizes intensive practice in core competencies of Writing, Speaking and Listening, and Quantitative and Logical Reasoning, to communicate meaningful arguments.
- assists students in gathering and assessing source material (e.g., texts, data, works of art, music);
- asks students to analyze critically and evaluate carefully that source material;
- helps students move from evaluation of information, or of others' arguments, towards developing original and well-formed ideas and positions of their own;

Students are not required to repeat the seminar. Students may withdraw from the Foundational Discourse class only under exceptional circumstances with the permission of the Petitions Committee. Transfer students entering after the first year generally do not take a Foundational Discourse class.

Disciplinary Discourse

While the First-Year Seminar and the Foundational Discourse class begin building proficiency in the core competencies of writing, speaking and listening, and quantitative and logical reasoning, students must continue to extend their abilities and merge them with a command of the content, conventions, and practices of their major field(s). The Disciplinary Discourse requirement should open access to higher-level material, and train students to model their arguments upon appropriate professional standards. This preparation forms a platform for research and argumentative abilities necessary for upper level courses in general, and for completing the Senior Requirement in particular. Each department and program is responsible for ensuring that their students gain these skills within their curriculum.

Policies for the Core Competencies Program—Fall 2011:

The Placement Process for First-Year Students:

- **Writing.** Students may be placed into certain writing courses according to: standardized test scores (SATV and ACTE), Advanced Placement in Writing (AP) score, writing samples, portfolios of previous college-level writings, transfer credit, and college professors' recommendations. They may be placed into a Writing Seminar for Non-Native Speakers of English I or II (ENG 110 or 115), or College Writing I (ENG 120).

Writing Seminars for Non-Native Speakers of English I and II (ENG 110 and ENG 115) are offered for students whose first language is not English. English courses for non-native speakers of English are aimed at strengthening existing language skills and developing new skills necessary for academic success. Placement in the appropriate English courses is made based on three criteria: 1) English language assessments both made before admittance and administered on campus during orientation, 2) recommendation from the **English Language Support coordinator**, and 3) confirmation by appointed faculty representing the English department (department chair, Writing Center director, etc.). Successful completion of ENG 110 is required to advance to ENG 115.

College Writing I (ENG 120) stresses the development of writing skills fundamental for expressing ideas, imagination and opinion. By means of short essay assignments, some of which may be reflections on their own experience, students build fluency in written expression, clarity of style, and proficiency in the use of language. ENG 120 is offered on a Pass/Fail basis.

Students are expected to complete ENG 110, 115, or 120 in the semester assigned. They may withdraw from these courses only under exceptional circumstances, such as extended illness, with the permission of the Petitions Committee.

- **Quantitative and Logical Reasoning.** Based on standardized test scores and other evidence of preparation, incoming students may be advised to take Introduction to Quantitative Reasoning (UNIV 101). UNIV 101 reviews and develops quantitative reasoning skills through problem solving and the application of mathematical concepts (such as measurement, geometry, statistics and algebra) in various contexts.

Fall 2010. These requirements apply to students who entered DePauw prior to Fall 2011.

First-Year Seminar

First-Year Seminars introduce students to college work and prepare students for the courses they will take later at DePauw. They are offered as full credit courses to first-year students in the fall term. While First-Year Seminars differ from one another in topic and in the kind of assignments they ask students to complete, they are similar in the following ways. Each seminar:

- creates a sense of intellectual community for the students and faculty member involved;
- uses discussion as the primary basis for classroom learning;
- emphasizes critical thinking and critical reading;

encourages the academic growth and development of individual students; and
uses a variety of writing, research, or problem-solving assignments designed to give students skills and modes of analysis that will serve them well in their other courses at DePauw.

Students will not be required to repeat the seminar. Students may withdraw from the First-Year Seminar only under exceptional circumstances with the permission of the Petitions Committee. Matriculated students entering in the spring semester and transfer students do not take First-Year Seminars.

Competence Requirements

Competence requirements represent a University-wide commitment to the basic areas essential to a liberal arts education:

- expository writing
- quantitative reasoning
- oral communication

Students pursuing a Bachelor of Arts degree must earn certification in all three competencies. Students pursuing the Bachelor of Music, Bachelor of Music Arts, or Bachelor of Music Education must earn certification in the Writing and Oral Communication competencies. Students must demonstrate their competence in these areas by satisfactorily completing courses that integrate these skills with academic subjects. Competence course offerings may not be taken Pass/Fail unless the student has previously established competency and has the permission of the instructor.

Writing

All English composition courses begin with critical thinking. Their aim is to teach college level thinking through college level writing. Courses are designed to position students for academic success.

The writing program at DePauw has a range of levels to meet students' needs. Students are placed into the writing program based on a variety of factors: standardized test scores (SATV and ACTE), Advanced Placement in Writing (AP) score, writing samples, portfolios of previous college-level writings, transfer credit and college professors' recommendations. They may be placed into College Writing I, College Writing II, Writing Seminar for Non-Native Speakers of English I or II, or a W course. W courses may not be taken on a Pass/Fail basis, and certification of writing competence is separate from the grade earned in the course.

Writing Seminar for Non-Native Speakers of English I and II (ENG 110 and ENG 115) are offered as prerequisites to College Writing II (ENG 130) for students whose first language is not English. English courses for non-native speakers of English are aimed at strengthening existing language skills and developing new skills necessary for academic success. Placement in the appropriate English courses is made based on three criteria: 1) English language assessments administered on campus during orientation, 2) recommendation from the English language coordinator, and 3) confirmation by appointed faculty representing the English department (department chair, W Center director, etc.). Successful completion in each course is required to advance to a higher level course.

College Writing I (ENG 120) stresses the development of writing skills fundamental for expressing ideas,

imagination and opinion. By means of short essay assignments, some of which may be reflections on their own experience, students will build fluency in written expression, clarity of style and proficiency in the use of language. ENG 120 is offered on a Pass/Fail basis.

College Writing II (ENG 130) refines and builds writing skills. It stresses the development of critical thinking skills, logical development of ideas and a coherent and readable style. In the course, students base their writing on both personal experience and the critical reading and viewing of materials from a variety of disciplines.

Students are expected to complete ENG 110, 115, 120 or 130 in the semester assigned. They may withdraw from these courses only under exceptional circumstances, such as extended illness, with the permission of the Petitions Committee.

In addition to the writing courses, students must fulfill the University's expository requirement in W courses taught by faculty members representing most departments throughout the University.

A student is eligible to elect a W course either through placement or after earning the grade of C- or better in College Writing II (ENG 130). Several W courses are offered each semester, have limited enrollments and carry one course credit each.

They combine an emphasis on academic content with practice in writing. Such courses encourage:

- the logical development of argument, clear and precise diction and a coherent prose style;
- the development of general skills of expository writing as they apply in the academic disciplines; and
- the responsible, appropriate and effective use of sources and special or technical language.

Students must achieve W certification by the end of their sophomore year. (Music degree students have until the second semester of their junior year.) If certification is not attained before the second semester of the sophomore year, students must complete a W course each succeeding semester until they achieve certification.

In a few exceptional cases, students may fulfill the W requirement through a portfolio of college-level writings. To request this exception, students must:

- be eligible to take a W course;
- submit an application (and learning contract, if certification is to be based on anticipated work) to the Writing Placement Coordinator with a copy to the Office of Academic Affairs by the eighth week of the first semester of their sophomore year, or, in the case of those who transfer after that, by the eighth week of their first semester at DePauw; and
- submit a portfolio of their own college-level writing, done either at DePauw or at another college or university, in courses that provide attention to the writing process similar to that found in W courses at DePauw.

The portfolio must contain both out-of-class and in-class writing (essay examinations, for example). There must be a minimum total of 16 pages (at least 4,000 words) in the portfolio. The quality of the writing in the portfolio must correspond to the quality of writing of those who have completed W courses at DePauw, according to the judgment of the Writing Placement Coordinator and at least one other W-certified

instructor. The Writing Placement Coordinator will notify the Office of the Registrar and the Office of Academic Affairs of the outcome and report this action to the Writing Program Coordinating Committee.

Quantitative Reasoning

Courses designated as fulfilling the quantitative reasoning (Q) competency requirement encourage:

- understanding quantitative concepts, representational formats and methodologies of a particular discipline;
- evaluating quantitative evidence and arguments;
- making decisions based upon quantitative information; and
- learning through problem-solving, laboratory experiments and projects.

Students must achieve Q certification by the end of their junior year. If students do not achieve certification by the end of the first semester of the junior year, they must complete a Q course each succeeding semester until certification is achieved. Q courses are offered in several academic subjects each semester, subject to approval by the Q committee, and normally carry one course credit each. They emphasize both quantitative reasoning and mastery of course content.

Based on standardized test scores and other evidence of preparation, incoming students may be invited to take Introduction to Quantitative Reasoning (UNIV 101) as preparation for a Q course. UNIV 101 reviews and develops quantitative reasoning skills through problem-solving and the application of mathematical concepts (such as measurement, geometry, statistics and algebra) in various contexts.

Under unusual circumstances, students may receive Q certification in a non-Q course taken at DePauw that includes substantial quantitative work when the following criteria are met:

- the course meets the guidelines for a Q course;
- the student is eligible to take a Q course upon entering DePauw;
- the instructor is Q-certified;
- the student's application and learning contract (available in the Office of Academic Affairs) are approved by the instructor and the Office of Academic Affairs prior to the beginning of the course; and
- the instructor examines the student's work in consultation with another Q-certified instructor and notifies the Office of the Registrar and the Office of Academic Affairs of the outcome.

Oral Communication

Effective expression in speech as well as writing has been perennially at the core of liberal education. The competent expression, exchange and examination of facts and ideas remain vital to the educational process itself. It is also essential for service and achievement in professional, civic and personal life.

In order to graduate, a student must demonstrate such competence in an S course or in a designated alternative. S courses are offered in several departments, at the 300-400 level, and have common entry and exit standards.

Under unusual circumstances, students may receive S certification outside of an S course, while enrolled at DePauw, when the following criteria are met:

- the course meets the guidelines for an S course, or the activity is equivalent to college-level work with the complexity of ideas worthy of at least a 300-level course;
- the instructor or supervisor of the activity is S-certified;
- the student's application and learning contract (available in the Office of Academic Affairs) are approved by the faculty member and the Office of Academic Affairs prior to the beginning of the course or activity;
- the activity must be a sustained one, usually over a full semester or Winter Term;
- arrangements are made prior to the senior year;
- the activity is initiated by the first semester of the senior year; it may extend into the second semester, but may not be initiated then; and
- the faculty member notifies the Office of the Registrar and the Office of Academic Affairs of the outcome.

HANDBOOK LANGUAGE

Deletions are shown in strikethrough; additions are underlined.

By-laws and Standing Rules of the Faculty (Approved April 4, 2005) / VIII. Coordinating Committees / A. Committee on Academic Policy and Planning (CAPP)

3. Sub-committees

~~c. The First Year Seminar (FYS) Subcommittee is a subcommittee of CAPP. It is composed of four full-time faculty members (appointed for three-year staggered terms by CAPP in consultation with the FYS Committee and the Vice President for Academic Affairs with consideration given for representation of the academic divisions of the University and diverse faculty rank), and three representatives of Academic Affairs. Non-voting members may include people invited to participate on the committee in an advisory capacity by the Vice President for Academic Affairs. The responsibility of the FYS Committee is the oversight of the FYS Program including such duties as: developing and articulating the goals of the program, soliciting and approving seminar proposals, training faculty members to teach seminars, coordination of seminars with academically related social activities, evaluation of the seminar program, and reporting on developments in the program to CAPP and the faculty.~~

c. The Core Competencies Committee is a Subcommittee of CAPP. It is composed of five faculty members, an administrative representative from Academic Affairs, and the **Writing, Speaking and Listening, and Quantitative and Logical Reasoning Coordinators**. CAPP appoints the faculty members in consultation with the Vice President for Academic Affairs, with consideration for expertise in the pedagogy of writing, speaking and listening, and quantitative and logical reasoning, as well as representation from the academic divisions of the University. The responsibilities of the Core Competencies Committee include such duties as: soliciting, advising on, and approving First-Year Seminar and Foundational Discourse proposals and Disciplinary Discourse plans; reviewing, advising on, and approving strategies for ensuring fundamental and transferable competency skills for the First-Year Seminar, the Foundational Discourse class, and with regard to plans of departments or programs for Disciplinary Discourse; coordinating the training of faculty members to teach seminars and competency skills; cooperating with Academic and Student Life concerning social activities related academically to seminars; evaluation of the Core Competencies program, and reporting on developments in the program to CAPP and the faculty. The members of this committee will elect a chair

annually from the faculty members on the committee, and will have staggered three-year terms.

Policies for the Core Competencies Program—Fall 2011:

• Disciplinary Discourse:

- Departments and programs, either individually or working together to meet common needs, with the guidance and approval of the Core Competencies Committee, construct and maintain their own specific, strategic plan for how students develop Disciplinary Discourse, normally at the 200- or 300-level.

- The strategic plan of each department or program should include three parts: what blend and proportion of writing, speaking and listening, and quantitative and logical reasoning is relevant and necessary, how the development of these skills is built into particular coursework required for a major, and how the attainment of these skills will be assessed.

- The strategic plan for the Disciplinary Discourse requirement may also consider how, in the liberal-arts spirit, students learn to communicate disciplinary information and arguments outside their field.

HANDBOOK LANGUAGE

Additions are underlined; deletions are in ~~strikethrough~~, and unchanged text is shown in normal font.

By-laws and Standing Rules of the Faculty (Approved April 4, 2005) / IV. Academic Organization and Operations (approved November 1, 2004) / B. Interdisciplinary, Honors and Competency Programs

Competency Programs Core Competencies Program:

- Writing
- ~~Oral Communication~~ Speaking and Listening
- Quantitative and Logical Reasoning

There are nine Interdisciplinary Programs in Asbury College of Liberal Arts associated with the awarding of a degree. These are interdisciplinary academic programs operating outside the departmental structure of governance. Each program has an Executive or Steering Committee responsible for it; each has a director or coordinator for the administration of the program. In addition, there are four Honors Programs and ~~three~~ the Core Competencies Program ~~Competency Programs~~. All such programs exist in agreement with the University's Mission Statement. They are not, however, academic departments, but exist as extensions of departmental curricular activities.

Interdisciplinary programs that do not offer a major, Honors Programs, and the Core Competencies Program ~~Competency Programs~~ may neither request nor define their own, full-time academic positions without support from a school or department; they do not have full-time, ranked academic positions made exclusively to them. They are typically maintained through the cooperation of several academic departments.

1. Executive or Steering Committee

b. ~~Competency Programs~~ Core Competencies Program

This role is filled by the Core Competencies Committee, a subcommittee of the Committee for Academic Policy and Planning.

~~(1) Function: The Executive or Steering Committee will oversee and guide 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.~~

~~(2) Responsibilities: The Executive or Steering Committee of each Competency Program provides curriculum coherence and development as part of DePauw's general education requirements. In consultation with related academic departments and participating faculty members, these committees have supervision over the selection of courses for inclusion in the program.~~

~~(3) Membership: The members of the Steering Committee shall be appointed by the Vice President for Academic Affairs based on the recommendations of the director or coordinator of the program and the qualifications set forth when the program was created and/or reviewed during the most recent self-study. Normally the term will be three years.~~

2. Director or Coordinator

b. ~~Competency Programs~~ Core Competencies

~~These programs have two leadership positions. The **Coordinator** for each competency program is appointed by the Vice President for Academic Affairs. The coordinator chairs the Steering Committee and has major oversight of the program. The director of the Competency Center is responsible for organizing faculty development activities, and student training and tutoring programs related to the Core Competencies Program. Each coordinator is a faculty member having significant administrative duties; in addition, he or she may have an academic position.~~

Note: There are a number of other elements of the curriculum which are not covered by this section. For example, the following are governed by provisions of this handbook describing faculty committees: Winter Term and the First-Year Seminar Core Competencies Program (see Committee on Academic Policy and Planning); Independent Internships (see Management of Academic Operations Committee); Off-Campus Study (see International Education Committee). For more information on the Interdisciplinary Major, the Business Administration Minor and the International Business Program, see the DePauw University Catalog.

Notes and Rationale for Catalog modifications:

- **First-Year Seminar; programmatic details for the curricular oversight committee to consider:** The instructor in most cases serves as the students' academic advisor, and intellectually engaged peer mentors assist with the social and scholarly acclimation of students to the university. The instructor, peer mentor, a research librarian, a writing consultant, and a technology specialist together form a resource team to support each seminar. Each First-Year Seminar is also scheduled within a set of common time-banks, to permit collaboration and the sharing of common themes or events.
- **Faculty Development** will be essential to the continued success of the First-Year Seminar, the development of Foundational Discourse classes, and the support of Disciplinary Discourse plans. For instance: concepts for, strategies for, and examples of using Quantitative and Logical Reasoning and Writing in 'non-quantitative' classes can be found at Carleton:
http://serc.carleton.edu/sp/carl_ltc/quantitative_writing/index.html;
http://serc.carleton.edu/sp/carl_ltc/quantitative_writing/examples.html

Notes and Rationale for Handbook modifications:

With regard to governance and oversight structures and processes, three separate but related functions are in play:

1. Curricular Oversight, done by a faculty committee in consultation with the Vice-President for Academic Affairs. For instance, a Core Competencies Committee could completely replace several committees all at once: the current First-Year Seminar and First-Year Experience Committees, and the W, S, and Q steering committees, reducing the number of persons on those committees from 40+ down to 10. The committee

could solicit, advise on, and approve course and skills proposals. The VPAA would arrange for appropriate staffing, and set contribution numbers on departments and programs (after a transitional period which would see English teach the majority, until staffing has filtered further across other departments), so that the committee or Competency Coordinators would not have to beg for courses.

