DePauw University Faculty Meeting Agenda
March 2, 2015

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

The meeting was called to order at 4:05 p.m. The Chair welcomed everyone, and stated that the official agenda would be handled first and after adjournment of the business meeting the discussion would open up for a conversation about curriculum. She also made the following reminders:

- The microphones on stands are to facilitate everyone hearing and more importantly everyone having a voice, if you wish to speak please come forward to one of the microphones.
- Please define all abbreviations to help everyone follow the conversation. I can slip into the lingo as well as anyone so by all means ask for a point of clarification.
- Please introduce yourself when speaking. I'm thrilled to announce that Hope Sutherlin who is the secretary for Economics and History answered our call and will be helping with minutes. Some of you may also know Hope several years ago when she served as a secretary to both Political Science and Sociology and Anthropology. She'll get to know us all over time but until then please be patient and welcoming.
- And, if you don't like to be startled when your cell phone rings aloud, please check that it is silenced.

2. Verification of Quorum

Pam Propsom signaled that a quorum was reached around 4:05 pm.

3. Consent Agenda

One clarification I sent out over email, the true course description for Latin 140, Review of Elementary Latin will be in Appendix A of these minutes. As you may have noticed it is parallel to some of other languages, French and Spanish where there is an appropriate review for students with some experience with the language rather than starting with students who have no experience.

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

A. Approve Minutes from the December 1, 2014 and February 2, 2015 Faculty Meetings

B. Approve the following new course (recommended by MAO):
ANTH 370 – Public Health in Africa (1 credit)
BIO 241 - Intermediate Cellular Biology (1 credit)
EDUC 420 - Explore P-12 Institutes as Equitable Tching/Lning Envs (1 credit)
ENG 161 - Reading Literature: Visual and Digital Narratives (1 credit)
ENG 171 - Reading Literature: Intercultural Perspectives (1 credit)
ENG 181 - Reading Literature: Ethics and Society (1 credit)
ENG 191 - Reading Literature: Science and Technology (1 credit)
LAT 140 – Review of Elementary Latin (1 credit)
UNIV EXP - Discovery Process and Paradigm Shifts in Science (1 credit)

C. Announcement of change in course credit (approved by MAO)
GEOS 450 – Senior Seminar (change from 0.5 credits to 1 credit)

D. Announcement of change in course number and description (approved by MAO)
ENG 349 [Formerly ENG 152]– Form and Genre (1 credit)

E. Announcement of change in course number (approved by MAO)

ENG 149 [Formerly ENG 201] - Introduction to Creative Writing (1 credit)

Course descriptions for items B-E can all be found in Appendix A.

13. Remarks from the President (Brian Casey)

If there are no objections I'm going to move the President's report up so if we go long, he can leave as he's welcoming Megan Hammerle's parents to campus as they arrive for the celebration of her life at 5:30 p.m.

Remarks from The President (Brian Casey)

President Casey shared with the faculty an update and report on the winter meeting of the Board of Trustees, which took place in February. This year's retreat meetings focused on the University's academic enterprise, a discussion focused on the curriculum, the Fellows Programs, and the Twenty-First Century Musician Initiative in the School of Music.

President Casey gave details of the generous $6 million gift the Board accepted from the Theodore R. Peterson and Elizabeth Emison Peterson Living Trust. The Theodore and Elizabeth Peterson Endowed Scholarship Fund will be established and will become part of the recently created *DePauw Trust,* supporting need-based financial aid for DePauw students. The total gifts and commitments to date made to the University in *The Campaign for DePauw* have reached nearly $210 million.

It was reported that the Board, by unanimous vote, officially approved of the renovations of the Memorial Student Union Building to house the Hubbard Center for Student Engagement. The President shared that primary funding was from the initial gift from Kathryn F. and Allan Hubbard. Once complete, the project will provide private interview rooms, and student testing space. Construction is expected to start in May and will include both the first and second floors of the Union Building to be included in the renovation.

President Casey announced that the Board set the tuition and fees at $44,674, which reflects a 4.5% increase. He stated that this is comparable with many of the other Great Lakes Colleges. He also emphasized that this was the stated tuition, and that the University remains very committed to providing financial aid and merit scholarships.

Dick Vance, Associate Vice President for Facilities reported to the Board the recently completed expansion and renovation of the Lilly Recreation Center has officially achieved LEED Gold status. This is a designation from the U.S. Green Building Council indicating that the building has met leading standards of sustainable construction and building use. This is the third building to receive the LEED certification on the DePauw campus; others are the Prindle Institute and the Bartlett Reflection Center. The President commended Dick Vance on the project and the difficulties with marrying an older building to new construction.

Question from a faculty member:

What role did the faculty play at the Board of Trustees meeting? What relationship do you see the faculty and the Board having? Will the faculty ever have a voting member on the Board?

Response from President Casey:
I was happy to have asked that the members of the Faculty Governance Steering Committee come to the Board meeting, as they have in the past. My sense was that they were welcomed and respected members of the conversations that took place in the main meeting and in the subcommittee meetings.

Regarding the Board, it might be important to note that I am not a voting member of the Board. No administrator sits on the Board. The Board is a body of 42 voting members, and there are quite a number who have non-voting Life Trustee Status (obtained after 12 years of service.) So, at any meeting there are more than 70 people in the room. It is important to note how the Board actually works: The Board of Trustees doesn't take a lot of votes, it typically acts in a conversational manner.

Speaking of the faculty, my sense is that the Board has a very positive attitude towards the faculty. I believe they understand that having the faculty at the meetings enriches the conversation. I know that there is conversation about having faculty members join the Board. This is, of course, a matter for the Board to consider. They will not vote on it in May, they will need time to process it just like we are. I think having the faculty governance process strengthened will help, as it will develop much clearer ways to have faculty voices come to the Board through a deliberative process. My sense is that the new governance committee of the proposed new faculty structure would provide the best way to bring faculty voices to the Board.

Most members of FGSC who attended the meeting gave perspectives on their experience.

Comment from Susan Hahn, FGSC member and Chair of COF:
She was somewhat disappointed in the faculty's ability to present their case to the Board for faculty representation and for a vote on the Board. She was under the impression that we might have an opportunity to speak to the Board and make the case. However, we were not on the agenda, nor was there an agenda item related to faculty representation on the Board. Only voting members of the Board can ask questions or participate in the discussion. She feels it would be helpful to the board to gain perspectives from those on campus involved in day-to-day operations or more recently a part of the student experience. For example, the student voting representatives asked good questions about diversity issues and campus climate that enriched the briefing Board members received.