2. Pedagogical Development, overseen by Writing, Speaking and Listening, and Quantitative and Logical Reasoning Coordinators working with FDC and reporting administratively to the Dean of the Faculty. The Coordinators could help faculty build in strategies and content for teaching writing, speaking and listening, and quantitative and logical reasoning, both within an initial seminar sequence, and as part of a Disciplinary Discourse expectation.

3. Student Tutoring, managed by Writing, Speaking and Listening, and Quantitative and Logical Reasoning Coordinators reporting administratively to the Dean of Academic Life. The Coordinators would provide programming and training for competency tutors, including English Language Support for non-native speakers. This would continue what the W, S, and Q Centers in the Academic Resource Center already do now, but it could include coordination of departmental tutoring as well, which currently is a bit scattered.

Through such a tripartite system, we could maintain and regulate the curriculum, provide support for faculty to teach that curriculum effectively, and provide students the support for learning the lessons and skills that the curriculum is meant to provide. Such a system would be clearer and more streamlined than our current approach.

The Chair of the Faculty opened the floor for clarifying questions about the proposed motion.

A faculty member stated that the chair of CAPP mentioned specific elements that faculty members preferred about this plan; he asked what those elements were. The chair of CAPP stated that faculty members preferred the idea of a fall first-year seminar combined with a spring course focusing on fundamentals (this was preferred by 59% of faculty members); keeping the current ENG 130 system was favored by less than 50%. Faculty members also favored (by 68%) the idea of a course applying the foundational skills in their majors.

Another faculty member noted that the foundational discourse course included W, S, and Q material. He asked if this meant that faculty members who teach this course would need to be certified to teach all three of these topics. The chair of CAPP responded that yes, faculty members teaching it would need to be certified, and that we need to rethink how certification will work. Q, S, and W are still valued, and we will need extensive faculty development to get faculty members up to speed.

A faculty member followed up by asking where the funding for this extensive faculty development was going to come from. The chair of CAPP stated that CAPP had met with the VPAA, and there was a little funding available, and there were some funds that could be shifted. The faculty member asked from where those funds could be shifted. The VPAA stated that there is a line item in the budget for competency workshops, and that money would be the starting point. He continued that there were also funds available for workshops during the academic year that could be shifted. He stated that if necessary, we would come up with creative ways to get the funding. He concluded that we should rethink the paradigm that a week-long workshop in the summer is the only way to do training.

Another faculty member asked why CAPP retreated from the original idea that we would get to vote on more than one plan in the faculty meeting. The chair of CAPP responded that CAPP had never said that it would put forward multiple plans for a vote; it stated that it would present multiple ideas for discussion. Robert's

Rules of Order does not easily allow for head-to-head voting between multiple ideas.

A faculty member asked how many sections of ENG 130 are currently taught, compared to the proposed foundational discourse classes, and how many ENG 130 sections are taught by continuing full-time members of the faculty. A member of the English department responded that roughly 30 sections of ENG 130 are taught per year, and we would probably need 10-15 more sections for the foundational discourse course. He also stated that 10-14 sections of ENG 130 are taught by non full-time faculty members.

Another faculty member mentioned the “dear faculty” document [distributed at the meeting], and noted that it explains more about the previous question. She stated that it was not fair to state that only 10-15 more sections are needed. She then asked why there had been no discussion about moving the foundational activities to the first-year seminar and keeping the writing intensive course (like ENG 130) as the second course.

A faculty member asked if CAPP envisioned the teaching of the foundational discourse or disciplinary discourse courses in a target language (other than English). The chair of CAPP stated that CAPP had not considered how this would affect the Modern Languages department. She stated that she thinks the foundational discourse should be in English, as it is teaching foundational methods that are applicable across the curriculum. She was not sure about the disciplinary discourse class. The idea is that departments and programs would make a strategic plan that would go to the new core competency committee for review. Departments are in the best position to determine what their students need. The faculty member followed up by stating that the Modern Languages department has students coming in with widely varying levels of competency – what mechanism will there be to identify student level of ability. The chair of CAPP responded that the first year seminar and foundational discourse classes will be in the first year, and will not be dependent on student ability. The disciplinary discourse class can be placed somewhere in the upper level, as determined by the department.

Another faculty member stated that CAPP had discussed the idea about moving all the foundational skills to the first year seminar, and it was decided that it could not all be done in one course.

A faculty member asked how the disciplinary discourse course would affect interdisciplinary programs, as they may not be free to create new courses. The chair of CAPP stated that any major could collaborate with departments to create the appropriate courses, or they could decide to use an existing course.

Another faculty member asked for clarification about the “assessment scheme” and who this assessment would be for. The chair of CAPP stated that the assessment would be reported to the core competency committee, which would look it over and report to CAPP about how the program is working. The new core competency committee would replace the current competency program committees.

A faculty member asked how CAPP moved from the proposal that was discussed (that had Q as a separate requirement) to the current proposal. The chair of CAPP responded that CAPP thought that Q had been left out of the process, and wanted to include it and incorporate it into the skills that students need.

Another faculty member stated that she didn’t understand the proposal – does the disciplinary discourse course have to be one course, or could a major decide to include it in a number of courses. The chair of CAPP responded that each major could determine its own plan and submit it to the core competency committee. It could span multiple courses – it is up to the department or program to make the case. It should not be a default “taking every course in our major satisfies the requirement.” The department or program should give an explicit list of courses with an explanation of how the material is taught.

A faculty member noted that the motion talks about negotiating with the VPAA. He stated that it would help if departments could know exactly what they would be expected to provide; it is already a difficulty to provide enough first-year seminars, and now we will be required to provide double that number of courses. This information would be helpful to make a decision for the next meeting. The chair of CAPP clarified that since the foundational discourse course is replacing ENG 130, we would not need to double the number of courses. The faculty member pointed out that since the intent is to move the responsibility for the course out of the English department, we will need to provide more and more courses from other departments. The chair of CAPP agreed.

Another faculty member asked if CAPP had talked to departments about integrating Q material into coursework; she had a hard time seeing how it would work in some classes. The chair of CAPP responded that it would not be necessary to teach calculus in the foundational discourse class; faculty members should be able to teach this material, or be trained to teach this material. In the disciplinary discourse class, you should teach the Q material necessary for students in your major.

A faculty member stated that she saw this change being gradual, since we can't expect a massive change overnight. She continued by stating that hiring shifts would likely be needed to effect the change.

9. Committee on Faculty – COF (Mike Sinowitz)

The chair of COF asked the Registrar to make a report about student opinion survey forms. The Registrar stated that COF has asked him to make some changes to the process of administering online student opinion forms. Now, only tenured full professors may choose to do evaluations outside of class. COF also asked the Registrar to set a time limit (of twenty-five minutes) for students to complete the opinion forms. The Registrar elaborated that the first student that enters the passcode and begins the evaluation starts the timer. All students will see the ending time (the time the evaluation closes) on their forms. The Registrar is working on implementing a countdown timer, instead of displaying the ending time. He also stated that COF has asked that this be a hard deadline – if the surveys are not submitted by the deadline, they will not be accepted.

A faculty member asked about students who forget their laptops – won't it be difficult for them to complete the evaluations in time. The Registrar agreed that students would have half the time if they needed to share computers.

Another faculty member asked if the ability to do out-of-class evaluations was restricted to tenured full professors, or tenured full-time professors. The Registrar clarified that only full professors could perform evaluations outside of class.

A faculty member asked if COF was considering that, once the evaluation becomes a timed exercise, it could affect the quality or value of the responses. The chair of COF clarified that COF was trying to address the problem of getting responses from as many students as possible while not allowing the evaluation process to take too much away from class time. He stated that twenty-five minutes seemed like enough time to not pressure the students.

Another faculty member stated that he thought it would work that, when the timer cutoff was reached, the student's form would be submitted as is, rather than losing the entire evaluation form. The Registrar stated that if he could make it work that way, he would.

The Registrar noted that there are occasionally system slowdowns, and he encourages faculty members to spread out the administration of the surveys; now approximately 60% of all surveys are administered during

the last two class meetings. He noted that he or Mike King would be on call during evaluation days, so if there are problems, they can reset the end time.

A faculty member asked how often survey administration goes beyond twenty-five minutes. The Registrar stated that he could find that information, but he did not have it at this time.

The remainder of the chair of COF's report consisted of an offer to answer questions. There were no questions.

Reports from Other Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

Faculty Development Committee – FDC (Lili Wright)

The chair of FDC's report consisted of an offer to answer questions. There were no questions.

The following announcement was printed in the agenda, but not read during the meeting:

- The Faculty Development Committee is keeping a close eye on the budget, and it hopes to honor all requests for the remainder of the year. If you are planning to attend an academic conference before June 30th, FDC encourages you to submit your application soon.

Committee on Administration - COA (Rick Provine)

The chair of COA's report consisted of an offer to answer questions. There were no questions.

The following announcement was printed in the agenda, but not read during the meeting:

- COA representatives have served on the Health Care Working Group during this semester. Some details are still left to be worked out, but we have worked to inform the process based on the principles we have followed in the past...most notably to protect those DePauw employees in the lower salary ranges. Nationally, insurance premiums have risen an average of 11% this year, with much larger increases in many areas. The good news is that our increases will be modest in comparison. More detailed information will be forthcoming very soon from Human Resources, including a variety of information sessions and materials with detailed discussion of the plans and premiums.

Faculty Governance Steering Committee – FGSC (Dave Berque)

The Chair of the Faculty made the following report:

I call your attention to the election results noted on the agenda and offer two corrections due to faculty members who inadvertently ran for positions although they were ineligible to do so because they will be on leave next year. First, the correct Athletic Board candidates are Marie Pickerill and Bruce Stinebrickner. And second, the correct candidates for the three year position on IEC are Russ Arnold and Rich Cameron.

More importantly, note that we have eight positions with no candidates. Five of these positions are for openings on COF, which as you know is a very important committee that has, or should have, nine elected faculty representatives. In fact the handbook is clear that the committee cannot hold a meeting with fewer than six members present.

The FGSC and COF have already discussed this issue separately and, at the request of the COF, the FGSC and VPAA will be meeting to further discuss this issue tomorrow.

We will be considering a variety of short term and long term solutions to this problem. By far the simplest and best short term solution would be for tenured faculty members, especially those who have never served on COF, to run for these positions. Once our regular elections conclude I plan to organize a special election to fill our open positions, especially the COF positions. Watch for additional communications soon.

The secretary can record in the minutes that I personally pledge to run for COF in the near future, but not until sometime after my current service as chair of the faculty ends. I hope some of you will serve now – please email me if you are interested in running.

A faculty member asked who was unable to run, due to the constituency of the committee. The Chair of the Faculty responded that, due to the large number of empty slots, there were no exclusions at this point. The only restriction is that you must be tenured at the time of election. He continued that he will be calling people who are eligible and have not served on COF in the recent past (last ten years) to ask them to serve.

The following election results, corrected as noted above, were printed in the agenda, but not read in the meeting:

Election Results

There were no candidates from any division for the following positions, which now need to be filled by a special election.

- COF - three year at large position number one.
- COF- three year at large position number two.
- COF -three year at large position number three.
- COF -one year at large replacement position (new opening, not previously announced).
- COF – two year at large replacement position (new opening, not previously announced).
- SLAAC - three year at large position.
- SLAAC – one year replacement position.
- Parliamentarian – three year position.

The following table summarizes the results of recent divisional elections for at large positions. This is followed by results of runoff elections for division positions.

Results of Election for Divisional Candidates for At Large Positions

Position	Elected Divisional Candidates for At Large Election
CAPP - three year term	Tim Good (div 1), Marnie McInnes (div 2), Bruce Serlin (div 3)
COF - three year term	
COF - three year term	
COF - three year term	
COF - two year replacement	
COF - one year replacement	
MAO - three year term	Kathryn Millis (div 1), Brian Howard (div 3)
SLAAC - three year term	
SLAAC - one year replacement	
Athletic Board - three year term	Marie Pickerill (div 3), Bruce Stinebrickner (div 4)
FDC - three year term	Sherry Mou (div 2)
IEC - three year term	Russ Arnold (div 2), Rich Cameron (div 4)
IEC - one year replacement	Jennifer Adams (div 1), Tom Ball (div 3), Ophelia Goma (div 4) Note: There will be a runoff between Aaron Dziubinsky, Russ Arnold, and Inge Aures to determine the division two candidate.

Library Advisory Committee – three year term	Misti Shaw (div 1)
Public Occasions Committee – four year term	Catherine Fruhan (div 1), Chris White (div 2)
Teacher Education Committee – three year term	Randy Salman (div 1), Jeff Hansen (div 3)
COA - three year term	Inge Aures (div 2)
Board of Control of Student Publications - two positions – each is a two year term.	Caroline Gilson (div1), Nicholas Pizzolatto (div 2), Pascal Lafontant (div 3), Jeremy Anderson (div 4)
Committee on Honorary Degrees – three year term	Francesca Seaman (div 2), John Schlotterbeck (div 4)
Hartman Center Steering Committee – one year replacement	Caroline Gilson (div 1), Russ Arnold (div 2), Jeremy Anderson (div 4)
Hartman Center Steering Committee – three year term	Meredith Brickell (div 1), Russ Arnold (div 2), Rich Cameron (div 4)
GLCA Representative – three year term	Sherry Mou (div 2)
Parliamentarian – three year term	

Results of Runoffs for Divisional Positions:

- Runoff Results for Division One Grievance Committee (2/01/11 through 1/31/12): Caroline Smith (member) and Randy Salman (alternate).
- Runoff Results for Division Four Grievance Committee (2/01/11 through 1/31/12): Mac Dixon-Fyle (member). There will be an additional runoff between Mary Dixon and Michele Villinski for alternate.

Additional Business

Remarks from the President (Brian Casey)

The President began his remarks by announcing that there would be a faculty reception at the Elms on Thursday, May 13, after the Faculty Development program at the Prindle Institute. The reception will begin at 6:00 PM, with the program to start at 7:00. At this reception we will announce the winners of the Tucker, Minor and Oxnam awards as well as acknowledge retiring faculty members.

The President stated that he wanted to take that time to thank this faculty for two extraordinary and quite meaningful years of discussion on the DePauw curriculum. This faculty has brought a deep level of seriousness to this most central discussion at DePauw. These discussions have informed all others, including budget discussions, campus planning discussions and discussions about how our students should live and eat.

The President noted that this is a crucial month for admissions; DePauw is aiming for an enrolled first year class of 635 for next year with a planned and necessary drop in the tuition discount rate. At this point, admissions is an hour by hour business, but right now all the numbers look good and accurate.

The President stated that, as mentioned at the department chairs’ meeting, the planning firm of Ayers Saint Gross have started to produce some general ideas about how we will use the campus in the future. They have finished a preliminary workshop on the ways in which we use the central portion of the campus – including studies of where students and faculty might interact, might eat, and play. There will be a few more such workshops over the next several weeks (one looking at the ways we interact with the town) with the hopes that we have a broad campus plan in place next fall.

The President concluded by saying he would take questions about these issues, or any other, before turning the podium over to the Dean of Academic Life and the Vice President for Student Life, who will discuss some shifts in Academic Affairs and Student Life.

There were no questions for the President.

The Dean of Academic Life made the following report:

As mentioned in the November and February faculty meetings, members of Student Life and Academic Life have been working this past year on ways to enhance administrative collaboration. We have looked at: orientation and programming for new students, advising, assisting students in difficulty, supporting student communities, and co-curricular opportunities such as off-campus study, internships, and service learning. All staff members in these areas have been part of this conversation, and they have been partners in constructing the plan for reorganization included in Appendix B of the agenda for this meeting. We have also held open meetings for faculty committees connected to these areas, such as CAPP, SLAAC, Winter Term, IEC, Advising, Hartman House Steering Committee, etc. The process has also been informed by the ongoing intellectual life discussions.

Currently, the administrative operation of the areas noted on page 2 of Appendix B is spread out across campus, and relatively compartmentalized. For example, right now, if a student wishes to talk about how a Winter Term-in-Service project might relate to their application for an internship that helps their career preparation, they have to go to the Hartman House, Durham House, and the 3rd floor of Harrison Hall. Instead, we want that process all to happen in one place. If we want students to connect the facets of their classroom and experiential learning--then we should model that behavior administratively. We need to show how to work together better, and how to provide better coordinated services to students, as well as relate better to faculty members and other staff members.

Late this Spring, we will begin reorganizing the offices listed in Appendix B. The most substantial changes will involve merging the Center for International and Experiential Education, functions of service learning and civic engagement in the Hartman House, and Career Services. All three of these areas involve extending student learning off-campus. All three areas will move to the Union Building over the summer. During the summer we will ask these questions: What policies and procedures do we have for working with students and faculty? Why do we have those policies and procedures? Which ones are working and which are not? How can we operate and communicate more simply and clearly?

This is an area of the University where students' social and intellectual lives intersect. Individual students frequently have transformative experiences when studying off-campus, carrying out an internship, or performing service in the community or abroad. Our aim is to make the place where students learn about these opportunities more central to their college experience, and these transformations possible for more students. It's about living liberal-arts lives.

The main changes from the way things work now are listed on page 3 of Appendix B. Please have a look; we welcome ongoing feedback, as we flesh out the final details of this initiative. I'd also be happy to answer a few questions now.

A faculty member stated that she noticed there was an assistant dean of academic life, who was listed as a faculty member, and she was wondering who was filling that position. The Dean of Academic Life noted that the person filling that role had decided not to continue in that post, and the VPAA had sent out an e-mail asking for nominations to serve as a replacement; he stated that nominations were still being accepted.

Remarks from the Vice President of Academic Affairs (David Harvey)

The VPAA's remarks consisted of an offer to answer questions. There were no questions.

Remarks from the Dean of the Faculty (Kerry Pannell)

The Dean of the Faculty made the following remarks:

As the budget year comes to a close, FDC and I are closely monitoring each line in the faculty development budget to ensure that all of our promises are met, but that we don't run over budget. In the past, some faculty members have used their commercial cards in anticipation of funding coming from FDC (like signing up for conference registration or buying a plane ticket) or from the Dean of the Faculty (for example, charging research expenses to an endowed chair project expense budget.) Particularly in this tight budget year, please wait until you get approval to spend faculty development funds before charging anything to your commercial card. This will help us make sure we come in under budget (for the entire faculty development budget for the academic year.)

I recently met with everyone involved in summer workshops related to pedagogy: Susan Hahn, Mike Sinowitz, Rich Martoglio, Susan Wilson, faculty development coordinator Dave Guinee and FITS coordinator Donnie Sendelbach. This was really a brainstorming session since it's not clear exactly what our first-year and Q, S, and W requirements will look like in the future. We'll need to remain flexible in the future regarding what faculty development we may need to deal with any new requirements. What is clear is that these workshops have made substantial contributions to the way we teach and they are important mechanisms for connecting faculty to discuss their pedagogy. So we are looking into the possibility of offering workshops in May, perhaps in August and perhaps during Winter Term. You'll get an email from the coordinator of the workshop later this month with further details. We are currently planning workshops similar to what we have done in the past, but not identical.

The Public Occasions Committee has new online form where you can request funding for speakers for next year:

<http://www.depauw.edu/admin/acadaffairs/events/poc/>

The committee typically allocates its entire budget for the fall by the end of the academic year, and so they need requests for next year's speaker funds now. You can help out the committee by having a specific budget and a clear statement about how the speaker you propose connects to coursework or other events on campus. When planning these events, please look at the university calendar to try to optimize the overall program of speakers during the semester.

There were no questions.

Old Business

There was no old business to come before the faculty.

New Business

There was no new business to come before the faculty.

Announcements

There were no written announcements submitted to the agenda.

Mark Kannowski, Mathematics Department Chair, made two announcements:

- He thanked MAO for the announcement of the course changes in the Math department. Given that this is the time for registration, he wanted to draw attention to the changes in MATH 240, particularly the prerequisite of first-semester calculus. Students who might have planned to take the old MATH 240 should look at MATH 141 instead for a more introductory course in statistics.
- Mark further noted that this is Math Awareness month, so go to www.mathaware.org and be aware of math.

Adjournment

The Chair of the Faculty adjourned the meeting at 5:07 PM.

Appendices

Appendix A. Tribute to Theodore M. Katula Jr., Contributed by Ken Owen

Theodore M. Katula Jr., who served DePauw University for nearly 40 years as a coach and administrator and is known fondly as “Katman” to two generations of students and alumni, died February 19, 2010 at a Florida hospital. He was 78 years old.

Born in Campbell, Ohio on December 6, 1931, Ted Katula was a four-sport standout in high school and was captain of the football, basketball, baseball and golf teams. He enrolled at Ohio State University, but was drafted into the U.S. Army and served two years as a paratrooper. After serving his country, Katula returned to complete his college education and continued as a multi-sport athlete until a knee injury took him out of football. He then concentrated on golf, becoming captain of the 1957 and 1958 Ohio State golf teams. Katula earned a B.A. from Ohio State, where he continued with graduate studies, eventually earning an M.S. from Indiana University.

After briefly serving as an assistant coach at Oberlin College, Katula came to DePauw in the summer of 1959 to serve as head baseball coach and as an assistant to then-head football coach Tom Mont. Over the years, he also coached wrestling and golf. His golf teams produced a number of members of the DePauw University Athletic Hall of Fame, including Dan Quayle '69, who went on to become the 44th Vice President of the United States; Mark Roling '71, television golf analyst; and Randy Reifers '68, who has competed in the U.S. Senior Open.

An associate professor of health and physical performance (now kinesiology) at DePauw, Ted Katula is also fondly recalled for his work with students outside of the athletic arena. In 1967, he was appointed director of student union activities and assistant dean of students. As part of that role, Katula coordinated special events and programs sponsored by the Union Building, and worked with students to bring an amazing roster of musical acts to campus, which today reads like a Who's Who of classic pop and rock music. Guests who came to DePauw on Katula's watch included Smokey Robinson and the Miracles, Billy Joel, the Isley Brothers (with Jimi Hendrix on guitar), The Byrds, the Carpenters and the Temptations.

Katula remained a coach during that period, but put aside athletics in 1978 to work in alumni relations and student activities.

The coach couldn't stay away from competition for long. In February 1987, “Katman” was appointed director of athletics and men's and women's golf coach. He led the men's team to five conference championships in 11 years and nine appearances in the NCAA Championships, while his women's team finished in the top four nationally for five straight years.

Katula, who was inducted into the DePauw Athletic Hall of Fame in 2000, also continued to compete in senior amateur golf tournaments across the United States. In 1987 he was among the final 16 at the Senior Amateur Tournament in Bethlehem, Pennsylvania, after earning medalist honors at the Indiana qualifier.

On November 12, 2005, DePauw announced the establishment of the Katula Fund for Athletics and named its athletic directorship the Theodore M. Katula Director of Athletics. Many of Katula's past players and DePauw colleagues were on hand to honor him at a special post-Monon Bell event at the Walden Inn.

Adds S. Page Cotton, director of athletics at DePauw, “While he is known for his coaching career, Ted's contributions to DePauw went well beyond athletics. He touched upon so many lives from all parts of the campus through his work with students on the Union Board and later with alumni relations. He will be remembered as a DePauw legend.”

Appendix B.

Administrative reorganization of Student Life and Academic Life at DePauw University, 2010→

Cindy Babington, Vice-President for Student Life, and Pedar Foss, Dean of Academic Life

Conversations began at the start of the 2009 Fall semester, and have expanded through meetings, retreats, consultations, and the many contributions of staff members. The purpose of this process has been to suggest how, through cooperation, inter-operation, restructuring, and co-location, Student Life and Academic Life could comprehensively coordinate their efforts.

Structures, planning, policies, and advising for the living and learning experience of DePauw students should be clear, straightforward, and coherent. If we want students to have better rounded, connected, and integrated “learning lives,” then we must model that behavior administratively. Together we must ensure that students can apply, across their life, the content, skills, and strategies they acquire and hone in the classroom and beyond.

We believe that all students should understand their *expectations* as scholars and community members, be informed about curricular and co-curricular *opportunities* and *resources*, be adequately prepared to *earn* those chances and *use* them productively, receive more holistic and consistent *advising*, and *integrate* the resulting experiences fully into their liberal-arts lives. Our mission follows from this belief.

The Academic Life-Student Life Mission:

That our students, upon graduation, are *prepared to connect* the Life of the Mind and the Work of the Hands with the Concerns of the Heart.

We do this by helping students realize the following personalized **Outcomes**:

- That each student has the opportunity to become:
 - A sophisticated and critical *thinker*;
 - A creative *problem solver*;
 - A clear and cogent *communicator*;
 - A skilled *partner* in intellectual, civic, and personal relationships;
 - A good *citizen* who is informed about, and engaged in, local communities and the wider world.
- That each student can develop an *identity* that is:
 - Authentic, confident, reflective, and self-aware;
 - Respectful of, and comfortable with, diversity;
 - Emotionally mature, and able to connect deeply and meaningfully with people and ideas.

We promise to meet this mission and help students achieve these outcomes as follows.

DePauw will offer robust academic and social guidance. We will provide programs, structures, and venues for students to develop communities, deepen cultural understanding, and respect individual and mutual responsibilities. We will ask students to extend and enhance their educational and personal growth through experiential opportunities that take them near and far from campus.

Accordingly, Student Life and Academic Life will be reorganized into the following three offices:

OFFICE	TIMING for student learning
A) Student Guidance: Orientation, Advising, and Assistance	Mostly in the first two years
B) Student Development: Communities, Conduct, and Campus Life	All four years
C) Student Experience: Civic, Global, and Professional Opportunities	Increasingly over the last three years

The precise timing and pace of spatial, organizational, and programmatic shifting for this reorganization depends on the campus planning process and strategic administrative decisions, though co-location of many of the functions within each of these three offices is a critical goal. The process has been, and will be, informed by the faculty intellectual life conversations. We welcome thoughts and suggestions about particular items, and acknowledge (and beg patience regarding) the growing pains that will occur as we learn and improve.

The **Vice-President for Student Life [VPSL]** (Cindy Babington) and the **Dean of Academic Life [DAL]** (Pedar Foss), supervise these three offices, set vision and strategies, and jointly take responsibility for enrollment management in cooperation with the Vice-President for Admissions. The new structure is outlined as follows; individuals within all of these offices will work closely with each other on matters of common concern.

A) OFFICE OF STUDENT GUIDANCE: Orientation, Advising, and Assistance
(each Associate Dean reports to one supervisor, but communicates to both the VPSL and DAL)

Assoc. Dean of Student Life (Cara Setchell) **Assoc. Dean of Academic Life** (Kelley Hall)

- Joint Responsibilities:
- liaise with Admissions
 - sit on faculty committees for ‘First-Year’ Programs
 - administer Off-Campus Information Sessions (summer)
 - administer First-Year Orientation and Experience

- Individual Responsibilities:
- Student Mentor Program
 - Front-line student support
 - Posse and 1st-gen. students
 - Transfer students
 - Academic Advising; Probation Advising
 - Develop Sophomore Experience
 - Student Academic Assistance
 - Disability Services

Asst. Dean of Academic Life (faculty member); reports to DAL
• Alerts and Academic Problems, Petitions and Academic Standing,
• Academic Integrity, Disruptive Students, Grade Grievances

Coordinator for English Language Support; reports to DAL
• Oversees English Language Support for non-native speakers of English

B) OFFICE OF STUDENT DEVELOPMENT [VPSL]: Communities, Conduct, and Campus Life **B) OFFICE OF STUDENT EXPERIENCE [DAL]: Civic, Global, and Professional Opportunities**

Dean of Student Life (Dorian Shager)

- Facilities
- Student Support and Advocacy
 - Day-to-day queries
 - Counseling and Health Services
- Multicultural Student Support (e.g., International, Students of Color, LGBT)
- Community Standards
- Crisis Support
- Emergency Management
- Campus Activities
 - Student Organizations and Government
 - Union Board
 - Social Center Management
 - Liaison to Campus Dining
- Cultural Resource Centers
 - Multicultural Programming
 - International Student Programming
 - Compton Center
 - Women’s Center
 - Spiritual Life [director reports to VPSL]

Greek and Residence Life

- Fraternity and Sorority Life
- Residential Life

Athletics (Page Cotton)

Public Safety (Angie Nally)

Nature Park (Doug Cox)

Director of Off-Campus Study and Asst. Dean of Academic Life (Kate Knaul)

- Off-campus Study
- Winter Term
- Winter Term In-Service

Director of Civic Engagement (Sarah Ryan)

- Bonner Scholars
- Service Learning
- Community Service

Director of Professional and Vocational Life (Steve Langerud)

- Pre-professional advising
- Career discernment and counseling
- Graduate advising and test preparation
- Peace Corps, Americorps, Teach for America
- Internships (those not administered by a Program of Distinction)

Director of Fellowships and Awards (Marnie McInnes)

- Nationally competitive fellowships and awards

What are the **main changes** from the way things work now?

1. Creating a single venue and office (“Student Experience”) for students to visit when they make their search for learning that extends beyond the DePauw campus: off-campus study; service learning or other community engagement; and internships. The centralization and interoperation of these functions will help students consciously connect those experiences to each other, and to their curricular learning. Faculty and staff members will also know where to direct students who express interest in these opportunities.
2. Forging a more comprehensive approach to readying students to succeed after graduation, with coordinated pre-med, pre-law, or other career advising; alumni/ae conversations and job shadowing; test preparation; and national fellowship and awards applications; etc. We currently expend immense resources to draw students here; we need to improve how we prepare them to move on, towards lives of fulfillment and engagement as active alums.
3. Closer coordination of, and cooperation between, current Student Life and Academic Life functions concerning the transitional period of students’ first two years (“Student Guidance”): orientation, First-Year and Sophomore programming, advising, mentoring, and other assistance. There will also be one office with which faculty committees can liaise about common issues.
4. The linking of International Students to a larger network of student support and programming (“Student Support and Advocacy” and “Cultural Resource Centers” under “Student Development”) to help international students sooner and more effectively access university resources, plan and participate in programmatic opportunities, and mainstream into the college experience.
5. Closer general cooperation of services for students in distress, whether academically, socially, physically, or psychologically, while maintaining confidentiality protections. The roots of students in trouble often come from many different directions, and we must try to help students, as best we can, address problems comprehensively.
6. The coordination of the Residence Life and Greek Life departments.
7. Unified cooperation with Admissions to ensure that the expectations of prospective or incoming students align with the expectations of faculty and staff members.
8. Coordinated management of enrollment by the Vice-President for Student Life, the Dean of Academic Life, and the Vice-President for Admissions concerning issues such as standards, populations, and retention.

DePauw University Faculty Meeting Minutes
May 3rd, 2010

Call to Order

The Chair of the Faculty called the meeting to order at 4:02 PM.

Verification of Quorum

The Chair of the Faculty confirmed that more than 80 ballots had been distributed to voting faculty members at the meeting; therefore, the quorum was verified. There were a total of 146 ballots distributed at the meeting.

Approval of Minutes from the April 2010 Faculty Meeting

The Chair of the Faculty asked if there were any additions or corrections to the minutes of the April 2010 faculty meeting. There were none, and the minutes as circulated were approved by unanimous consent.

Conferring of Degrees

The Registrar made the following motion:

I move 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 2010.

The motion was seconded, and the floor was opened for discussion. There was no discussion, and the motion passed.

Reports from Coordinating Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

Committee on Academic Policy and Planning – CAPP (Pam Propsom)

The following background, notes, and rationale were provided in the meeting agenda, but not read in the meeting.

A. Core Competencies Program Background, Notes and Rationale

Introduction: The University set out to redesign its curriculum following a charge by President Brian Casey to engage questions of intellectual life on campus. By April of 2009, 40 proposals had been put forth by various members of the university community. The Summer Working Group produced its report based in part on those proposals. CAPP then took up the proposal for a “Three Seminar Sequence” in the fall of 2009, and formed a subcommittee (of the leaders or representatives of various constituencies concerned with the first year) to explore possible models for redesigning the curriculum.

What emerged from these many discussions, concerning the First-Year and Competency Programs, are the following goals:

- That the changes we make to our curriculum should improve upon and build upon our existing pedagogies.
- That those Competencies we expect our graduates to have practiced and developed (Reading and

Writing; Speaking and Listening; Quantitative and Logical Reasoning) should be taught **intentionally** in a set of courses that are **vertically** situated in the curriculum. Also, that they should be taught across the curriculum in the first two years, and within disciplines thereafter.

- That these Competencies are not isolated skill sets, but are practices that often must work in concert to “**make meaning.**”
- That the first-year classes currently in place (First-Year Seminar and English 130) should be **integrated** with each other in some way.
- That the kinds of skills currently taught in English 130 should be taught **universally** to all first-year students, rather than the current 75-80% of students.
- That for entering students with evidence of particularly low verbal proficiency, the role of English 120 could expand in the proposed system. Alternatively, we could place students who want/need immediate intensive instruction in writing to take their FYS from English professors and other qualified and experienced “W” professors.
- That our practice of using a volunteer system for maintaining the First-Year Seminar program and the Competencies creates inequities among departments with regard to participation in these programs. And that if we want to implement a program in which all students take a second seminar, faculty across the curriculum must be **accountable** to serve our first-year programs and that the administration must work with departments and programs to make this happen.
- That while we embrace the autonomy of instructors in classes throughout the curriculum, we envision that the Core Competencies Committee will manage a meaningful and continuous schedule of faculty development for the courses proposed and that the committee be given the power of review and assessment to assure the quality and integration of the classes taught within this rubric.