Student representatives were very open to the idea of faculty representation and understood that faculty have good day-to-day knowledge of events on campus. Several members of the Board thought they were open to faculty attending, but some seemed shocked to think that faculty might be able to have a vote.

Comment from Harry Brown, Chair's liaison to FGSC and Chair of Chairs: Comments from another faculty member:

He reported that he left the meeting with a different impression from Susan, that his presence was valued and he was included. In subcommittee meetings he attended there was a discussion about what was going on regarding new curriculum proposals and the 3-2 load and that Board members were looking to the faculty in that conversation to help them understand the issues to help weigh the costs.

In his opinion the issue of representation and voting are separate.

Comment from John Caraher, FGSC member and Chair of CAPP:
John observed that most of the Board was talking and gathering information. He attended the Academic Affairs subcommittee and he said faculty members there did most of the talking including providing information about Extended Studies. Faculty representation on the Board didn't come up in his discussions. If there was any feeling of being a junior partner or off at the kids table he felt it was because of his own inexperience with what to expect rather than anything a Board member said.

Comment from Bridget Gourley, FGSC member and Chair of the Faculty:
She said she had comments particularly about faculty representation she'd address later in the meeting.

Francesca Seaman, FGSC member and Chair of COA also attended.

Follow-up question from a faculty member:
What is the follow-up of COF/IGC with the 3-2 in the fall meeting? President Casey told COF and IGC in the fall that he would take 3:2 to the Board meeting in February, did that happen? What was the discussion and nature from the Board regarding this? Brad Kelsheimer was going to look at the numbers concerning a 5% salary increase. Did anything come of that?

Response from President Casey:
The topic was raised and the Board would want to see how this would affect the curriculum and the operating budget. My charge is to have this matter brought to the emerging new Academic Priorities and Planning Committee. As for the budget, this will be formed now as we consider both admissions numbers and development numbers. At this time it doesn't look like the market can support a 5% salary pool. What is frustrating is that we have to make tradeoffs—all universities do—but we do not currently have a process through which this can be brought to the faculty, the new governance model is working to change that.

Brief report from Renee Madison, Senior Advisor to the President for Diversity and Compliance:
The President asked Renee Madison to give an update about the University Inclusion Plan. A subcommittee of the Diversity and Equity Committee (DEC) is working on developing the campus inclusion plan. The current preliminary timeline is to have a general draft of next year's plan available in April with a brief open comment period that includes discussion and open forums. Then during AY2015-16 a more robust long term plan will be developed, again including opportunities for feedback, comment, and discussion. There will be discussion opportunities for staff and students in addition to those for faculty.

There were no questions for Renee Madison or additional questions for President Casey.

Reports from Coordinating Committees
Committee rosters are available at:
http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/

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

For the Committee on Academic Policy and Planning, John Caraher.

A. CAPP offers advance notice of a motion to change the catalog language regarding the requirement of at least one Winter or May Term experience. The proposed revision requires that at least one Winter or May Term experience be a DePauw-led, group experience, whether a course, travel or service learning experience. Internships, independent studies and non-DePauw led travel experiences would still count for ES credit, but would not simultaneously satisfy this particular requirement. The proposed catalog language changes are in Appendix B.

Rationale
The rationale for requiring students have a required Winter or May Term experience as one of their two Extended Studies experiences was to preserve a traditional goal of the Winter Term program. This goal was to build community among DePauw students and faculty by asking each student to engage in at least one such period of "concentrated study in a close-knit group." CAPP believes the original language did not adequately capture this intent, and proposes the following change to better align the requirement with its intended purpose.

The Committee on Academic Policy and Planning (CAPP) is giving advance notice of their intent to have us vote in April. This does reflect a change, or at least a clarification with regard to graduation requirements, which is why we aren't voting this month. Our discussion and debate with happen in April but if anyone has a clarifying question please ask now.

Otherwise please consider it over the month and be in touch with any member of CAPP if you have any questions so CAPP members can be prepared to discuss address your thoughts over this next month or at the April meeting.

Please note CAPP's written announcement.

There were no clarifying questions about the Extended Studies motion or any other questions for CAPP.

Written Announcement –
At the conclusion of regularly business CAPP plans to hold an open discussion about curricular goals. Broad proposals to guide discussion are provided in Appendices G-I of this agenda. CAPP's goal at this stage is mainly to get a sense of the views of the faculty at large regarding the distribution requirements in general and "M" in particular. CAPP intends to focus its efforts on crafting a detailed proposal informed by this feedback.

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

Unfortunately, Jen Adams is ill so Dave Berque is standing in for her on the Management of Academic Operations Committee.

A. MAO gives advance notice of its intent to ask the faculty to vote in April 2015 to approve a change to the Incomplete Grade Policy portion of the academic handbook as found in Appendix C of this agenda.

Rationale
MAO is proposing a change to DePauw's Incomplete Grade Policy to make the policy consistent with the Examinations in Courses policy.

The Management of Academic Operations (MAO) committee is giving advance notice of their intent to have us vote in April. Since this is a change in policy which goes in the handbook advance notice is required. Our discussion and debate with happen in April but if anyone has a clarifying question please ask now.

Otherwise please be in touch with any member of MAO if you have any questions so MAO members can be prepared to discuss address your thoughts over this next month or at the April meeting.

There were no clarifying questions about the proposed changes to the Incomplete Grade Policy or other questions for MAO.

Written Announcements –
MAO has no written announcements.

6. Committee on Faculty – COF (Susan Hahn)

The Committee on Faculty's report is an offer to answer questions. Are there any questions for COF?

Question from faculty member:

Has COF been working on new tenure and promotion standards?

Response from Susan Hahn:
COF has been working on a draft of new Tenure and Promotion standards, which link tenure and promotion, and which require some publication as a minimum standard. We are also working on a post tenure review document. We plan to share these drafts in an open meeting for faculty discussion, perhaps yet this spring. We want to emphasize that this increase in standards would need to be linked to strong faculty development support, at least as strong as the support we currently have--or a 3/2 load. Some members of this year's COF have agreed to continue working on the proposal with next year's COF to bring this to a vote next fall.

There were no additional questions for COF.

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

Written Announcements –
COF continues its normal work for the year.