In summary, CAPP has embraced the following ideas in the midst of many university-wide discussions and proposals. **INTEGRATION:** courses concerned primarily with introducing or practicing the skills of Writing, Speaking and Listening, and Quantitative and Logical Reasoning should be connected to one another as much as possible. **INTENTIONALITY:** a clear set of courses throughout the curriculum should intentionally teach these skills. **VERTICALITY:** students need to build upon and practice these skills at multiple points over their four years at DePauw. **ACCOUNTABILITY:** all departments and programs in the university should contribute to the enhanced building of these skills into the curriculum, and a system of reviewing syllabi and assessing student learning outcomes must be maintained to assure the quality of courses and their interconnectedness.

Oversight:

With regard to changes proposed for governance and oversight structures and processes in the **Handbook**, three separate but related functions are in play:

1. Curricular Oversight, done by the Core Competencies Committee in consultation with the Vice-President for Academic Affairs. The Core Competencies Committee would completely replace several committees all at once: the current First-Year Seminar and First-Year Experience Committees, and the W, S, and Q steering committees, reducing the number of persons on those committees from 40+ down to 9. The committee would solicit, advise on, and approve course and skills proposals. The VPAA would arrange for appropriate staffing, and set contributions in consultation with departments and programs, so that the committee or Competency Directors would not have to beg for courses.
2. Pedagogical Development, overseen by Writing, Speaking and Listening, and Quantitative and Logical Reasoning Directors working with FDC and reporting administratively to the Dean of the Faculty. The W, S, and Q Directors would help faculty build in strategies and content for teaching writing, speaking and

listening, and quantitative and logical reasoning within the program.

3. Student Tutoring, managed by the W, S, and Q Directors, reporting administratively to the Dean of Academic Life. The Directors would provide programming and training for competency tutors, including English Language Support for non-native speakers. This would continue what the W, S, and Q Centers in the Academic Resource Center already do now, but it could also include coordination and communication of departmental tutoring.

Such a tripartite system could maintain and regulate the curriculum, provide support for faculty to teach that curriculum effectively, and provide students the support for learning the lessons and skills that the curriculum is meant to provide. Such a system would be clearer, more connected, and more streamlined than our current approach.

As a single committee would oversee the entire program, all **First-Year Seminars** could have a set of required emphases or assignments that “set the plate” for Foundational Discourse Seminars. For instance, if all First-Year Seminars were to have some kind of research assignment that utilizes foundational library skills, those teaching the Foundational Discourse Seminar could assume that students in the second semester are familiar with the library. Or, if all First-Year Seminars require a four-page analytical essay, the Foundational Discourse Seminar could build upon those skills. With broader participation in the program across the university, professors can, through conversation and shared faculty development, share some of the same terms for what we expect in writing assignments, oral presentations, etc.

The First-Year Seminar instructor in most cases serves as the students’ academic advisor (though this might need modification to relieve any single department from having a disproportionate advising load). Intellectually engaged student mentors assist with the social and scholarly acclimation of students to the university. The instructor, student mentor, a reference librarian, a speaking and listening or writing consultant, and an instructional technologist together form a resource team to support each seminar. CAPP also recommends that First-Year and Foundational Discourse Seminars be scheduled within a set of common time-banks, to permit collaboration and the sharing of common themes, events, and opportunities.

With regard to guaranteeing skills, students who fail the **Foundational Discourse Seminar** must pass another course, designated by the Core Competencies Committee, the following Fall. Over the last twenty years, an average of four students fail ENG 130 each year. That failure rate is highly predictive of failure to graduate; only 12% of those students who failed ENG 130 in that time graduated from DePauw.

The idea of the **Disciplinary Discourse** requirement is to build upon what happens in the first year by teaching students to think, speak, and write clearly and cogently inside a given field. Disciplinary Discourse is not designed to teach just the “jargon” of a field, however; students should be able to articulate their ideas in language accessible to both those inside and outside a particular discipline. Like the current W and S courses, this course (or courses) should emphasize the intentional teaching of writing and speaking, but, as stated above, disciplines have different emphases on writing, speaking, and logical and quantitative reasoning. Departments and programs should design classes that allow students practice in the core competencies that make sense in a given discipline. Depending on the disciplinary discourse of a given field, the university expects that departments and programs will develop courses (or reshape current courses) to continue the intentional practice of the core skills introduced in the first and second year.

Piloting Integration:

Towards the goal of learning how to integrate core competency skills more deeply, CAPP encourages the Core Competencies Committee to consider a pilot program for the Foundational Discourse Seminar that allows some faculty members to propose classes that offer students the stated training in W and S, *as well as*

being designated as a 'Q' course. Assessment of such a pilot program against the learning outcomes of students who take a regular 'Q' course could provide valuable data concerning the strengths and weaknesses of distinct versus integrated approaches to competency skills.

Staffing and Resources:

General Summary from the VPAA. For more details, see "Modeling the Core Competency Program-Revised" submitted by David Harvey on Moodle.

An analysis of the Core Competency Program (CCP) suggests that:

- 1. The English Department cannot offer more sections of CCP courses than the sections of First-Year Seminars and ENG 130 it currently offers;*
- 2. Assuming no staffing changes in the English Department, and that all sections of ENG 130 and FYSs in English are part of the CCP, then it will require an additional 13–15 sections of CCP seminars beyond the currently offered sections of FYSs and ENG 130;*
- 3. We can anticipate that there is sufficient capacity in other departments and programs to teach the additional 13–15 sections of CCP seminars without adding new faculty lines or without otherwise reallocating faculty lines. This will require all departments and interdisciplinary programs to accept responsibility for staffing CCP seminars when developing staffing plans and preparing the schedule of classes.*
- 4. To better spread the responsibility for staffing the CCP program across the university, we can shift existing University resources to other departments in the form of part-time and term faculty lines allocated for the staffing of ENG 130.*

We will need some faculty members who have experience teaching the FYS and/or W and S courses to begin teaching the Core Competency Courses, as well as additional faculty. If approved, the university will create an enhanced system of faculty development for those professors teaching in First-Year Seminars, Foundational Discourse seminars, and Disciplinary Discourse. These could begin as early as Fall of this year and could utilize Winter Term, Spring term, and Summer 2011 to prepare faculty members.

Consequences:

For the School of Music: Section three of the catalog, which is unchanged by this motion, specifies that students must earn W and/or S certification to complete requirements for several degrees offered by the School of Music. If this motion is approved, CAPP advises that the Core Competency Committee work with the School of Music concerning how best to interpret and implement the intent of this requirement, perhaps by passing a Foundational Discourse seminar, arranging other suitable coursework, or other arrangements.

Timing. If approved, the Core Competency Curriculum would go into effect Fall 2011, though the Handbook language concerning the Core Competency Committee and Competency Directors would be effective immediately. A vote against this proposal would mean that we retain the current system, at least for the time being. A "no" vote would not necessarily mean that curriculum reform would grind to a halt. CAPP could continue to work on elements that hold the most promise and support, and come forward with a new proposal in the future.

**Quick Summary of the layered features of the Core Competencies Program,
showing its elements and their vertical integration.**

Placement

Required for some students, into ENG 110, 115, or 120 (writing), or into UNIV 101 (quantitative reasoning)

First-Year Seminar:

- Content and approaches tend to be interdisciplinary
- Training in critical Reading and Writing
- Discussing (Listening and Speaking)
- Asking good questions
- Practice in problem-solving
- Learning the rules and resources of the University
- Creating intellectual communities
- Recognizing and developing individual work habits

Foundational Discourse Seminar:

- Theme-based. Content chosen to enhance learning strategies and skills
- Skills in gathering, filtering, and organizing information
- Skills in critically assessing and analyzing information and in evaluating others' arguments about that information
- Intensive practice in developing meaningful and original arguments about the evaluated information
- Intensive practice in Writing, and Speaking and Listening

'Q' Course designated for Quantitative and Logical Reasoning

- practice in numeracy, quantitative analysis, and logical reasoning
- designation applied to a course and faculty member, as current practice
- may overlap with a course that fulfills a distribution requirement (under current designations, about 1600 seats per year are available in courses that are marked both as a 'Q' and as fulfilling a distribution requirement).

Disciplinary Discourse

- Disciplinary content and context is critical
- Acquiring the conventions, standards, and practices of a field
- The relative proportion of Writing, Speaking and Listening, and Quantitative and Logical Reasoning will vary by department or program, but all elements should be represented in their plan.
- Could be achieved through cooperation between departments with similar approaches (e.g., Biology and Chemistry, or Classical Studies and History)
- Establishes a platform for readiness to complete a Senior Capstone Experience
- An assessment scheme should be in place to track how well students are being prepared for their Senior Capstone Experience and beyond.

Senior Capstone Experience <as articulated by the faculty in April>

* * *

Committees, Directors, and Administration

- The First-Year Seminar Committee, First-Year Experience Committee, and W- S- and Q-Steering Committees would all be replaced by a Core Competencies Committee so that these critical and fundamental programs can be closely coordinated.
- Three Directors: of Writing, Speaking and Listening, and Quantitative and Logical Reasoning, would replace the six positions technically now prescribed: the three Directors of the Q-Center, W-Center, and S-Center, and the three Associate Faculty Development Coordinators for the Quantitative Reasoning Program, Writing Program, and Speaking and Listening Program.
- The VPAA would negotiate contributions of First-Year Seminars, Q courses, and Foundational Discourse Seminars with each department and program, based on staffing resources and curricular needs, so that long-term planning could be done both by departments and programs and the administration.

Comparative chart of the progressive vertical structures of the current system and the Core Competencies

Program, and the skills made explicit in each:

<u>Current System</u>	<u>year</u>	<u>Core Competencies</u>
Senior Capstone (S by end of 4 th yr.)	4 th	Senior Capstone (W/S/Q as appropriate)
Q (by end of 3 rd yr.)	2 nd -4 th	Disciplinary Discourse (W/S/Q as appropriate)
W (by end of 2 nd yr.)	1 st -2 nd	Quant/Log. Reason. (Q)
ENG 130 (W; 75-80% of students)	1 st	Found. Discourse (W, S; all students)
First-Year Seminar	1 st	First-Year Seminar (W, S)
Placement (ENG 110, 115, 120; UNIV 101)	1 st	Placement (ENG 110, 115, 120; UNIV 101)

The chair of CAPP made the following statement:

CAPP presents its Core Competency proposal for discussion and a vote. As a reminder, CAPP's goals in generating this proposal were to more intentionally teach writing, speaking and listening, and quantitative and logical reasoning skills, and to spread this instruction across the faculty as part of our shared commitment to the general education of our students. We also sought to create a vertical program that would provide students with intensive experience in their first year, continued practice within the major, and adequate preparation for the culmination of one's academic career in the senior seminar.

We have tried to be responsive to faculty concerns and input. When we presented three options in March we took feedback from the faculty to focus in on the proposal that had somewhat more support (and more support among CAPP members) and to refine it (e.g., dropping the idea of Disciplinary Discourse classes both inside and outside a student's major). In response to concerns expressed at the April meeting regarding some faculty members feeling uncomfortable teaching Q or not seeing Q skills as being relevant to their particular discipline, we amended the proposal to remove Q from the Foundational Discourse class and retain it as a separate competency course. This is the same challenge that the SWG struggled with and perhaps it indicates that Q is a different type of skill, although some of us would still like to see it integrated into the first-year experience and thus our proposal for a pilot program to do so.

We all received the email sent by Rich Cameron and other faculty members with "Questions of clarification for CAPP" and I hope that everyone also had the opportunity to read Bruce Sanders's response. Although it is not an official CAPP response, I think Bruce has accurately captured the rationale for CAPP's decisions and I hope has answered the questions raised in the "Questions" document.

The chair of CAPP then made the following motion:

CAPP moves that the following changes be made to the Catalog and Handbook. With regard to the *Catalog* changes: (a) the revised language for students who enter DePauw in fall 2011 or thereafter would sit immediately before the language for students who entered DePauw prior to fall 2011; and (b) new text is underlined, while non-underlined text is identical to the catalog text for students entering DePauw prior to Fall 2011. With regard to the *Handbook* changes, deletions are shown with strike-through, additions are underlined, and unchanged text is shown in normal font.

CATALOG LANGUAGE

Section II: Graduation Requirements / Explanation of Graduation Requirements / Core Competencies Program

Fall 2011

These requirements are effective starting with the Fall 2011 entering class. Students who entered DePauw between Fall 2007 and Spring 2011 will be governed by the requirements effective in Fall 2006.

DePauw's Core Competencies Program represents a University-wide commitment to the cognitive and communication abilities essential to a liberal arts education. It offers students a means of developing core competency skills in the following areas:

- writing
- speaking and listening
- quantitative and logical reasoning

Core Competency Skills

Writing

- the logical development of argument, clear and precise expression, and a coherent prose style;
- the development of general skills of expository writing as they apply in academic disciplines;
- the responsible, appropriate and effective use of sources and special or technical language.

Speaking and Listening

- the literal and critical comprehension of orally-presented ideas and information;
- the clear and organized presentation of relevant evidence and argument using techniques of vocal delivery and non-verbal expression;
- the adaptation of content, organization, and style to specific audiences.

Quantitative and Logical Reasoning

- numeracy: facility with quantitative concepts, and confidence in understanding and using numerical information, mathematical operators, and transformations;
- quantitative analysis: acquiring methodologies to recognize, assess, and interpret patterns and presentations of data, and their manipulation or distortion;
- logical reasoning: solving problems and making convincing arguments using deductive and inductive logical strategies.

General Goals of the Program

Complementary to a broad-based exposure to areas of knowledge and modes of inquiry ensured by the distribution requirements, the Core Competencies Program is designed to help students develop specific transferable skills in writing, speaking and listening, and quantitative and logical reasoning. Disciplines recognized by the liberal arts tradition at DePauw use a variety of mechanisms to build these practices. In some disciplines, listening, reading, speaking, and writing are principal tools of intellectual discovery and communication. In others, quantitative and logical reasoning are the methods of discovery while writing, speaking, and graphical presentation disseminate results. In yet others, visual or spoken experiences spark the development of novel concepts that can be conveyed creatively and artistically. Regardless of the path or paths students choose at DePauw, the courses in the Core Competencies Program share as a goal the

intentional practice of skills applicable across disciplines.

Specifically, students learn to:

- construct meaningful questions;
- gather and process evidence through listening, reading, and observing;
- evaluate, filter, and organize information;
- critically and logically (and when appropriate, quantitatively) analyze evidence in order to generate cogent interpretations or explanations;
- demonstrate sound reasoning through oral and written communication to a range of audiences;
- consider the ethical dimensions of scholarly inquiry, including academic integrity and the use and misuse of data;
- develop effective use of academic resources, including libraries.

To achieve these goals, the Core Competencies Program charts an integrated vertical path of development for students through the following curricular stages.

Core Competencies Curriculum

Alongside a **placement** process that requires additional coursework for some students, the Core Competencies Curriculum begins with a broad introduction to college expectations and skills in a **First-Year Seminar**; carries out intensive rhetorical groundwork in a **Foundational Discourse Seminar**; guarantees instruction in quantitative and logical reasoning through a **'Q' course**; and builds upon that basic training through relevant **Disciplinary Discourse** in writing, speaking and listening, and quantitative and logical reasoning, embedded within the curricula of departments and programs. Together, these courses prepare students to complete the Senior Capstone Experience in their major, and craft talents applicable to most any meaningful intellectual endeavor—at college or beyond.

Placement Courses

During the Fall and/or Spring terms of the first year, some students may receive, through the placement process, additional instruction in writing courses or a quantitative and logical reasoning course (alongside their First-Year and Foundational Discourse Seminars).

First-Year Seminar

First-Year Seminars balance content with an introduction to the core skills for competency in college work and the preparation of students for the courses they will take later at DePauw. They are offered as full credit courses to first-year students in the fall term. While First-Year Seminars differ from one another in topic and in the kind of assignments they ask students to complete, they are similar in the following ways. Each seminar:

- emphasizes careful and critical reading skills;
- develops the effective listening skills necessary to productive and meaningful participation in a small, discussion-based class;
- begins to build strong rhetorical skills of writing and speaking in an interdisciplinary context;
- conveys what the liberal-arts approach is about by demonstrating the interconnected nature of fields of knowledge and their approaches;
- fosters both the kind of intellectual curiosity that encourages students to ask compelling questions, and develops the kind of learning community that supports the risks and opportunities of inquiry;
- models for students the intellectual expectations of a university, as well as the rules of academic

integrity;

- familiarizes students with the resources and personnel of the library and teaches foundational research and problem-solving skills;
- identifies strengths that individual students possess, and helps establish and encourage positive scholarly habits as students become self-directed learners.

Students will not be required to repeat the seminar. Students may withdraw from the First-Year Seminar only under exceptional circumstances and with the permission of the Petitions Committee. Matriculated students entering in the spring semester and transfer students do not take First-Year Seminars.

Foundational Discourse Seminar

Students enroll in a Foundational Discourse Seminar in the spring term of their first year. This is a theme-based course, like the First-Year Seminar, but content is chosen to enhance the intentional teaching of writing and reading, and the related rhetorical skills involved in speaking and listening. Readings for the class give students practice at problem-solving, reasoning, and interpretation, and the course emphasizes how significant ideas are created, developed, and conveyed. The hallmark of the course is repeated and concerted practice in developing an organized, logical, compelling, and beautiful articulation of ideas using linked and tiered assignments.