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

There were no questions for SLAAC.

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

Written Announcements –
SLAAC has been discussing potential revisions to the Academic Integrity Policy. It has also offered input on diversity training for faculty.

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

On behalf of the Faculty Governance Steering Committee I'm giving you advance notice of our intent to ask the faculty to vote on the collective set of Academic Handbook changes found in Appendix D of the agenda. Collectively these changes support a new governance model. I strongly encourage you to read Appendix E which talks about our broad rationale, list of guiding principles and frequently asked questions. Appendix F provides different ways to visualize the proposed structure.

A short bit of framing.

- This proposal is a result of several years of conversation starting with the January 2011 Faculty Intellectual Life Working Group.
- Some individuals may not see it as all that different from what we had before and in some ways it is not, at one level nor can it be. All private liberal arts institutions have faculty curriculum committees and promotion and tenure committees. Most have some form of a budget committee.
- Still for us, one of the most significant changes is a formal process to contribute to the strategic planning of the University, with clear annual reporting back to the faculty and response from the President, both of which are officially shared with the board of trustees.
- Another significant change is a clear mechanism to have a faculty presence at every Board of Trustees meeting.
- Next, is the substantial reduction in the number of elected committee positions and a simplification of our election processes for those core positions where all voting members should have a direct say in their representation. There are currently 120 positions, all of which are elected, and this model

represents a reduction to 31 elected and at most 41 appointed, although only 20 of those would always be appointed.

- How have we done this, by slightly reducing committee size, combining committees where there were clear synergies of task, and getting rid of a divisional bureaucracy that wasn't serving us effectively.
- The last measurable change I'll note is we have redefined the concept of divisions.
- I'd also like to point out that from where we started this model has been shaped and changed based on the input we received from open meetings, in particular, despite FGSC's vision to have overlapping representation to facilitate conversations, we reduced that significantly in light of concerns of concentrating too much power in too few representatives. There are individuals elected directly to the faculty policy and governance committee and directly to the university strategic priorities committee. Another modification based on feedback was not reducing the size of COF.
- Is the model perfect, probably not, I'm not sure a perfect model exists. Does it address some of the key concerns we've heard about our current structure, yes.

I can take a couple of short clarifying questions now, but our formal discussion and debate will occur in April. Members of the Faculty Governance Steering Committee realize this is a big decision and so we have scheduled an open conversation for **Wednesday, March 18, in Harrison 301**. (please make a note of the corrected room) We hope individuals will come share their thoughts with us and each other, particularly if there are clarifications that we learn are necessary so we could share them well in advance of our April meeting.

A. FGSC gives advance notice of its intent to ask the faculty to vote in April 2015 to approve changes to the Academic Handbook in support of a new governance model. The full set of Academic Handbook Changes can be Found in Appendix D. A broad rationale, list of guiding principles and frequently asked questions can be found in Appendix E. Appendix F shows different ways to visualize the proposed structure. Materials in Appendix F can also be found as a separate document formatted in landscape for clearer viewing.

Rationale

This governance restructuring has percolated for a long time. At this moment, there are two main driving forces for a proposed change to our faculty governance structure. First, there is some general dissatisfaction with our current system including routine difficulty getting individuals to serve. This means service is increasingly performed by a smaller and smaller fraction of the faculty. This declining support of the system means our decisions do not benefit from a wide range of perspectives and there is considerable workload imbalance. Second, as became clear from fall 2014 semester discussions, faculty members would like to have a stronger voice in framing recommendations to the Board of Trustees, especially regarding strategic directions for the institution. One of the exciting challenges of working at a vibrant university such as ours is, even as our endowment continues to grow, the community will always have ideas we would like to pursue that demand more resources than exist.

Report on FGSC Attendance at the Board of Trustees Meeting:

I have another announcement for the faculty on behalf of the Faculty Governance Steering Committee. Several of us attended the Board of Trustees meeting in February. We haven't had time to prepare any formal comments since we returned given our energies toward getting the governance proposal details finished. Our experiences were generally positive, we were well received by members of the Board of Trustees, our general sense is they are receptive to having a regular faculty presence and we plan to work with the President to move that forward more formally starting with the May Board meeting. To have done so before May was a little bit premature, we needed to do things informally for a couple of meetings first and then move to formalize. That proposal makes more sense when we can describe it as part of this bigger governance change. We will be working with President Casey between now and May to draft a written proposal to share. While I

can't speak for the Board, I would anticipate Board members might need a meeting or two to think about it. If what we propose requires a change to their by-laws and operating procedures, it will likely require a couple of meetings just like when we make changes to our procedures we must give advance notice at one meeting before we formally vote at another.

As President Casey mentioned, in our current structure, he doesn't have a vote on the Board so the question of whether we should is an open question we need to think through. Certainly the students do since they elect their student trustees, but should we be more on the footing of the students or the administration. We are working through those conversations now.

There were no additional questions for FGSC related to the Board of Trustees meeting or Governance.

Bridget then reported, unrelated to these governance issues, at the beginning of the meeting faculty found a survey on their chairs from Student Congress. Student Government has long been the funnel for hearing student concerns and then working with the administration/faculty/staff to determine the best possible solution to addressing the issues. Under this notion we are using this survey in order to see how Student Government can continue to work with other initiatives on campus. Many students have been asking for feedback from how we felt about the day and likewise many faculty members have asked how the students have felt about the day. Therefore, instead of having many different interpretations of the day we, DSG, are hoping to gather a common strand of feedback in order to understand multiple perspectives from the day.

The information will be used in order to offer feedback to administration/faculty/staff/students as we all try to coordinate efforts throughout the rest of the semester and into next academic year.

Question from a Faculty Member:
During the day of inclusion we were told that comments and questions written on index cards during the breakout sessions would be typed up and made available to the community, what has happened with those.

Dean Carrie Klaus responded:
The comments have been typed up and the committee is currently working on a summary report.

Written Announcements –

1. An open meeting to discuss the proposed governance changes is scheduled for **Wednesday, March 18, 4 pm in the Harrison 301**.
2. FGSC welcomes feedback on the proposal in person, via email, phone or over coffee. Faculty members are encouraged to talk to any member of FGSC.
3. FGSC requests that if colleagues plan to offer amendments to the proposal they share those in writing by Thursday, March 19 if at all possible so they can be shared with the full faculty before spring break.
4. FGSC members, Bridget Gourley, Harry Brown, John Caraher, Susan Hahn, ad Francesca Seaman attended the February Board of Trustees meeting. Since our return we have been working on finalizing the governance restructure and will organize comments to share with the faculty.

Reports from other Committees
Committee rosters are available at:
http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/

9. Internal Grants Committee – IGC (Tim Good)

To begin his report Tim Good asked Jeanne Pope to speak in regards to some new environmental

opportunities.

Remarks from Jeanne Pope:
DePauw is part of a consortium that has received over a quarter million dollars over a two year period from the GLCA to fund curricular and research projects using Environmental Dashboards. There are two important announcements related to this. First, there will be a one-day workshop to learn about the capabilities of the dashboards and to think about potential projects. This workshop will be on March 14 at The Prindle Institute. There will a limited number stipends for faculty wanting to attend the workshop.
Second, there are summer stipends for faculty who are interested in developing curricular materials or ways to incorporate the dashboards into their research. Email has already been sent about the March 14 workshop and will be forthcoming regarding the summer stipends. Jeanne Pope and Harry Brown welcome questions at any time.

A question was asked about whether the grant proposal itself is a circulating document both to more fully understand the project and as a model of successful proposals funded under the GLCA Expanding Collaborations Initiative. There was a frustration expressed that as one was developing proposals there was a lack of transparency about expectations leading to a lot of guess work. The response was that the lead authors were from Oberlin College so Jeanne Pope would be in touch with them to confirm that she could share out of professional courtesy but she was confident that the community would want to share the specific goals and they would work on how best to do that.

With that Tim Good continued his remarks drawing attention to upcoming deadlines.

Student/Faculty Summer Research – due March 11, 2015
Funds have been saved for Student Faculty Summer Research, but the number of awards is dependent on how many were funded with SRF, grants and other funds first.

Faculty Summer Stipends – due April 1, 2015
Eight summer stipends are through Academic Affairs. Of these eight, at least one will be for a pedagogical project, and at least one will be for a scholarly or artistic project. Priority for four of these summer stipends will be for the development or renewal of courses with a multicultural focus (not for research projects).

Environmental funds will also be available for up to eight additional awards for the development or renewal of courses with an environmental focus. A clarification was made that these environmental awards stem from a previous grant from the Mellon foundation, the one that launched the environmental fellows program, and that this is the last summer that these funds can be used.

Ferid Murad clarification - The nominations are due to Kelley Hall by March 11. The application/review materials are not due from departments and nominees until March 20.

Faculty Development Coordinator Jeff Kenney made a quick announcement, that there have been random requests for facilitation of mini-sessions to support “works in progress” or “assistance with grant applications.” He has agreed to serve as a clearinghouse to help individuals for synergistic groups for support. There are a minimum amount of funds available to support, coffee or wine as encouragement. An email with more details will follow.

Question from a faculty member:
Can you explain more about the focus of summer stipends on multicultural projects?

Response from Dean Klaus:
Last semester conversations around having a multicultural competency for students emerged, so IGC decided it was important to dedicate some of the summer funds for pedagogical projects that supported the spirit of those conversations. She noted that Tim Good, current Chair of IGC, wasn't on the committee when those discussions took place.

A clarification was asked:
Could IGC define what they mean by multicultural?

Response from Dean Klaus:
IGC didn't define the term, it is up to the faculty, and currently faculty members applying to explain what they mean in their application.

A. Introduction of GLCA Expanding Collaborations Initiative Grant

B. Clarification of Student/Faculty Summer Research

C. Details of Summer Stipends

There were no further questions for IGC.

Written Announcements –
Upcoming IGC deadlines and events:
Student/Faculty Summer Research applications due – March 11, 2015
Ferid Murad Medal applications due – March 11, 2015
Faculty Summer Stipend applications due – April 1, 2015
Howes Grant applications due – April 8, 2015
Faculty Fellowship year 1 and year 2 reports due – May 6, 2015
Faculty Achievement Program – May 7, 2015

10. Committee on Administration – COA (Francesca Seaman)

There were no questions for COA.

A. Report is an offer to answer questions.

Written Announcements –
COA has no written announcements.

11. Extended Studies Implementation Team Report (Dave Berque)

Please note the Extended Studies Implementation Team announcements on the agenda, and in particular encourage your advisees to consider this year's May term offerings.

There were no questions for COA.

A. Report consists of an offer to answer questions.

Written Announcements

A. DePauw is offering five credit-bearing, on-campus May Term courses this year. Students may use e-services to register for the following on-campus courses through April 17th:

- ANTH 184, Archaeology Field School, Lydia Marshall
- ECON 184, Personal Finance, Fadi Fawaz
- MUS 184, YoYo Ma's Silk Road Project: CrossCultural Creative Learning and Collaboration in Music and Life, Eric Edberg
- POLS 184, Politics and Film, Smita Rahman
- UNIV 184, We Become What We See: How Museums Create Culture, Tim Good

Since this is the first time DePauw is offering on-campus May Term courses, we ask for your help in sharing this option with students. We know you will be advising students about their academic interests, fall course selections and progress toward graduation in the coming weeks. At the same time, please consider sharing information about May Term 2015 courses, which allow students to both explore interesting topics and earn course credit.

B. The Extended Studies Implementation Team is surveying instructors of Winter Term 2015 courses to learn about their recent experiences. The results of this survey will be part of the ongoing evaluation of the ES program.

12. Advising Committee (Rebecca Schindler)

The Advising Committee's report is an offer to answer questions. They asked that I draw your attention to tomorrow's roundtable discussion.

There were no questions for the Advising Committee.

A. Report consists of an offer to answer questions.

Written Announcements -
Teaching Roundtable jointly sponsored by the Advising Committee and Faculty Development
Tuesday March 3, 11:30 am-1:00 pm in UB 231

Moving Beyond the Checklist: Mindful Advising for Student Success
This session will explore the emerging trend of Appreciative Advising, a pedagogical approach to supporting student success. We will discuss ways to move beyond the checklist of degree and distribution requirements to engaging students in a reflective practice that encourages them to take responsibility for and make sense of their academic experience. We will discuss the advising framework, explore possible "advising syllabus" templates, and examine mindful strategies to support students in the advising process.

Additional Business

13. Remarks from the President (Brian Casey)

We heard from President Casey earlier in the agenda.

14. Remarks from the VPAA (Larry Stimpert)

Vice President Stimpert came to the podium for some announcements.