All Foundational Discourse Seminars share a common process. Each course:

- emphasizes intensive practice in core competencies of Writing, and Speaking and Listening, to communicate meaningful arguments.
- assists students in gathering and assessing source material (e.g., texts, data, works of art, music);
- asks students to analyze critically and evaluate carefully that source material;
- helps students move from evaluation of information, or of others' arguments, towards developing original and well-formed ideas and positions of their own.

If students fail the Foundational Discourse Seminar, depending on the numbers involved, the Core Competencies Committee either creates or designates a course in the subsequent Fall term that those students must pass to meet the requirement. Students may withdraw from the Foundational Discourse Seminar only under exceptional circumstances with the permission of the Petitions Committee. Transfer students entering after the first year generally do not take a Foundational Discourse Seminar.

Quantitative and Logical Reasoning ('Q')

Students must achieve Q certification by the end of their sophomore year. If students do not achieve certification by the end of the first semester of the sophomore year, they must complete a Q course each succeeding semester until certification is achieved. Q courses are offered in several academic subjects each semester, subject to approval by the Core Competencies Committee, and normally carry one course credit each. They emphasize both quantitative reasoning and mastery of course content.

Disciplinary Discourse

While the First-Year Seminar, the Foundational Discourse Seminar, and the Quantitative and Logical Reasoning (Q) Requirement begin building proficiency in the core competencies of writing, speaking and listening, and quantitative and logical reasoning, students must continue to extend their abilities and merge them with a command of the content, conventions, and practices of their major field(s). The Disciplinary Discourse requirement should open access to higher-level material, and train students to model their arguments upon appropriate professional standards. This preparation forms a platform for research and

argumentative abilities necessary for upper level courses in general, and for completing the Senior Capstone Experience in particular. Each department and program, in consultation with the Core Competencies Committee, is responsible for ensuring that their students gain these skills within their curriculum.

Policies for the Core Competencies Program—Fall 2011:

The Placement Process for First-Year Students:

• **Writing.** Students may be placed into certain writing courses according to: standardized test scores (SATV and ACTE), Advanced Placement in Writing (AP) score, writing samples, portfolios of previous college-level writings, transfer credit, and college professors' recommendations. They may be placed into a Writing Seminar for Non-Native Speakers of English I or II (ENG 110 or 115), or College Writing I (ENG 120).

Writing Seminars for Non-Native Speakers of English I and II (ENG 110 and ENG 115) are offered for students whose first language is not English. English courses for non-native speakers of English are aimed at strengthening existing language skills and developing new skills necessary for academic success. Placement in the appropriate English courses is made based on three criteria: 1) English language assessments both made before admittance and administered on campus during orientation, 2) recommendation from the English Language Support coordinator, and 3) confirmation by appointed faculty representing the English department (department chair, Writing Center director, etc.). Successful completion of ENG 110 is required to advance to ENG 115.

College Writing I (ENG 120) stresses the development of writing skills fundamental for expressing ideas, imagination and opinion. By means of short essay assignments, some of which may be reflections on their own experience, students build fluency in written expression, clarity of style, and proficiency in the use of language. ENG 120 is offered on a Pass/Fail basis.

Students are expected to complete ENG 110, 115, or 120 in the semester assigned. They may withdraw from these courses only under exceptional circumstances, such as extended illness, with the permission of the Petitions Committee.

• **Quantitative and Logical Reasoning.** Based on standardized test scores and other evidence of preparation, incoming students may be advised to take Introduction to Quantitative Reasoning (UNIV 101). UNIV 101 reviews and develops quantitative reasoning skills through problem solving and the application of mathematical concepts (such as measurement, geometry, statistics and algebra) in various contexts.

Courses receive the Quantitative and Logical Reasoning designation as submitted by departments and approved by the Core Competencies Committee, alongside instructor certification, akin to current practice.

Fall 2010. These requirements apply to students who entered DePauw prior to Fall 2011.

First-Year Seminar

First-Year Seminars introduce students to college work and prepare students for the courses they will take later at DePauw. They are offered as full credit courses to first-year students in the fall term. While First-Year Seminars differ from one another in topic and in the kind of assignments they ask students to complete, they are similar in the following ways. Each seminar:

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

Students will not be required to repeat the seminar. Students may withdraw from the First-Year Seminar only under exceptional circumstances with the permission of the Petitions Committee. Matriculated students entering in the spring semester and transfer students do not take First-Year Seminars.

Competence Requirements

Competence requirements represent a University-wide commitment to the basic areas essential to a liberal arts education:

- expository writing
- quantitative reasoning
- oral communication

Students pursuing a Bachelor of Arts degree must earn certification in all three competencies. Students pursuing the Bachelor of Music, Bachelor of Music Arts, or Bachelor of Music Education must earn certification in the Writing and Oral Communication competencies. Students must demonstrate their competence in these areas by satisfactorily completing courses that integrate these skills with academic subjects. Competence course offerings may not be taken Pass/Fail unless the student has previously established competency and has the permission of the instructor.

Writing

All English composition courses begin with critical thinking. Their aim is to teach college level thinking through college level writing. Courses are designed to position students for academic success.

The writing program at DePauw has a range of levels to meet students' needs. Students are placed into the writing program based on a variety of factors: standardized test scores (SATV and ACTE), Advanced Placement in Writing (AP) score, writing samples, portfolios of previous college-level writings, transfer credit and college professors' recommendations. They may be placed into College Writing I, College Writing II, Writing Seminar for Non-Native Speakers of English I or II, or a W course. W courses may not be taken on a Pass/Fail basis, and certification of writing competence is separate from the grade earned in the course.

Writing Seminar for Non-Native Speakers of English I and II (ENG 110 and ENG 115) are offered as prerequisites to College Writing II (ENG 130) for students whose first language is not English. English courses

for non-native speakers of English are aimed at strengthening existing language skills and developing new skills necessary for academic success. Placement in the appropriate English courses is made based on three criteria: 1) English language assessments administered on campus during orientation, 2) recommendation from the English language coordinator, and 3) confirmation by appointed faculty representing the English department (department chair, W Center director, etc.). Successful completion in each course is required to advance to a higher level course.

College Writing I (ENG 120) stresses the development of writing skills fundamental for expressing ideas, imagination and opinion. By means of short essay assignments, some of which may be reflections on their own experience, students will build fluency in written expression, clarity of style and proficiency in the use of language. ENG 120 is offered on a Pass/Fail basis.

College Writing II (ENG 130) refines and builds writing skills. It stresses the development of critical thinking skills, logical development of ideas and a coherent and readable style. In the course, students base their writing on both personal experience and the critical reading and viewing of materials from a variety of disciplines.

Students are expected to complete ENG 110, 115, 120 or 130 in the semester assigned. They may withdraw from these courses only under exceptional circumstances, such as extended illness, with the permission of the Petitions Committee.

In addition to the writing courses, students must fulfill the University's expository requirement in W courses taught by faculty members representing most departments throughout the University.

A student is eligible to elect a W course either through placement or after earning the grade of C- or better in College Writing II (ENG 130). Several W courses are offered each semester, have limited enrollments and carry one course credit each.

They combine an emphasis on academic content with practice in writing. Such courses encourage:

- the logical development of argument, clear and precise diction and a coherent prose style;
- the development of general skills of expository writing as they apply in the academic disciplines; and
- the responsible, appropriate and effective use of sources and special or technical language.

Students must achieve W certification by the end of their sophomore year. (Music degree students have until the second semester of their junior year.) If certification is not attained before the second semester of the sophomore year, students must complete a W course each succeeding semester until they achieve certification.

In a few exceptional cases, students may fulfill the W requirement through a portfolio of college-level writings. To request this exception, students must:

- be eligible to take a W course;
- submit an application (and learning contract, if certification is to be based on anticipated work) to the Writing Placement Coordinator with a copy to the Office of Academic Affairs by the eighth week of the first semester of their sophomore year, or, in the case of those who transfer after that, by the

eighth week of their first semester at DePauw; and submit a portfolio of their own college-level writing, done either at DePauw or at another college or university, in courses that provide attention to the writing process similar to that found in W courses at DePauw.

The portfolio must contain both out-of-class and in-class writing (essay examinations, for example). There must be a minimum total of 16 pages (at least 4,000 words) in the portfolio. The quality of the writing in the portfolio must correspond to the quality of writing of those who have completed W courses at DePauw, according to the judgment of the Writing Placement Coordinator and at least one other W-certified instructor. The Writing Placement Coordinator will notify the Office of the Registrar and the Office of Academic Affairs of the outcome and report this action to the Writing Program Coordinating Committee.

Quantitative Reasoning

Courses designated as fulfilling the quantitative reasoning (Q) competency requirement encourage:

- understanding quantitative concepts, representational formats and methodologies of a particular discipline;
- evaluating quantitative evidence and arguments;
- making decisions based upon quantitative information; and
- learning through problem-solving, laboratory experiments and projects.

Students must achieve Q certification by the end of their junior year. If students do not achieve certification by the end of the first semester of the junior year, they must complete a Q course each succeeding semester until certification is achieved. Q courses are offered in several academic subjects each semester, subject to approval by the Q committee, and normally carry one course credit each. They emphasize both quantitative reasoning and mastery of course content.

Based on standardized test scores and other evidence of preparation, incoming students may be invited to take Introduction to Quantitative Reasoning (UNIV 101) as preparation for a Q course. UNIV 101 reviews and develops quantitative reasoning skills through problem-solving and the application of mathematical concepts (such as measurement, geometry, statistics and algebra) in various contexts.

Under unusual circumstances, students may receive Q certification in a non-Q course taken at DePauw that includes substantial quantitative work when the following criteria are met:

- the course meets the guidelines for a Q course;
- the student is eligible to take a Q course upon entering DePauw;
- the instructor is Q-certified;
- the student's application and learning contract (available in the Office of Academic Affairs) are approved by the instructor and the Office of Academic Affairs prior to the beginning of the course; and
- the instructor examines the student's work in consultation with another Q-certified instructor and notifies the Office of the Registrar and the Office of Academic Affairs of the outcome.

Oral Communication

Effective expression in speech as well as writing has been perennially at the core of liberal education. The competent expression, exchange and examination of facts and ideas remain vital to the educational process itself. It is also essential for service and achievement in professional, civic and personal life.

In order to graduate, a student must demonstrate such competence in an S course or in a designated alternative. S courses are offered in several departments, at the 300-400 level, and have common entry and exit standards.

Under unusual circumstances, students may receive S certification outside of an S course, while enrolled at DePauw, when the following criteria are met:

- the course meets the guidelines for an S course, or the activity is equivalent to college-level work with the complexity of ideas worthy of at least a 300-level course;
- the instructor or supervisor of the activity is S-certified;
- the student's application and learning contract (available in the Office of Academic Affairs) are approved by the faculty member and the Office of Academic Affairs prior to the beginning of the course or activity;
- the activity must be a sustained one, usually over a full semester or Winter Term;
- arrangements are made prior to the senior year;
- the activity is initiated by the first semester of the senior year; it may extend into the second semester, but may not be initiated then; and
- the faculty member notifies the Office of the Registrar and the Office of Academic Affairs of the outcome.

HANDBOOK LANGUAGE

Deletions are shown in strikethrough; additions are underlined.

By-laws and Standing Rules of the Faculty (Approved April 4, 2005) / VIII. Coordinating Committees / A. Committee on Academic Policy and Planning (CAPP)

3. Sub-committees

~~e. The First Year Seminar (FYS) Subcommittee is a subcommittee of CAPP. It is composed of four full time faculty members (appointed for three year staggered terms by CAPP in consultation with the FYS Committee and the Vice President for Academic Affairs with consideration given for representation of the academic divisions of the University and diverse faculty rank), and three representatives of Academic Affairs. Non-voting members may include people invited to participate on the committee in an advisory capacity by the Vice President for Academic Affairs. The responsibility of the FYS Committee is the oversight of the FYS Program including such duties as: developing and articulating the goals of the program, soliciting and approving seminar proposals, training faculty members to teach seminars, coordination of seminars with academically related social activities, evaluation of the seminar program, and reporting on developments in the program to CAPP and the faculty.~~

c. The Core Competencies Committee is a Subcommittee of CAPP. It is composed of five faculty members, an administrative representative from Academic Affairs, and the Writing, Speaking and Listening, and Quantitative and Logical Reasoning Directors. CAPP appoints the faculty members in consultation with the Vice President for Academic Affairs, with consideration for expertise in the pedagogy of writing, speaking and listening, and quantitative and logical reasoning, as well as representation from the academic divisions of the

University. The responsibilities of the Core Competencies Committee include such duties as: soliciting, advising on, and approving First-Year Seminar, Foundational Discourse Seminar, and Quantitative and Logical Reasoning course proposals, as well as Disciplinary Discourse plans; reviewing, advising on, and approving strategies for ensuring fundamental and transferable competency skills for the First-Year Seminar, the Foundational Discourse Seminar, and Quantitative and Logical Reasoning classes, as well as with regard to plans of departments or programs for Disciplinary Discourse; coordinating the training of faculty members to teach seminars and competency skills; cooperating with Academic and Student Life concerning social activities related academically to seminars; evaluation of the Core Competencies program and regular assessment of its learning outcomes; and reporting on developments in the program to CAPP and the faculty. The members of this committee will elect a chair annually from the five faculty members on the committee, who themselves will have staggered three-year terms.

Policies for the Core Competencies Program—Fall 2011:

• Disciplinary Discourse:

- Departments and programs, either individually or working together to meet common needs, with the guidance and approval of the Core Competencies Committee, construct and maintain their own specific, strategic plan for how students develop Disciplinary Discourse, normally at the 200- or 300-level.
- The strategic plan of each department or program should include three parts: what blend and proportion of writing, speaking and listening, and quantitative and logical reasoning is relevant and necessary, how the development of these skills is built into particular coursework required for a major, and how the attainment of these skills will be assessed.
- The strategic plan for the Disciplinary Discourse requirement may also consider how, in the liberal-arts spirit, students learn to communicate disciplinary information and arguments outside their field.

HANDBOOK LANGUAGE

Additions are underlined; deletions are in ~~strikethrough~~, and unchanged text is shown in normal font.

By-laws and Standing Rules of the Faculty (Approved April 4, 2005) / IV. Academic Organization and Operations (approved November 1, 2004) / B. Interdisciplinary, Honors and Competency Programs

~~Competency Programs~~ Core Competencies Program:

- Writing
- ~~Oral Communication~~ Speaking and Listening
- Quantitative and Logical Reasoning

There are nine Interdisciplinary Programs in Asbury College of Liberal Arts associated with the awarding of a degree. These are interdisciplinary academic programs operating outside the departmental structure of governance. Each program has an Executive or Steering Committee responsible for it; each has a director or coordinator for the administration of the program. In addition, there are four Honors Programs and ~~three~~ the Core Competencies Program ~~Competency Programs~~. All such programs exist in agreement with the University's Mission Statement. They are not, however, academic departments, but exist as extensions of departmental curricular activities.

Interdisciplinary programs that do not offer a major, Honors Programs, and the Core Comptencies Program ~~Competency Programs~~ may neither request nor define their own, full-time academic positions without support from a school or department; they do not have full-time, ranked academic positions made exclusively to them. They are typically maintained through the cooperation of several academic departments.

1. Executive or Steering Committee

b. ~~Competency Programs~~ Core Competencies Program

This role is filled by the Core Competencies Committee, a subcommittee of the Committee for Academic Policy and Planning.

~~(1) Function: The Executive or Steering Committee will oversee and guide 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.~~

~~(2) Responsibilities: The Executive or Steering Committee of each Competency Program provides curriculum coherence and development as part of DePauw's general education requirements. In consultation with related academic departments and participating faculty members, these committees have supervision over the selection of courses for inclusion in the program.~~

~~(3) Membership: The members of the Steering Committee shall be appointed by the Vice President for Academic Affairs based on the recommendations of the director or coordinator of the program and the qualifications set forth when the program was created and/or reviewed during the most recent self study. Normally the term will be three years.~~

2. Director or Coordinator

b. ~~Competency Programs~~ Core Competencies

~~These programs have two leadership positions. The Director for each competency program is appointed by the Vice President for Academic Affairs. The coordinator chairs the Steering Committee and has major oversight of the program. The director of the Competency Center is responsible for organizing faculty development activities, and student training and tutoring programs related to the Core Competencies Program. Each director is a faculty member having significant administrative duties; in addition, he or she may have an academic position.~~

Note: There are a number of other elements of the curriculum which are not covered by this section. For example, the following are governed by provisions of this handbook describing faculty committees: Winter Term and the ~~First Year Seminar~~ Core Competencies Program (see Committee on Academic Policy and Planning); Independent Internships (see Management of Academic Operations Committee); Off-Campus Study (see International Education Committee). For more information on the Interdisciplinary Major, the Business Administration Minor and the International Business Program, see the DePauw University Catalog.

This motion comes from a standing committee and does not need a second.

A faculty member stated that in Bruce Sander's response [via e-mail and on the Moodle site], there seems to be some mistake about how readily available Q, S, and W courses are. These courses are fairly available – over spring and fall there were 220 Q, S, and W courses. Students have reported that they are pleased with these courses – they can point to these courses and what they learned during them during job interviews. She concluded that she simply wanted to correct the misconception that staffing these courses is difficult.

Another faculty member stated that she has been told that she is more articulate in writing, so she read from a prepared statement:

With all due respect to my colleagues who have worked so hard to put together the “Making

Meaning” proposal, and to those who have worked to write a counter-proposal urging the faculty to retain the competency program as it is, I wanted to explain why I feel neither model is in our students’ best interests.

In the spirit of anecdotal evidence, let me share this all-too-frequent experience:

Student “x” comes hesitantly to my office to discuss the upcoming paper. Stripping away the specifics and leading questions and possible approaches I offer on the assignment sheet, the paper prompt is essentially this: “take a text we’ve been dealing with in class, wrestle with it, and write something meaningful about it, something that shows what you think the stakes of this text are.” She looks at me, baffled, completely unsure what I’m asking of her. “What are you looking for?” she asks. “What is it you want me to do? I’m not a literature person. I’m a science person... or a history person... or a math person. I don’t know how to write like this.”

When this happens (and it happens A LOT), I feel more than ever that something has gone wrong in the message we are sending our students. Because, after all, good writing is good writing. We all know it when we see it, and has nothing to do with discipline. When students come to us looking for the cryptic key to our writing expectations, when they are told they need to change their voices and styles and approaches every time they enter into a new course, this is a sign that we care less as a faculty about helping them to develop their voices than we do about molding them to speak in a disciplinary language.

What we are telling our students, by making distinctions between competencies to be earned or practiced divorced from or secondary to content is this, 1) that it is possible to write clearly, speak effectively, and solve problems in a vacuum, 2) that disciplinary language is of a higher order than clear writing, effective speaking and problem-solving and 3) that, once they’ve completed the foundational courses or checked off their W, Q and S, they will no longer be implementing or integrating these skills. At the same time that we owe it to our students to help them to strengthen these skills, these courses we are now proposing represent an extended form of hand-holding, with the overriding assumption being that our students need practice courses because they’re not yet ready for “real” college courses. I do not agree with this assumption.

At the risk of sounding like I’m pandering, I want to recall something that President Casey said in his inaugural address. In that speech, he suggested that our charge as faculty at a liberal arts institution is to give students “license to wonder.” Those words have stuck with me because they happen to capture my own hopes for what it is I’m doing here. I feel that, in all of this curricular debate, we have gotten farther and farther away from the autonomy and enthusiasm we say we want to engender in our students. What worries me is that we are giving our students limited license, that we are telling them that they have license to wonder only in the ways that we have asked them to wonder, only about the things we want them to wonder about. I fear we have imagined a thoroughly top-down system (for both us and our students) whereby we become the standard bearers of “how things are done.” And in taking this stance, in assuming that our students come with a set of problems that we need to fix, we have missed the truly extraordinary and creative ways that our students are already embracing the liberal arts mission. We are ignoring the remarkable stories of our remarkable students, and ignoring the fact that learning isn’t a one-sided venture. What I ask us to do is this: let’s vote this motion down. This is not a default position of support for our current system. Instead, let’s take some time to look at our students and see what it is that makes them so energetic and passionate and driven. Let’s ask *them* how they came to make the

astounding connections they've made. And then let's trust that all of our students can do this without some sort of rigid, normative, and bureaucratic system.

A faculty member asked if he had missed something in the documents – he was concerned that the motion is essentially switching the bulk of DePauw's intensive writing instruction to the spring semester. The chair of CAPP verified that this was true. He stated that it is much better to do this instruction in the fall. In the fall, students are much more receptive to a new challenge, and to stepping forward into college. In the fall, ENG 130 students are more easily reached and inspired. Also, struggling with writing can affect a student's entire academic experience. The chair of CAPP noted that students are still taking first-year seminar classes, which will give them practice with writing, discussion, and getting ready for college. Students with particularly weak writing skills could enroll in a first-year seminar with an English professor for more help with writing.

Another faculty member addressed some previous comments by stating that first-year seminars are real courses, and to call them "practice" is disingenuous. He continued by saying that ENG 130 is the "realest" course there is. The placement policy is to try to put the weakest students into ENG 130 in the fall, so they are getting two intensive writing experiences immediately. It seems that we are asking to put more writing in the first-year seminar program in an intentional way. Most of the professors teaching ENG 130 teach it as a writing and discussion course – they contain lots of discussion, it just isn't taught as an 'S' class. By putting more speaking competency into the class, we will simply be more overt about talking about how to construct an argument.

A faculty member spoke against the motion. She asked who will be teaching these courses – is this the best use of our resources. She asked the people in departments other than English if we want term faculty teaching these foundational courses, or should they be teaching advanced courses in the major? She also pointed out that many faculty members in the English department do not support this motion – should you support something that is not supported by the department that is now teaching these courses? She concluded by asking us to not rush into this just because this is the last faculty meeting of the year. The chair of CAPP responded that the documents do not argue that we should have term faculty members teaching these courses – we could have term faculty shifted to other departments and free regular faculty members to teach these courses.

Another faculty member spoke in favor of the motion. She stated we are not rushing into this decision – we have been talking about it since Fall 2008; we have had open meetings, surveys, straw polls, a summer working group, and read reports from the Q, S, W, and FYS programs; we have handed all this information to CAPP, who has been working on this for a year. A lot of people have given this issue a lot of thought. We are at a juncture where we are deciding who should teach our students Q, S, and W material. We are all responsible for teaching the liberal arts and the skills that they need to move through the curriculum. Much of teaching has now been segmented into particular departments – she likes the idea of teaching these courses back to all departments.

A faculty member spoke against the motion, because he did not think it emphasizes enough the centrality of writing – with this proposal, there is not a course named "College Writing." He stated that the first semester in this proposal does not seem to contain much of a writing component. He does not want to divorce thinking and writing in his classes.

Another faculty member stated that he did not think that this motion undermines writing. He noted that there are disagreements in English, but he believed that most English faculty members would agree that if ENG 130 could be taught to every student, we would do so (currently we teach it to roughly 70% of students). He continued that this motion is not perfect, but it lets us teach writing to every student, even if the course is not called "College Writing." No stronger statement could be made for the importance of writing than to

teach it to every student.

A faculty member asked if this was the best use of our resources. She said that people arguing against this motion are saying that there are a certain number of people who know how to teach writing well, and others are not able to teach it. She finds this opinion offensive – she does not have a writing degree, but she teaches writing to her students and uses it every day. She wants to teach this class, and thinks that we should all own this class.

Another faculty member stated that she believes that not everyone can teach writing. Even within the field of English, there are people who specialize in the teaching of writing. However, she concluded by saying that she would like to see everyone get a piece of the pie.

A faculty member stated that there seems to be a misconception that English wants to hold onto these courses. He has the feeling that it would be great to let go of these courses, but there is concern over how abstract this proposal is, and how the implementation would actually work. We have been told over and over again that we need to vote on it before we talk about implementation. How is an equitable division going to be supplied? How will small departments that already have difficulty staffing courses handle this change? In the numbers provided by the VPAA, there is a statement that negotiations would be made depending on the needs of the department at the time. The faculty member noted that needs can be many and can change rapidly – this proposal seems to many of us to be premature. We need to see a semi-detailed plan for how this would be done, and what kinds of standards and criteria there would be. We know the standards and criteria for ENG 130, but we don't know them for this course. We should pilot this course first and see if it will work before we actually vote it in.

Another faculty member responded that we should trust our colleagues. He stated he was here thirty years ago when we voted for writing across the curriculum and, in the next year, the Q requirement. We charged a group of faculty to work during Winter Term to decide what a W course would be, what a Q course would be, how they would be staffed, and to make those decisions. This group spent four weeks wrestling with these issues. He believes that the guidelines given here are much more detailed than the guidelines used thirty years ago.

A faculty member stated that she was here thirty years ago as well. One of the things that we discussed then was who would teach the new courses; prior to this, writing had been an elective, but not required. At that time, the English department taught roughly 70% of those who elected to take writing. The faculty proposed that there should be three levels of writing – basic (ENG 120), foundational (ENG 130), and a W course. We asked how this could be staffed. The answer was that it should be taught across the curriculum. This never happened for ENG 120 and ENG 130, and only happened in the W course after the requirements were watered down. It seems that the real interest of people teaching W courses is their subject matter – the writing is always second; as little time as possible is given to writing since the subject matter is so interesting. In this proposal, the second course will become like the current W courses – the subject matter will be first and the second priority will be writing. There has to be a willingness to cut back on content to focus on the process of writing. When the English department hires faculty, it keeps in mind that they will be teaching ENG 130, and makes sure that people hired have taught that course well. There are regular meetings to talk about ENG 130, evaluate one another's classes, and so on. Is everyone else prepared to do all that? In the name of University-wide teaching of writing, will teaching of writing be part of your personnel decisions? The quality of intellectual life in the classroom is each one of our individual responsibilities – no program can do it. The chair of CAPP responded that the Foundational Discourse course should have writing as the primary focus, and content as secondary.

Another faculty member noted that he was one of DePauw's first student tutors in the 'S' center, and he

stated that the art of oral communication is under attack in society and at DePauw. When we eliminate spontaneous oral announcements, eliminate oral tributes to fallen colleagues, and eliminated half of the arts and humanities requirements, it starts, and this proposal will eliminate W and S completely. There are significant differences between speaking and writing. He likes the idea of integrating seminar and writing courses, but not to replace the W and S programs. He believes that both the W and Q center directors oppose this motion, many in the English department oppose it, and the bulk of the Communication and Theatre department oppose it. He concluded by stating he stands firmly opposed to this motion.

A faculty member stated that by reading the external reviews of the first-year seminar program, the W program, and the S program, we can see that this motion is not coming out of nowhere; all of these reviews said that these three programs should interface more intentionally and be more integrated. He supports the motion, since CAPP is trying to integrate the programs more carefully. This proposal has been well thought-out, and integrates internal and external advice.

Another faculty member stated that he teaches ENG 130, and hates teaching it. He hates reading bad papers, and gets them over and over in ENG 130. If all the rest of the faculty members want to teach this type of class, I support that, but I'm not sure you really want to do this. We did not take a vote in the English department meeting, but about 27 out of 30 members do not support this motion.

A faculty member agreed that they did not take a vote in the English meeting. She noted that there are a lot of English professors, and they have a lot of different ideas about how to teach writing. Some of us don't like to teach ENG 130, and some of us love to teach it. How is it that there are people here who aren't teaching writing? Life involves writing and speaking – get used to it. Don't listen to students who say "this isn't a W course, why do I have to write?" She thinks it is terrific that colleagues from all across the university are interested in sharing their writing skills and teach these courses. She said she is not as worried about this because of the success of the first-year seminar program.

Another faculty member stated that this conversation has been instructive, but focused almost completely on W. There seems to be an implied hierarchy – Q is safe, W is very important, and S is ignored. Teaching an S class is difficult and involves a lot of planning – it is not just about how to have a good discussion. He concluded by saying he is worried that S is being put on the back burner.

A faculty member stated that in the process we've been going through, there were other proposals that could have achieved the same goals. She said that Robert's Rules of Order interfere with communication; this entire year has been a case study with how Robert's Rules do not facilitate communication. If we want to teach writing, we could do it without teaching ninety seminars, which will drain off resources. We could make all first-year seminars writing and speaking intensive. Another proposal was to keep ENG 130, but open it up to be taught by everyone at DePauw, and keep the Q, S, and W programs. I like that DePauw has three parallel competencies. St. Olaf wants to implement an S program like ours; Wabash has studied our competency programs and wants to implement them. She said that the deal breaker for her is that there is no requirement in this proposal for intensive writing in the first semester of the college experience. She gave an example of an object lesson – 25 pages listing the incoming freshmen in descending order of SAT verbal scores. Two and a half pages are exempted from ENG 130. 7 pages have scores below 560; 5 pages have scores below 500. There are 1,000 visits to the writing center each year; about one-third are students from first-year seminars and ENG 130 that are panicked about the difference between high school and college writing. If you are excited about teaching writing – teach more writing in your first-year seminar. Don't assign more writing – teach more writing. There are currently 33 first-year seminars listed in the schedule of classes – we need 45. The one course we are having difficulty staffing is the first-year seminar, and now we want to double it. I urge you to vote no on this motion.

The W Program Coordinator stated that he would be the first to admit that the way we teach writing at DePauw could be improved; he has expressed it frequently. In this particular proposal, it is not clear that we know this will do a better job than what we do now. It will be different, but we don't know if it will be better. Why not pilot the program – try out a few models – and see which is better? He concluded by saying he was a little surprised that no one has asked the VPAA how he will make sure these courses will be staffed.

The VPAA stated that he would address this issue in a general way. He said that if the faculty passes this motion, we have to staff the courses. He feels that it is somewhat optimistic that the faculty will step up and offer these courses. Given the number of courses that need to be offered, every department should expect to offer at least one of these courses. To see how this would work, look at the schedule of classes for the last two semesters. Departments frequently offer far more sections of introductory courses than will fill completely. This proposal will have to come from departments being critical of what they offer in the schedule of classes; classes are routinely offered over and over that never get more than two or three students and are cancelled. Departments also frequently offer far more electives at the 300 or 400 level than there is demand for. The staffing for this proposal could be done by departments being critical in what they offer. If that doesn't provide the staffing, the VPAA stated that he could ensure the staffing by making staffing decisions to favor departments that offer first-year classes.

A faculty member asked if we knew how many faculty members are W and S certified. The Registrar responded that he didn't know exactly, but about 85 active faculty members are W certified and about 135 active faculty members are S certified.

The Associate Dean for Academic Affairs commented on the first-year seminar program, particularly the perception that the first-year program is desperate for first-year seminars. Currently, six or seven first-year seminars are taught by part time faculty members. Three of the seminars are in the Honor Scholar program, three are in the School of Music, and 39 or 40 are in the College of Liberal Arts. We are currently fine for this year, assuming we accept 652 students. If we take more, we will need more first-year seminars. A faculty member asked if she was wrong that there are 33 listed in the schedule of classes. The Associate Dean responded that there should be forty-four listed in the schedule of classes. The faculty member responded that information from the first-year seminar committee is that it is difficult to staff these classes.

A faculty member said he was speaking against the motion, but thanked CAPP for all their work. He stated that when the President came here, he spoke about enhancing engagement. Now, we are looking at changing the curriculum as if we were moving the chairs on the Titanic, when we should be talking about ways to enhance engagement. We need to be careful about "the love of the new." We should be talking about pedagogy, enhancing our abilities, and looking at ways to do what we are doing better. Has the current system run its course, or are we infatuated with an idea that is different. We should turn around and think about where we are going and the direction we are going in.

Another faculty member stated we need to make some radical cuts, not necessarily change for the sake of change. As a member of the Summer Working Group, there were four linked proposals – it wasn't about reducing the number of classes just to reduce them, but to open things up for integration; not to have things separated out. She is speaking in favor of the motion, because she believes that if we don't take this opportunity, then we haven't embraced some of the visions that people seemed to approve of in the fall. She stated that she wouldn't want to teach ENG 130, but she would like to teach Foundational Discourses. We should vote for this and embrace the change.

A student member of CAPP stated that when he discussed this proposal in CAPP meetings, he felt that if we want students to live liberal arts lives, then we need to live liberal arts lives. We should all take ownership of writing and speaking. We should not tell students to go out and live in the world a liberal arts life, but also

tell them they don't have to learn certain things depending on their major. We need to take responsibility collectively for these courses.

A member of the Mathematics department stated that his department does live the life of the liberal arts; they offer W courses almost every semester, S courses almost every semester, and Q courses every semester. This proposal locks us out. We typically have difficulty having enough staffing for first-year seminars, and have difficulty creating courses for first-year seminar, unless we rely on the same people year after year. He can't think of anything he could teach in a second semester mathematics course that would be of service in a foundational discourse course. Most of our courses in the first-year are content driven, because most of the other departments need students to have seen certain material. We can't teach foundational discourse and still get through the content that we need.

A faculty member said that several people have made the statement that W and S would disappear from the curriculum if we go to this model, but we are ignoring the third component of the proposal, the disciplinary discourse portion. Each department is supposed to go through its curriculum and determine how to teach that material to students in their discipline. The S needs to be a clear and equal partner in foundational discourse as well as disciplinary discourse.

Another faculty member stated that she had received an e-mail from a student who graduated in 2005. The student needed copies of syllabi from writing and speaking intensive courses for graduate school applications. If we don't teach these kinds of courses, where will students get that sort of information?

A faculty member stated that he hoped to dispel the idea that this is change for change's sake. Many speaking and writing across the curriculum programs require two levels of achievement – a basic level early in the student's career and a more advanced level that is more disciplinary in nature. Our competency-based approach is easier to track and easier to discount – this is from the external reviews. Key to this issue is the core competency committee that will be formed – right now there are all sorts of committees that do not really communicate. This new committee (containing the Q, S, and W directors) will shape the competencies and requirements for these courses. In this way, they can all keep things together, and think about how skills and ideas will transfer between competencies. They will think about the big picture, and how everything works together. I think this will result in a much stronger and deeper competency program at DePauw.

Another faculty member stated that she thought it was odd that the last thing we did was simplify our graduating requirements, and now we are adding three requirements going in different directions. The first-year seminar course would be the place to accomplish this – the students are already in a small class, so teach them writing and speaking. If this motion passes, we need to change the name "Foundational Discourse Seminar" – this name is not exciting and won't get students interested.