Remarks from the VPAA (Larry Stimpert)

He announced that our new Health Professions Advisor, Colleen McKracken, has begun her duties in the

Hubbard Center and encouraged faculty to welcome her and refer students. He reminded us that we are defining health professions broadly to include not only pre-med students but any student interested in any kind of health profession. He also thanked Ken Kirkpatrick for his many years of service to students interested in health careers.

He reminded the faculty that the University does have a harassment policy and when allegations are made, investigations are required and appropriate responses undertaken. Normally those are not handled publicly. Since there were some allegations that were made publicly in the fall, VPAA Stimpert felt it was important to acknowledge the conclusion of the investigation into those issues and note that it was determined that there was no intent to make a racist remark. The investigation highlighted how challenging it is to lead a class with a diverse population and underscored the importance of participating in on-going faculty development around diversity issues.

He noted that the past weekend's Honor Scholar weekend was successful and thanked the many faculty volunteers who took part. He noted how valuable that weekend is to recruiting the next class, and recognized that often that work feels unnoticed.

He provided updates on the status of tenure track searches for this year, noting that six have been completed. He acknowledged time these searches take and the thoughtful work of search committees, particular, serving as outside department members. He also noted appointments through the consortium for faculty diversity.

In responding to a question asked earlier in the meeting he noted that GLCA Expanding Collaborations grants allows one or more colleagues from a GLCA campus to propose an idea that then is shared with other campuses to see if individuals want to join. He said Academic Affairs would figure out away to make the process and projects more transparent.

He added to a comment President Casey made about gift to the University, mentioning, David Kranbuehl, a DePauw graduate and retired chemistry faculty member at William and Mary College, who in getting ready to make a gift worked with both Steve Setchell and Professor Jeff Kenney, our faculty development coordinator, to find out how his gift could best address faculty development needs. Following Professor Kranbuehl's wishes, his gift of $250,000 will support summer research of faculty.

In reporting about the Board of Trustees meeting and in particular the Academic Affairs Committee, he noted that the five-course load was discussed. Jim B. Stewart, who is on the committee and a faculty member himself at Columbia University is a big proponent. VPAA Stimpert made several general points about moving to a five-course load: We all recognize that faculty members and faculty teaching are the most important resource we have at DePauw. Any discussion of a five-course load is really a discussion about how we best employ one-sixth of this important resource, and this involves taking many variables into account. The only way to make the move to a five-course load at this time is in a cost-neutral way. It would also be desirable to reduce our reliance on term faculty at the same time. Reassigned time would have to be "on the table" as one of the important variables to be considered. He noted that we have an effective 5 course load now but it isn't equally distributed across faculty and departments. Class size is an issue because we don't want classes with over 50 students, but we could raise the minimum class size. Reducing the number of classes with very low enrollments is another option. He noted that the initial demand analysis for the current spring term had 125 classes with fewer than 8 students. He recognized that there are some small majors and some important classes at a liberal arts institution that will never attract large numbers of students, but we will have to look at where there is slack in the system. He also asked whether we might obtain some significant benefit for our academic program from a move to a five-course load. For example, could we double-down on our commitment to student-faculty collaborative research? He noted he's working with the Dean's group, thinking through ways to bring forward a proposal. He noted there are differences among departments so the proposal

will likely have broad, guiding principles, but departments will need to work-out many details.

Question from a faculty member:
She noted, "We've been told about training for faculty, what is the plan for training for high level administrators and staff?"

The response:
The senior staff members will participate in training opportunities, and can participate in programs we offer faculty and programs that will be offered to our staff.

There were no other questions for VPAA Stimpert.

15. Remarks from the Dean of Faculty (Carrie Klaus)

A. Exemplary Teaching Award Announcement

First Recipient:
The first recipient of this year's Exemplary Teaching award has taught a broad range of courses in her years at DePauw, has played a critical role in the development of new programs that are now central to our curriculum, and is admired by colleagues across campus for her practical and insightful guidance about teaching. As one faculty member writes, "In over thirty years of service at DePauw, [she] has helped to shape crucial university programs and has inspired countless students and many of her colleagues."

A trained literary scholar, another colleague writes, she "has broadened for our students the concept of literature, including, for example, science writing and photography in that category."

Another colleague notes likewise that "Biology, ecology, medicine, and geology often pop up in conversations in which she shares the joys of discovering the writings of individuals who are able to convey complex scientific information in prose comprehensible to general readers. These courses attract students from a variety of majors, but [she] has taken special joy in the 'serious science' majors who regular fill several spaces in these classes."

A faculty member in the sciences comments that "conversations with [her] over the past several years have transformed how I teach writing, particularly writing in the sciences. [. . .] She has shared her assignment descriptions with me, providing generous suggestions about the design of my own assignments, and has coached me in the art of conducting efficient and effective paper conferences." This colleague adds, "conversations with [her] about the approaches she uses when teaching students to read and write engaging essays about complex scientific topics have caused me to redesign assignments in my First-Year Seminar, my W course, and my upper-level biology course. I now quote her shamelessly almost every time I meet with a student: 'Make people the subjects of your sentences!' She has a terrific knack for helping her students find and hone their own voices so that they can express their own ideas more clearly than they ever thought possible."

This first recipient of this year's award is a founding member of the Women's Studies program at DePauw (now Women's, Gender, and Sexuality Studies), and, as one colleague recalls, "one of the crucial few who kept [the Women's Studies program] going through rough times and good times." Similarly, another colleague writes, "she literally launched our FYS program with her challenge to bypass a cautious pilot program and to require that all new students take a FYS. This 'shocking' proposal was accepted, and with [her] determined and vigilant guidance, the program began"

Another colleague writes, “It is thanks to her thoughtful and humane leadership as Dean of Academic Life that DePauw has a clear policy and helpful guidelines on the consequences of plagiarism, [and] it is also thanks to [her] that DePauw has seen a dramatic increase in the number of students who have applied for—and won—nationally competitive scholarships.”

This same colleague adds, “Her voice—rational, persuasive, and spirited—always deserves attention. Her elegance as a writer makes even her memos miniature works of art: lucid, concise, and lively, they are a pleasure to read.” This colleague comments further, “At teaching round tables, I always try to sit at the same table as [she] so that I can benefit from her wisdom.
[. . .] Anyone who has sought her advice, worked with her on a committee, or heard her speak in public has had evidence of her wisdom, eloquence, tact, and kindness. She does her work efficiently, modestly, and unobtrusively, always giving credit to others and deflecting the praise she herself deserves.”

You have recognized by now, I’m sure, the first recipient of this year’s United Methodist Exemplary Teaching Award. Please join me in congratulating Marnie McInnes.

There was a round of applause for Prof. McInnes.

Second Recipient:
The second recipient of this year’s Exemplary Teaching Award is known for her transformative teaching and the strong and sincere interest she takes in students’ lives both inside and outside the classroom.

A colleague in her department observes that students describe “her courses as ‘life-altering,’ ‘mind-blowing,’ and ‘empowering,’ and [that they] characterize her as ‘the best instructor’ they ever had.” This colleague notes that “This high praise is not merely [from] a few students; rather, [it comes] from large chunks of her students every year.” This colleague calls “her outside commitment to students [. . .] simply heartwarmingly fantastic,” commenting that “During my conversations with majors and non-majors I routinely hear about [her] ‘greatness.’” This colleague adds, “I have personally witnessed how she has gone out of her way to help students who experience traumatic events in their lives.”

A colleague outside of her department writes that “she brings a passionate conviction to her teaching about health and social justice, [that] students’ lives and perspectives are changed, [and that] they remember stuff she said and what they read for her class.” This colleague notes that “she’s devoted to the welfare of her students, [and that she] has a gift for putting complex and challenging concepts into compelling, accessible, memorable language.”

This high praise is supported by comments from students as well. One student writes, “[She] is my favorite teacher at DePauw, [n]ot only because she teaches provocative and profound classes, but because she is genuinely interested in her students as people.” This student recalls, “my first semester sophomore year I signed up for her 300-level Women’s Health and Social Control class. On the first day I walked in nervous about how the next few months would go. Having never taken a class with her, and with it being a 300-level, I thought I had gotten in way over my head. As soon as [she] walked in and introduced herself, I immediately relaxed. She carried herself with strength and poise, like a professor, but looked more like a friend, with her creative clothing and pink streaked hair. As she went through the syllabus I couldn’t help but get excited, both about the amazing content we’d go over and the interesting woman I would soon get to know. Her dedication and passion towards sociology paired with her honest and authentic personality.”

Another student writes, “The content of her courses can be difficult for some students to participate in, and she does not push students to do or say things they are uncomfortable with; she seeks to expose students to new thoughts, ideas, and concepts. [She] makes it clear that if you are uncomfortable she is available for

conversation. She is a tough professor, but fair, not favoring a student over another. [. . .] [She] encourages hard work and personal growth."

Another student writes, "[She] spoke to my sorority sisters and [me] about different aspects of our lives that were related to or influenced by our sex. I remember thinking, 'This is amazing! This woman is a Professor at my university and she gets it!"

Still another writes, "[She] coached me through college. Drawing on her school of study, she was able to guide and encourage me when my health began to get in the way. [. . .] When the time came that I had decided to drop out of college, she encouraged me to stay because 'I owed that much to myself.' When I was burnt out and [. . .] [too] hard on myself, [she] told me that she warned me about this freshman year and that that I need[ed] to take some 'me time.' Now [that I am a] senior she is still coaching me in life, helping me unpack why and how to get my Ph.D. [. . .] She has fostered an academic inside of me that I could never have imagined for myself and as a result has cultivated a part of the man I am today." This student concludes, "Professors like [her] are here to give the best of themselves to their students with the hope that the students will come to know the best of their own selves."

Please join me in congratulating the second recipient of this year's United Methodist Exemplary Teaching Award, Alicia Suarez.

There was a warm round of applause for Prof. Suarez.

B. Update about Faculty Diversity Training

Faculty Workshop on
Individual and Institutional Awareness and Transformation

As you know, in the spring of 2014, the Diversity and Equity Committee (DEC) called for us to implement required diversity training for all faculty at DePauw. Renee Madison and I, in consultation with department chairs and program directors, with the Student Life and Academic Atmosphere Committee (SLAAC), and with DEC, have been working this year on how best to respond to this call.

I am now most pleased to report that Dr. Jaime Romo, of the National Center for Faculty Development and Diversity, an organization with which some of you are familiar, will be coming to DePauw on March 12 and 13 (next week!) to lead a set of faculty workshops on individual and institutional awareness and transformation. We are preferring to frame the workshop in these terms so that we can approach it as a real opportunity for all of us, instead of simply as "diversity training." It's a little more descriptive as well, as the workshop will really be focused on awareness and transformation.

Dr. Romo's discipline is education, and his scholarship has focused, among other topics, on multicultural identities in teaching and learning. His publications include Reclaiming Democracy: Multicultural Educators' Journeys toward Transformative Teaching (Pearson, 2004), "Border Pedagogy From the Inside Out: An Autoethnographic Study" (Journal of Latinos & Education 4:3 [2005]), and "Border Pedagogy: A Study of Preservice Teacher Transformation" (Educational Forum 70:2 [2006]). We have spoken with him by phone several times, and I am really delighted that he is going to be able to assist us in our efforts here at DePauw.

Dr. Romo has developed a plan for a workshop whose goals include (1) helping us to think about where we are at DePauw along a continuum of monocultural and exclusive to multicultural and inclusive and (2) helping us to use culturally responsive guidelines for teaching in our classrooms.

The plan he has presented will include time dedicated to thinking about individual awareness of these issues, discussions of what it means to have a culturally relevant curriculum, and consideration of the stages of institutional transformation.

The workshops will be held on Thursday, March 12 from 10:30-12:30 and from 4-6, and then again on Friday, March 13 from 11:30-1:30 and from 4-6. You may attend any one of the four workshops. I will be sending out an RSVP tomorrow so that you can let us know which workshop you will be attending. Once we know how many will be attending each session, we will follow up with the location.

We believe this effort is important for us as an institution, and we are committing resources to bring this trained facilitator to campus. What we ask of you is that you commit your time, for one two-hour workshop. It will be a time for us to come together to talk seriously about our work, about how we can do our work better, about what we can do so that our students have the best possible learning experiences in their time at DePauw. This workshop is a significant faculty development opportunity.