A faculty member stated that he did not make up his mind before coming to the meeting. He said we are not the Titanic – we are not a travesty to the liberal arts teaching method. Most of our faculty members are doing a good job integrating writing, speaking, and quantitative reasoning into courses already. But, changing the curriculum doesn't always accomplish these things. We need to integrate this proposal into the personnel process; if we want people to teach writing, they should have to comment on it in their annual reflections. It needs to be an expectation of the faculty that we will all do this. Whichever way the faculty members decide to go, we need to think seriously about how we hold each other responsible for all of us getting better at doing these things – assigning papers is not the same thing as teaching writing.

Another faculty member called the question. This was seconded.

The motion to call the question is not debatable; we are voting on whether or not to stop the discussion. The

motion to call the question passed.

We are now ready to vote on the motion. There was a call for a secret ballot.

A faculty member spoke, and stated that this motion cannot be voted on. He referred to standing rule 12, which states that a motion has to be made and tabled, and one month has to pass before the motion can be voted on. He concluded by stating that we cannot vote on this motion.

The Chair of the Faculty ruled that the faculty could vote on this motion. He noted that the use of the term “lay on the table” in the standing rules is a reference to Robert’s Rules notion of “previous notice” and explained that, in his opinion, CAPP had given previous notice in April.

The Chair of the Faculty continued by stating that Robert’s Rules states:

“If a member disagrees with a ruling of the chair he should not hesitate to appeal... By relieving the chair of responsibility in a strongly contested situation and placing it on the assembly itself better relationships are often preserved.” (page 249)

He continued by quoting Robert’s Rules which states that members have no right to criticize a chair’s decision unless they appeal. If an appeal is made, the chair gets to speak once at the start of the debate. He can respond to arguments by speaking again at the end. He need not leave the chair. An appeal needs a second and is debatable.

The Chair of the Faculty noted that an appeal in this case would be appropriate if anyone believes CAPP’s motion today is not covered by the previous notice offered in April. If, however, you simply do not like the motion you should argue against, and defeat it – which will send valuable feedback to CAPP.

The faculty member stated that this motion is not the same motion that was offered in April.

The Chair of the Faculty responded by making the following statement of elaboration:

Let me explain the Chair’s ruling in terms of both Robert’s Rules and our standard practice. Previous notice is invalid if the original motion is extended beyond its scope and purpose. This rule is to prevent a group from giving previous notice of their intent to propose some change and then pulling an 11th hour switch to address new topics as well. In such a case those with a vested interest in the new topics might not know to attend the meeting. For example, if CAPP had added language to abolish WT then those who did not care about WQS but who cared deeply about WT might not have attended today.

I take CAPP’s previous notice as an expression of intent to make changes to the first year seminar sequence and our approach to teaching WQS. With this interpretation, the motion CAPP has on the agenda today is not an increase in scope as compared to the motion they gave previous notice of. In fact, the changes being proposed today are a decrease in scope when compared to the changes that were proposed in April since the proposed change to English 130 is now less drastic than the change proposed in April.

Furthering this theme, Robert’s Rule also says: “No subsidiary motion to amend is in order that proposes a change going beyond the scope of the notice that was given.” (page 297) Again, note that this is intended to protect the rights of those who have no interest in the original motion, but who do have interest in the part represented by the increased scope.

Our practice has been to determine scope somewhat broadly for amendments – including

those proposed by what Robert's Rules would consider an "adversary of a motion". For example, we allowed consideration of a substitute motion for six groups against the 2-2-2 put forward by MAO in February and we allowed consideration of a substitute motion for "no distribution requirements" against 2-2-2 as well. My reasoning in allowing each proposed amendment was that the scope of the original motion was "changing distribution requirements from the present system to a new system."

I would have been hesitant to take a narrow interpretation of scope when the proposed change was in opposition to a committee motion. I am confident this would have been viewed as silencing opposing points of view. In particular, I am confident that the assembly would not have been satisfied if I had ruled against consideration of the six group motion or the no requirement motion on the basis that the change was beyond the scope of MAO's motion.

Our practice has been to allow committees to adjust motions after giving previous notice. For example last year COF changed wording of a motion between its notice and its vote. MAO did the same between its notice in November and the vote in December (for example changing the time to completion from two years to a soft two years), and finally Bob and Art changed the foreign language requirement motion between the time of notice in December and the time of the motion in February.

It also seems clear to me that CAPP is not trying to take advantage of absent members by sneaking in a change. Instead, I believe CAPP is making a good faith effort to decrease the scope of their motion in response to concerns they heard at and since our last meeting. To me this is a good use of the previous notice provision... it led to CAPP removing a portion of their motion that there seemed to be objections to.

In summary, we have precedent for allowing changes from the previous notice to the time of the motion. We also have precedent for considering scope broadly for formal amendments.

The question, then, is whether the change in CAPP's motion (from the version in April to the version before you today) constitutes a change that increases scope in a way that would disqualify the previous notice. In my opinion it does not. The April motion represented a change to English 130, W, Q and S. Today's motion, which is based on feedback from the faculty, proposes very similar changes with regard to W and S, makes a less radical proposal regarding the change to English 130 and Q. By my thinking this is actually a decrease in scope.

There were no further objections to voting on the motion. A secret ballot was used.

There were 56 votes in favor of the motion and 83 votes against the motion. The motion was defeated.

Committee on Management of Academic Operations – MAO (Harry Brown)

The chair of MAO made the following motion:

MAO moves that the faculty approve the following changes to the requirements for the BMA degree in the School of Music and the BA Music degree in the College of Liberal Arts, effective in the fall 2010 semester:

Changes to the BMA degree:

- Change the credit of MUS 450: Senior Seminar from 0.5 credit to 1 credit.
- Eliminate the requirement of 0.5 credit theory elective.

Changes to the BA Music degree:

- Change the credit of MUS 450: Senior Seminar from 0.5 credit to 1 credit.
- Eliminate the requirement of MUS 130: Understanding Music (first-year seminar).
- Add an additional requirement of 0.5 elective credit at the 300/400 level to meet the general requirement of 3 courses at that level. (The degree currently requires three 300/400-level courses totaling 2.5 credits).

Rationale for changes: This change in credit gives appropriate weight to the capstone experience for the BMA and BA Music degree programs.

The motion comes from a standing committee, and does not need a second. There was no discussion, and the motion passed.

The chair of MAO then made the following motion:

MAO moves that the faculty approve the following new courses:

REL 375: Psychoanalytic Approaches to the Study of Religion (1 credit; group 4)

The purpose of this course is to investigate the use to which psychoanalytic frameworks have been put in the understanding of religious phenomena over the past 100 years or so. Although out-of-fashion as a therapeutic model in the early 21st century, psychoanalysis nevertheless continues to exert an influence on the academic study of religion from scholars who have found psychoanalytic theoretical insights to be particularly helpful in the interpretation of religious experience and behavior. In this course we read key texts in the development of psychoanalytic thought and we evaluate the extent to which they both help and hinder our understanding of religious human beings.

MATH 332: Seminar in Financial Mathematics (0.5 credit)

This is a problem solving seminar that looks at the application of general derivatives, options, hedging and investment strategies, forwards and futures, and swaps. The context of these topics is actuarial science and financial mathematics. This course is of great assistance for students who are preparing for the actuarial exam (FM). Prerequisite: Math 331 which may be taken concurrently.

MATH 341: Statistical Model Analysis (1 credit)

This course introduces students to elementary probability and data analysis via visual presentation of data, descriptive statistics and statistical inference. Emphasis will be placed on applications with examples drawn from a wide range of disciplines in both physical and behavioral sciences and humanities. Topics of statistical inference include: confidence intervals, hypothesis testing, regression, correlation, contingency tables, goodness of fit and ANOVA. The course will also develop familiarity with the most commonly encountered tables for probability distributions: binomial, normal, chi-squared, student-t and F. Prerequisite: Math 141 or ECON 350 or Psych 214 or BIO 275.

HONR 404: SRF Senior Thesis Research (variable credit)

Prerequisite HONR 403. The preparation of a Science Research Fellows senior thesis is carried out under the direction of a faculty member in the sciences. Satisfactory completion of BOTH HONR 403 and 404 may count as fulfillment of the internship requirement for the Science Research Fellows program. The thesis ordinarily is on a topic in the student's major subject. Enrollment in HONR 404

must be approved in advance by both the SRF Director and the faculty supervisor. Two credits are awarded upon successful completion of the thesis and its public defense. A full 2 course credits and a total of 400 hours of research is required to complete the internship requirement. If a student would like to enroll in a similar course with a similar number of credits within their own major, or co-enroll in this class for reduced credit along with a similar course in their major, this may also fulfill the requirement for the SRF internship. Permission for these options should be obtained from both the SRF Director and the major department. HONR 404 may be taken as an overload with no fee, with the approval of the SRF Director and in consultation with the senior's SRF thesis advisor. May not be taken Pass/Fail.

HONR 403: SRF Senior Thesis Research (variable credit)

The preparation of a Science Research Fellows senior thesis is carried out under the direction of a faculty member in the sciences. Satisfactory completion of BOTH HONR 403 and 404 may count as fulfillment of the internship requirement for the Science Research Fellows program. The thesis ordinarily is on a topic in the student's major subject. Enrollment in HONR 403 must be approved in advance by both the SRF Director and the faculty supervisor. The grade is deferred until the completion of HONR 404. A full 2 course credits and a total of 400 hours of research is required to complete the internship requirement. If a student would like to enroll in a similar course with a similar number of credits within their own major, or co-enroll in this class for reduced credit along with a similar course in their major, this may also fulfill the requirement for the SRF internship. Permission for these options should be obtained from both the SRF Director and the major department. HONR 403 may be taken as an overload with no fee, with the approval of the SRF Director and in consultation with the senior's SRF thesis advisor. May not be taken Pass/Fail.

The motion comes from a standing committee, and does not need a second.

A member of the Economics department stated that it was premature to approve the Mathematics courses because the Economics and Mathematics departments are still having discussions about the overlap between statistics courses in their departments.

A member of the Mathematics department stated that he agreed with the previous speaker about MATH 332. He continued by noting that MATH 341 was approved by the faculty as an EXP (experimental) course, and that it didn't need to be held up.

Another member of the Economics department stated that MATH 332 deals extensively with investments, and it could have numerous similarities with Economics courses.

The member of the Mathematics department stated that he agreed, but that MATH 341 has been approved as an EXP course, and should be approved.

The member of the Economics department stated that just because it was approved as an EXP course doesn't mean it should be approved as a general course.

The Chair of the Faculty proposed to divide the question by separating out MATH 332 and MATH 341 from the remaining courses. There were no objections to dividing the question.

Discussion continued on the other courses.

A faculty member asked a question about the changes to HONR 404 and 403 – does MAO know if these proposed changes were made by the SRF steering committee? He noted that these are serious changes, and

he had not heard about them. The chair of MAO responded that the changes were submitted by the director of the SRF program, and he assumed the changes were therefore from the SRF steering committee.

Another faculty member noted that the REL course is designated as group 4, but not as anything else. The chair of MAO stated that it is available as group 4 for students that are graduating under the old requirements, and it was not submitted for a designation under the new requirements.

A faculty member noted that the HONR courses are available to be taught as an unpaid overload; is that option available to other departments and programs? The chair of MAO responded that it is available for the Honor Scholars program; he didn't know about other departments.

The Chair of the Faculty proposed to divide the question again, separating HONR 404 and HONR 403 from the remaining course. There were no objections to dividing the question.

There was no further discussion on REL 375. This motion to approve REL 375 passed.

The Director of the SRF program spoke about HONR 404 and HONR 403. She stated that these courses are just providing another outlet for students to complete a requirement that is already a part of the program. Many students satisfy this requirement by completing off-campus projects during a semester or a summer. The SRF program thought it could provide another venue for students to satisfy this requirement while on campus. To complete this course, the student would require approval from the program and the faculty member. She noted that this has already been approved on a case by case basis for courses in other departments – in some departments it is hard to take research for this many credits.

A faculty member asked where the funding would come from for this. The Director of the SRF program said that was a very good question – it could depend on the project.

Another faculty member stated that she was not speaking against the idea, but was voting against it now. She has never heard of this proposal, and would like to speak with her department about it.

The Director of the SRF stated that this proposal went through the SRF steering committee and there were no objections. There are some students who could have difficulty completing the program next year if the proposal is not passed. The proposed project course could be combined with existing courses.

The VPAA stated that he has been here long enough to remember the SRF program starting. His recollection was that the program began with an off-campus option, but not a requirement. The concern was that students may not be able to afford the off-campus option. Later on, there was an understanding that students could take the internship at DePauw, but students did not take advantage of this.

The Director of the SRF program responded that there is at least one student who has pursued the on campus option.

Dana Dudle made the following motion:

I move to recommit this motion, consisting of approval of HONR 404 and HONR 403, to committee.

The chair of MAO stated that MAO approved this motion because it provides students with more options, and gives them an additional opportunity to complete the program. He opposes the motion to recommit to committee.

A faculty member asked if these courses are not approved today, will this negatively impact students next year? The director of the SRF program responded that some students may not be able to complete the program. Another faculty member asked if this could be done on a case by case basis one more time. The director responded that, depending on the department, there may be courses available that could satisfy the requirement. The goal of these new courses was to provide the option to every student.

The motion to return this topic to committee for further consideration was voted on – a hand count was required. The motion to send the motion back to committee was defeated. Discussion returned to the original motion.

A faculty member spoke against the motion by saying that he didn't think we should add courses to the catalog because students couldn't find a summer internship. We can find some way to work things out, but adding courses to the catalog is not the way to do it.

Another faculty member pointed out that some students have a problem with internships – international students cannot participate in most summer research programs. Similarly, students in the pre-med program have problems because summer research programs are generally not looking for them.

A faculty member stated that science departments should have heard about this issue before now.

Another faculty member asked if the SRF steering committee had seen this. The director of the SRF program responded that they had approved it, and there were no objections.

The motion came to a vote, and the motion (to add the courses HONR 404 and HONR 403) was defeated.

The chair of MAO withdrew the motion for MATH 332 and MATH 341. There were no objections to withdrawing this motion.

The chair of MAO made the following motion:

MAO moves that the faculty approve the follow change to the Catalog (deletion in strikethrough):

Section III: Majors and Minors/The Major

Two Majors Students ~~who maintain a 2.8 scholastic average~~ may complete a maximum of two majors. A student with two majors must meet all requirements for each major.

Rationale: The current GPA requirement for declaring a second major is paternalistic and inconsistent with the practice of most peer institutions. We should not prohibit any student from attempting to complete the requirements of two majors. Students who declare two majors and struggle with the academic demands may be advised to drop one of the majors.

A faculty member stated that he is against this idea, because he has seen a proliferation of double majors that are not well thought out. He has advised students to be more coherent, but they don't have to listen. He noted that students can also get overcommitted, and it is hard to tell them that they can't handle it.

Another faculty member stated that she is opposed to this motion because using the term "paternalistic" is ridiculous. It is not paternalistic to have a GPA requirement.

The Registrar stated that every GLCA registrar was flabbergasted that we have this rule. He continued that a few cases in the Petitions committee have shown that a double major student is more focused and it can actually help their GPAs. He said that this rule segregates the students into two groups, and the belief that double majoring distracts students may not necessarily be true. He concluded that leaving the decision up to students to do what is in their best interest is the best idea.

The motion passed.

The following announcement was in the agenda, but the chair of MAO stated that it is no longer applicable, as the HONR 404 and HONR 403 courses were not approved.

- Announcement of the following changes to the Catalog (additions in **bold**):

Section V: The DePauw Experience/Programs of Distinction/Science Research Fellows/

Research Internships — The university supports Science Research Fellows for one summer on campus, usually following their first year in the Science Research Fellows Program, working on a collaborative research project with a science faculty member. Students also participate in a semester- or summer-long research internship in a major scientific laboratory or research site in either the public or private sector during the sophomore or junior year. Some students have completed their internship outside of the United States. **Students may also complete this requirement through a second on-campus internship, but students need to apply for these through the competitive university process (applications due at the beginning of March). Alternatively, students may complete a senior thesis by enrolling in HONR 403 and 404 (or a similar departmental equivalent with program approval) for a total of 2 credits of on campus research during the fall and spring of their senior year. Approval from both the Science Research Fellows Director and the supervising faculty member are required for this option.**

All students are required to present their research in an on-campus poster session the fall **after the experience or at the spring Senior Showcase if completing the senior thesis option. If a student will be studying off campus the fall immediately after their research experience, they must make alternative arrangements for presenting their work with the SRF Director.**

The following announcement was found in the agenda, but was not read during the meeting:

- Announcement of changes in course number, title, description, and/or prerequisites (details will be provided upon request):
 - MATH 442: Probability Problem Seminar (title, credit)
 - CLST 300: Topics (description)
 - CLST 254: Roman Civilization (description)
 - CLST 253: Greek Civilization (description)

The following announcement was not read, but the chair of MAO drew the faculty members' attention to it:

The Higher Education Opportunity Act (August 2008), which reauthorizes and extends the Higher Education Act of 1965, requires colleges to disclose accurate course material information, including ISBN numbers and retail prices, on the schedule of classes when it is made available to students. This regulation goes into effect on July 1, 2010. The relevant part of

Section 112 of the HEOA reads:

To the maximum extent practicable, an institution must include on its Internet course schedule for required and recommended textbooks and supplemental material:

- the International Standard Book Number (ISBN) and retail price;
- if the ISBN is not available, the author, title, publisher, and copyright date; or
- if such disclosure is not practicable, the designation “To Be Determined.”