To provide a bit more context, in terms of how this workshop fits into our efforts to be more intentional about addressing issues of diversity and equity at DePauw: The workshop, is, of course, not only in response to the call from DEC, but also following up from the DePauw Dialogue event at the start of the semester. After this workshop, focused on building awareness and thinking about transformation, departments and programs will then be asked to think seriously about where they stand with regard to issues of diversity, equity, multiculturalism, inclusion, whether it be in terms of the students in their courses, the curriculum offered, or relations between and among faculty and students. We will ask departments and programs to identify some concrete goals and to suggest ways in which we can provide support institutionally. These goals will then help guide our efforts in the coming year (and years).

There were no questions for Dean Klaus.

16. Old Business

There was no old business.

17. New Business

No new business was raised.

18. Announcements

No general announcements were submitted for the agenda.

There no oral announcements submitted for the agenda. Please note the written announcement about Phi Beta Kappa and pay attention to the March 13 deadline, Friday next week. There was an error in the submission for to the printed version of the agenda.

Also, elections will wait until we know which committee structure we are electing colleagues for.
There were no additional announcements.

Written Announcements –

A. Phi Beta Kappa Recommendations (Kevin Kinney)
The Phi Beta Kappa selection committee is asking for your help in identifying qualified candidates among the junior and senior classes for membership in Phi Beta Kappa.

We are soliciting recommendations to be submitted on-line, thru Faculty e-Services.

You are invited to comment on any student you may know; such comments can be as brief or detailed as you like. For obvious reasons, the list of student candidates needs to be kept The Phi Beta Kappa selection committee is asking for your help in identifying qualified candidates among the junior and senior classes for membership in Phi Beta Kappa.

Please submit your comments by **5:00 p.m., FRIDAY, MARCH 13**, so that we may finish the selection process as soon as possible.

Ah, yes. One other thing: If you are a Phi Beta Kappa member and not on the distribution list for that, please contact me- we can always use more active members!

B. Update regarding AY2015-16 Committee Elections (Bridget Gourley)
We will wait until April and we know the status of the proposed governance changes to complete elections.

19. Adjournment

If there is no other business to come before the faculty this concludes our official business for the day. We will now switch to a conversation about the curriculum. It is an open meeting, everyone who is here now is welcome to stay and participate in the conversation. Several of us, particularly CAPP members will be taking personal notes to help us remember key points in conversation to inform the work moving forward but there will be no official minutes. Please stay and join us in conversations about the general education curriculum including a multicultural requirement.

Appendices

Appendix A: Course Descriptions for MAO Consent Agenda Items

Related to Consent Agenda Item B – Approval of new courses

ANTH 370 – Public Health in Africa (1 credit) - This is a seminar style course that examines the intersections between the interrelated perspectives in public health, international health, and global health from the 19th to the 21st centuries. Our attention will be on the relationship between Western and non-Western forms of scientific practice and health systems as they have emerged in the African continent and aspora. Specifically this course will examine the role of health and medicine in mediating the relationships between metropolis and colony, state and citizen, North and South, public welfare and private interest, research practices and human subjects, the commodification of health and the body, and human rights discourse throughout Africa and the Diaspora. The course will be divided chronologically into four parts, tracing imperial health formation formations in the late 19th century, the nascent internationalism of the interwar period, the construction of bureaucracies of development in the postwar and postcolonial era, and contemporary configurations of public and private interests in the new global health of the late 20th and early 21st centuries. In addition to garnering an understanding of the background and politics/policies of public health in Africa, students will become familiar with how to conduct a "hands-on" needs assessment of a particular cultural group in the continent. Students in this class will acquire knowledge of the history and practice of public health in Africa and the Diaspora through a wide range of readings from multidisciplinary and anthropological sources. Students will acquire the practical skills necessary to evaluate contemporary public health issues in an African context utilizing skills in Community Needs Assessment practice. Students will work collaboratively to produce a Needs Assessment document for a community that will be shared with those in the continent and who are actively working in public health. There are no pre-requisites at present for this course although some prior coursework in Anthropology, Global Health and/or Biology is encouraged.

BIO 241 - Intermediate Cellular Biology (1 credit) - This class focuses on the regulatory mechanisms governing cellular function. Topics will include: protein trafficking, vesicular transport, cytoskeletal dynamics, cell signaling mechanisms, cell cycle regulation, cell-cell and cell environment interactions, regulation of apoptosis, autophagy, stem cells and cell fate determination. The course will also introduce students to critical analysis of peer-reviewed literature. One or two sets of hands-on laboratory modules exploring select cellular processes and imaging techniques will be performed during class time. Prerequisite: Bio 101, or (prior, or concurrent Chem 240).

EDUC 420 - Explore P-12 Institutes as Equitable Tching/Lning Envs (1 credit) - This course is designed for those students who are considering the career of teaching in their future whether through an experiential induction programs (such as Fulbright, AUSL Chicago Teacher Residency, TFA, AEON Amity, JET, etc.) or a traditional post-baccalaureate licensing program of study. Weekly classroom study of the field of education on campus is balanced with a weekly teaching practicum in a P-12 classroom. Interested students need to contact the instructor to discuss their interest as the heavy field practicum requires one-on-one placement.

ENG 161 - Reading Literature: Visual and Digital Narratives (1 credit) - This course explores the way changes in media have influenced literature, focusing on narrative forms that combine verbal, visual, and digital representation, including film, television, interactive fiction, and social media. It will consider the possibilities that new technologies of representation have brought to the art of storytelling and could also explore critical questions of new media literacy, such as production, dissemination, and reception.

ENG 171 - Reading Literature: Intercultural Perspectives (1 credit) - This course explores literature as a means of understanding difference across boundaries of race, nation, class, gender, or religion. It will feature literary works that foreground a variety of intercultural perspectives, including literature in translation and literature

that thematizes difference.

ENG 181 - Reading Literature: Ethics and Society (1 credit) - This course explores literature as a form of social engagement, with the potential to influence our thinking about aesthetic, ethical, or political questions. It considers imaginative writing as a motive force in history through studies of specific works intervening in specific contexts or, more generally, through an analysis of the strategies that writers use to articulate, clarify, and sometimes resolve social or ethical problems.

ENG 191 - Reading Literature: Science and Technology (1 credit) - This course explores literature as a response to scientific and technological change. It considers the ways that new scientific discoveries inspire new visions in literature and the ways, in turn, that imaginative writing inspires new approaches in science. It features literary works that contextualize past scientific and technological advances, interpret and critique changes happening in the present, and imagine the changes that might occur in the future.