To be compliant with this act, all faculty members who are teaching courses for the Fall 2010 should submit their book and course materials orders by July 1, 2010. In subsequent semesters, book orders will be due when the Schedule of Classes is released to students (mid-October for the Spring semester; mid-March for the Fall). Exceptions may be made when “disclosure is not practicable” – e.g., an instructor has not yet been appointed, the course is still in development.

Implementation

Currently, booklist information for courses is available to students enrolled in a course through their course schedule. The link on the schedule goes to a course materials portal for that course which is maintained by our campus bookstore. In compliance with the HEOA this portal contains price information and the ISBN, so that the student can search for the best deal on the book. Also, there is information on the availability of used textbooks.

In order to comply with this provision of the HEOA, we will be adding these links to the online schedule of classes. In future semesters, all students will be able to access these booklists during the registration period for the upcoming semester.

Other provisions of the HEOA regarding textbook ordering pertain to publishers and vendors. We are required to make our schedule of classes information available to all local vendors and this includes the book order. In addition, publishers and vendors must make information about prices and edition changes available to you in the book ordering process. Our campus bookstore, through its parent company Barnes and Noble College, has created a book ordering portal that is compliant with the HEOA. A link to this portal is on the e-services Course Readings and Materials form. You may use this portal or continue to use the e-services utility (though we will be phasing out the e-services utility in the future).

Compliance

Failure to comply with this or other provisions of the HEOA may impact DePauw’s eligibility to receive federal funds. Specific compliance measures have not yet been announced. After the July 1, 2010 deadline, the GAO will study how institutions are complying with this provision and in 2013 make recommendations to the Department of Education regarding enforcement.

A faculty member asked for clarification about this – he has not heard of it before. The Registrar stated that we need to be in compliance with this law. The faculty member asked if book orders could be revised after the fact. The Registrar replied that a book list is not a contract, and there is no enforcement mechanism for this at this point. If there are a lot of complaints, enforcement could be a big issue, but we don’t have any information about how this is going to work.

The chair of MAO pointed out that questions could go to the Registrar on this issue.

The chair of MAO read the following announcement:

In response to its charge from the faculty to assess options for enhancing DePauw's language requirement, the committee has issued its report, which is currently available on Moodle in "Intellectual Life Discussions." The report addresses MAO's prior consideration of the language requirement in fall 2009, the Evans-Hershberger motion brought to the faculty in February 2010, the language and "culture" requirements at a broad range of peer institutions, and the staffing requirements for implementing various new models at DePauw. We have also attached Appendices containing staffing projections provided to MAO by the VPAA.

In order to assess faculty response to this information and to determine our course of action in the fall 2010, we have also launched a faculty survey. We encourage you to read the report before completing the survey. The survey will be open until May 10.

A faculty member asked if MAO was going to do anything with the survey results before the fall 2010 semester. The chair of MAO responded that the 2009-2010 MAO committee would not be doing anything with the survey – the results would be passed to the 2010-2011 MAO. The results of the survey will be provided to the faculty.

The chair of MAO read the following announcement:

MAO has approved the calendar for the academic year 2013-14. The calendar is available online at the DePauw University Web site in "Academics." Note that because on-campus Winter Term 2014 begins on Monday, January 6, Winter Term will be on a shortened schedule. Faculty may schedule Saturday classes or activities to extend the schedule. Off-campus Winter Term begins on January 2.

A faculty member noted that we have loosened the science requirements, and he was wondering if MAO might consider asking the office of institutional research to keep track of what courses students took to satisfy the science and math requirement in particular, to see if removing the natural science requirement is causing us to graduate students that have not taken a natural science course. He requested that MAO do this. The chair of MAO agreed.

Student Life and Academic Atmosphere Committee – SLAAC (Tiffany Hebb)

The chair of SLAAC's report consisted of an offer to answer questions. There were no questions.

The following announcement was provided in the meeting agenda, but not read during the meeting:

- SLAAC has completed the document, "Guiding Principles for How We Live at DePauw" - the final copy is available on the Moodle site, and as Appendix A following this agenda. We appreciate the feedback we got from faculty, staff & students, and discussed each question, concern and suggestion we received. These conversations led to a few revisions to the draft version sent out earlier.

Committee on Faculty – COF (Mike Sinowitz)

The chair of COF's report consisted of an offer to answer questions. There were no questions.

Reports from Other Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

Faculty Development Committee – FDC (Lili Wright)

The chair of FDC's report consisted of an offer to answer questions. There were no questions.

The following announcements were written in the agenda, but not read during the meeting:

- The Faculty Development Committee is no longer accepting applications for Professional Development Funds for this academic year. We will accept PDF applications for fiscal year 2010/11. Students may still apply for scholarly/artistic grants if they are presenting at a conference before the end of the academic year. We are still accepting faculty conference applications this academic year. Summer stipend winners will be announced soon.
- Faculty Fellowship reports for those in their first or second year are due on Wed., May 5. Third-year reports are due Wed., Sept. 1, 2010.

Committee on Administration - COA (Rick Provine)

The chair of COA's report consisted of an offer to answer questions. There were no questions.

The following announcements were written in the agenda, but not read during the meeting:

- VPAA David Harvey shared some preliminary information regarding raises for faculty members for 2010-2011. COA supports the administration's plan to address raises for next year.
- COA continues its stance to suspend UP and DP awards for the coming year. COA does support the idea of examining more holistically how these and other awards are funded, and how they impact faculty salaries and professional support overall.
- COA will share a working document with the faculty before the end of the year that highlights key issues surrounding a move to a 3/2 course load. We will look forward to your comments and suggestions.

Academic Technology Advisory Committee - ATAC (Brooke Cox)

The chair of ATAC made the following announcement:

- ATAC is recommending that the FITS Faculty Coordinator be added to the membership of the committee. We are suggesting two changes to the description of ATAC membership in the handbook: 1.) The addition of the FITS Faculty Coordinator to the membership of the committee. 2.) An update to the title of the Associate CIO.

Then, the chair of ATAC made the following motion:

ATAC moves to change the membership of the Academic Technology Advisory Committee as shown below. Deletions are shown in ~~strike-through~~, additions are shown in italics.

2. Membership. Voting members: six faculty members, of which four will be elected, one from each division, and two appointed by the Administration to balance the range of experience and expertise with information technologies. Elected members will serve three year staggered terms. Appointed members will serve a one year term. The membership should include no more than one faculty member from each department and no more than two from each division. The chair will be selected from among the voting members of the committee.

Ex-officio members (without vote): Chief Information Officer, ~~Associate Chief Information Officer for Instructional and Learning Services~~ *Director of Instructional and Learning Services*, *Faculty Instructional Technology Support (FITS) Faculty Coordinator*, and the Registrar.

The motion was seconded. There was no discussion, and the motion passed.

International Education Committee – IEC (Humberto Barreto)

The chair of IEC's report consisted of an offer to answer questions. There were no questions.

The following announcement was written in the agenda, but not read during the meeting:

- The IEC's self-study, external review report, and factual reply are available at the IEC's web page: <http://www.depauw.edu/acad/facgov/internationaleducation/internationaleducation.asp>

The IEC is currently discussing the external review report and we would appreciate any comments or suggestions you have.

Humberto Barreto, IEC Chair
hbarreto@depauw.edu

Additional Business

Remarks from the President (Brian Casey)

The President made the following remarks:

I would like to take an opportunity to thank this faculty, deeply and with true humility, for the extraordinary ways in which, over two years, you have engaged in a conversation, mostly about DePauw's curriculum, but about more than just this.

Of course, given my own role in this process (larger and louder in my first year here, quieter in this my second), it is to be expected that I would defend the fact that we had this conversation. Expected or not, I do so here.

In fact, of course, this faculty has been having similar conversations for years, even decades – in one form or another. Discussions about the curriculum *hardly* began in 2008.

This is a faculty that, many years ago, introduced an experimental Winter Term years before other institutions, and adopted the idea of universal first year seminars just when that idea was beginning to move about the country. DePauw moved early and strongly into Computer Science. Internships in the form of honors and fellows programs, now common among our peers, also came to DePauw early.

This is also a faculty that created interdisciplinary programs such as Black Studies and Conflict Studies when most schools of this scale did not do so.

So, this is an institution with a history of considerable verve and innovation. It is a proud history.

In the end, of course, I believe that the thing that we all wish to be associated with – to have made our professional home within – is an institution about which we are, quite specifically and quite directly, proud. To be in front of students whom we respect and honestly admire for their promise and their intellect. To be amongst faculty colleagues who inspire us and challenge us and, when necessary, comfort us.

We want to be at a place reflective of and commensurate with our own understanding of our professional – and even our private – selves.

Beneath all the meetings we have had, and the emails we have sent or read, and despite the exhaustion of not just this spring, but of all late springs on a campus, surely this is what we want. This is, of course, the reason for these debates.

I know that to say that I wish for us to be proud of DePauw will conjure up notions of the sort of school pride that dominates alumni weekends, or development speeches, or admissions brochures. Such pride can seem just too enthusiastic, shallow. But the DePauw discussed these past several months is an institution worthy of attention, of a more serious pride.

Now, I think it is important to say that to have had these debates about our curriculum – and to continue to have them – is not to disrespect the past, but to honor it. They do not ignore prior achievements of this place or of prior faculty members, indeed, they take inspiration from them.

There is no abstract DePauw, a place, if you are in this room, that we watch from afar. This faculty and these students and this administration are DePauw, formed by our past but created by us every day.

Campuses are noisy and contentious. They always have been. I think we risk something (or we harm ourselves) if we believe, with a kind of holy faith, that there are colleges and universities out there without challenges, financial or curricular. To believe that some other places have it just right, that there are institutions that have somehow circumvented their specific challenges (if they ever had them at all) and to imagine that they glide now with a calm knowledge of what they are, what they teach, what they reward, and what they say about themselves. To imagine that there are such places – better places free of doubt – is to inevitably suffer from a perpetual comparison.

There are no such places; or there are no such good places. I have been on a few campuses – everyone in this room has – and the good ones all have debates. They all struggle it out.

I believe that this faculty has done important work these past two years, and I know we will do more. We are of course the creators of our academic culture. And it calls for constant attention.

We have struggled it out, and we will do so some more.

I hope, in the years ahead, as we look at Winter Term, as we work to continually strengthen and deepen our admissions efforts, as I work with the Board of Trustees and students and this faculty to create a richer built environment with more places to gather and converse and to learn from one another, as we seek additional funds necessary for us to meet our ambitions, as we continue to think about the necessary life of a campus, that we all remember how the conversations behind the votes of this year are all part of the bigger arc that brings us back to defining ourselves.

I want to thank the Chair of this Faculty, Dave Berque who has given structure to conversations that defy, or surely resist, perhaps by their very nature, structure. This was relentless, difficult, and necessary work... and I thank him.

I also want to thank Harry Brown and the faculty colleagues on MAO, and Pam Propsom and her faculty colleagues on CAPP who wrestled with these curricular issues for months now and

developed the proposals that this faculty considered this year. It is hard to develop specific proposals; it's gritty work. But I believe they made their proposals with honorable intentions, and grace.

And I want to thank the nine members of this faculty who drafted the summer working group report. I also want to specifically thank the members of the Faculty Governance Steering Committee for their leadership, guidance, and endless work.

I want to acknowledge those faculty members who added their thoughts to the Moodle Site, and who brought new motions to the floor, and who sent out emails about new ideas or concerns.

Personally, I want to thank Howard Brooks, and Leslie James, and Mac Dixon File, and Marcia McKelligan, and Jackie Roberts, and the many other faculty members who, either through email or over a meal or walking with me on campus, have taught me about DePauw, and its history and its promise. I know I will learn more from all of you as we think ahead.

On May 11 at 4 pm at the Walden Inn, we will welcome Professor Louis Menand who I watched participate in, and then lead, a 5-year long review of Harvard's curriculum. His talk will kick off the work of DePauw's Mellon 23 faculty members this summer.

In a few months we will see the beginnings of a broad campus plan showing how we might invest in our environs in ways that will make this place, and us, richer in community. The campus plan will offer thoughts on the library, and academic spaces. It will also speak of trees, and parking, and dining halls, and recreation zones. It will look at ways we can attract to our campus – our more attractive campus – students of significant promise and achievement. This planning effort is part of the conversation we have witnessed in this room for the past two years.

In a few months we will also see new admissions efforts designed to increase the reach and reputation of this University. These efforts, too, are part of the conversations we have had in this room.

In August, at the Faculty Institute, I hope to report on these plans as well as others.

It's May though now... and summer looms past the end-of-semester crush, and we can look forward to a restorative time.

Surely we need this.

But I want to say that I do know that, right now, DePauw is in a good place. It is a necessary place. It is worthy of your pride, and our students' pride.

It's in a good place because of your work.

So, again, thank you.

Remarks from VPAA (David Harvey)

The VPAA stated that he had one announcement. He noted that in COA's list of announcements, he shared

with them some preliminary information about raises for 2010-11. He stated that in the past, raises have usually been expressed as a percentage of the faculty salary pool. This year, the salary pool is being increased by \$1,000 for each full time faculty member, and COA's suggestion was to distribute that money equally. He has decided to follow that recommendation.

There were no questions for the VPAA.

Old Business

There was no old business to come before the faculty.

New Business

There was no new business to come before the faculty.

Announcements

The Dean of Faculty announced that DePauw's Faculty Recognition dinner event this year will be held at 6:15pm on May 13 at the Elms – the program announcing the Tucker, Minar and Oxnam award winners will be held right away so that faculty members who may have class that evening will be able to attend the program before their evening classes. Note that this immediately follows the Faculty Achievement reception which will be held at the Prindle Institute starting at 4:00pm.

The following announcements were printed in the agenda, but not read during the meeting.

- Faculty Meetings will take place on the following dates in 2010-2011. Each meeting will begin at 4pm in the UB Ballroom.
 - September 13th, 2010
 - October 4th, 2010
 - November 1st, 2010
 - December 6th, 2010
 - February 7th, 2011
 - March 7th, 2011
 - April 4th, 2011
 - May 2nd, 2011

- Results of At Large Elections for Positions Starting during 2010-2011
 Below you will find the results of the spring 2010 At Large elections, including the results of special elections that were conducted after the regular election concluded. Additional candidates have come forward subsequent to the special election. However, we still need one candidate for a three year term on COF, one candidate for a three year term on SLAAC.

Position	Elected At Large Representative(s)
CAPP - three year term	Marnie McInnes
COF - three year term	Howard Brooks *
COF - three year term	
COF - three year term	
COF - two year replacement	
COF - one year replacement	Linda Elman *
MAO - three year term	Brian Howard

SLAAC - three year term	
SLAAC - one year replacement	Maria Luque *
Athletic Board - three year term	Marie Pickerill
FDC - three year term	Sherry Mou
IEC - three year term	Russ Arnold
IEC - one year replacement	Ophelia Goma
Library Advisory Committee – three year term	Misti Shaw
Public Occasions Committee – four year term	Catherine Fruhan
Teacher Education Committee – three year term	Jeff Hansen
COA - three year term	Inge Aures
Board of Control of Student Publications - two positions – each is a two year term.	Caroline Gilson and Pascal Lafontant
Committee on Honorary Degrees – three year term	John Schlotterbeck
Hartman Center Steering Committee – one year replacement	Russ Arnold
Hartman Center Steering Committee – three year term	Meredith Brickell
GLCA Representative – three year term	Sherry Mou
Parliamentarian – three year term	

* Elected in a special election after the regular spring elections.

16. Adjournment

The Chair of the Faculty adjourned the meeting at 6:33 PM.

Appendix A. Guiding Principles for How We Live at DePauw

DePauw is a fully residential liberal arts college that fosters opportunities for members of the community to live and learn with and from each other.

1. Campus and its facilities should be vibrant and conducive to building intellectual community, scholarship, and social interaction among students, faculty, and staff.
2. The residential experience should allow students to move from exploration in their first year, to engagement in the sophomore year, and finally toward experience and integration as juniors and seniors.
3. Living in community should contribute to identity formation and foster responsibility; therefore DePauw should encourage and expect students to be members of several dynamic communities including, but not limited to, their class year, student groups, academic programs, residential units and the larger DePauw, Greencastle, and global society.
4. DePauw students should be part of a diverse community that encourages engagement with those who possess different temperaments, talents, and convictions, with a goal of mutual respect.
5. Students should develop shared experiences and participate in traditions across the university that encourage a lasting connection to DePauw.

Document written by the Student Life and Academic Atmosphere Committee (SLAAC), consisting of the following members: Cindy Babington, Lynn Bedard, Nikki Craker, Aaron Dicker, Phoebe Duvall, Nahyan Fancy, Kelsey Flanagan, Tiffany Hebb, Leslie James, Steve Langerud, Greg Schwipps, Dorian Shager, Jay White, Graham Williams. The committee sought feedback from faculty, staff, and students in the creation of this document.

April 2010