LAT 140 – Review of Elementary Latin (1 credit) - This course provides an intensive review of Latin grammar with an introduction to Latin literature, including selections from Cicero, Caesar, and Virgil. For those students who have prior experience with Latin. This course prepares students for more advanced reading courses in Latin literature and satisfies the language requirement. *Open to students who are placed into this level by test results or departmental direction. Not open to those who have credit for LAT 123 or 124.*

UNIV EXP - Discovery Process and Paradigm Shifts in Science (1 credit) - This course will introduce students to multiple scientific disciplinary perspectives in the context of exciting discoveries in science and their subsequent impacts on society. The course will have multiple modules taught by different faculty members from at least three different science and math departments. Each module will examine a disciplinary approach to hypotheses, data collection, and interpretation so students can better understand – and even experience – the discovery process. Faculty members will coordinate transitions between these modules as well as assessment across modules, and students will compare and contrast the disciplinary approaches to gain a more sophisticated understanding of how science is conducted in different fields. The course will also emphasize the relevance of the discoveries to students' lives. [Will satisfy M/S Distribution Requirement]

Related to Consent Agenda Item C – Change in Course Credit
GEOS 450 – Senior Seminar (change from 0.5 credits to 1 credit) - Students read, present and discuss research papers in the geosciences. Prerequisite: A departmental major and senior standing.

Related to Consent Agenda Item D – Change in Course Number
ENG 349 [Formerly ENG 152]– Form and Genre (1 credit) – This forms course asks Writing majors to read extensively in two genres in order to deepen their understanding of the craft of creative writing. Class discussion will focus on the decisions writers take in their particular genres to create certain effects. By focusing on how successful writing works, the course will examine the various tools available to the writer. We will, in effect, reverse engineer pieces of classic and contemporary literature to better understand how such writing is built. Students will take ENG 349 concurrently with their Creative Writing Workshops (ENG 301-343) and before Senior Seminar (ENG 412).

E. Announcement of change in course number (approved by MAO)
ENG 149 [Formerly ENG 201] - Introduction to Creative Writing (1 credit) - An introduction to writing and reading fiction and poetry in a workshop setting using the work of contemporary poets and writers as models. May include some creative non-fiction and/or dramatic writing.

Appendix B: Proposed Changes to Extended Studies Catalogue Language (from CAPP)

Proposed catalog language change (new language in ***bold italics***, language to be removed in ~~strikethrough~~):

Extended Studies
Every DePauw student must complete at least two Extended Studies opportunities with a passing or satisfactory grade. Options for completing the Extended Studies requirement include:

- credit-bearing Winter Term or May Term course
- approved non-credit-bearing course, externship, travel experience or service learning program
- semester-long off-campus study opportunity or internship
- independent study, research project or creative project

Each of these experiences must be pre-approved to count toward the Extended Studies requirement. *At least one of these opportunities must be completed through participation in* ***a DePauw-led*** *Winter Term or May Term course* ~~*or opportunity.*~~***, group travel experience or service learning program.***

Students who receive incomplete (I) grades in an Extended Studies opportunity must complete the course by the end of the following semester or the grade will automatically convert to grade of failure (F) or unsatisfactory (U). Students who have a deficient number of Extended Studies opportunities may petition to the Committee on Experiential Learning to make up a course in an alternative way. Graduating seniors who receive a failing or unsatisfactory Extended Studies grade during the senior year may petition to make up the course during the final spring semester if appropriate arrangements can be made. Tuition is charged to enroll in a make-up Extended Studies opportunity that is credit-bearing course.

Note: Winter Term experiences completed prior to Fall 2014 count toward the Extended Studies requirement.

Appendix C: Proposed Changes to the Incomplete Grade Policy Portion of the Academic Handbook (from MAO)

MAO is proposing the following change to DePauw's Incomplete Grade Policy. Insertions are shown as underlined text. The purpose of this change is to make the Incomplete Grade Policy consistent with the Examinations in Courses policy.

Incomplete Grade Policy

An incomplete grade (**I**) is to be used only when a student has not completed the requirements of the course for reasons beyond the student's control, such as illness or equipment failure in the case of laboratory classes. In addition, the class must have been essentially completed so that only an examination remains or a paper or project already well underway needs to be completed. An **I** may not be given for failure to submit work on time because of inadequate planning or to extend time to improve a grade. Problems involving transportation, family occasions and/or jobs, for example, are also not sufficient grounds for assigning a grade of I.

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

Students who withdraw and return to campus more than a year (two semesters) following the incomplete may not complete the course. The grade will be converted to a W provided the student demonstrates that the original **I** grade was for appropriate reasons.

Students may not graduate with an incomplete grade on their record.

Appendix D: Proposed Changes to the Academic Handbook to Support a New Governance Model (from FGSC)

In all sections where a current committee is referenced the appropriate new committee will be substituted. The most common example, all text in the personnel procedures currently referencing the ~~Committee on Faculty~~ would be changed to the **Faculty Personnel and Policy Committee.** A complete list of these changes will be provided to the faculty in September after the handbook update reflecting these governance changes is complete.

Section II
A. Regular and Called

There shall be one regular **voting** meeting of the faculty each month of the academic year. Additional meetings when desired may be called by the Chair of the Faculty.

B. All faculty members may attend faculty meetings and participate freely in discussions.

C. Voting

1. Full-time faculty members holding positions with academic or nominal rank, including those on sabbatical, pre-tenure, or academic leave, may vote. (See Article I.B of the Personnel Policies for a definition of full-time faculty positions.) The President, the Vice President for Academic Affairs and the Registrar also have voting privileges.
2. **Faculty members in part-time positions may vote in any semester that their load exceeds the equivalent of 50% of full-time or in any active semester after 12 semesters of teaching service to the University. All other** faculty members in part-time positions may attend faculty meetings and participate in debate, but not vote; however, Senior (Emeriti) Professors are eligible to vote during any semester in which they are teaching at least one course.
3. A quorum shall consist of 40% of the faculty eligible to vote and not on approved leave (rounded to the nearest whole number). This number shall be determined for each semester by the Vice President for Academic Affairs, using the faculty roster as of the Friday immediately preceding the first faculty meeting of each semester. Immediately after the call to order at the first faculty meeting of each semester, the Vice President for Academic Affairs shall announce the quorum requirement for that semester. The next order of business after the call to order at each faculty meeting shall be the verification of a quorum by the Chair of the Faculty; (for the first meeting of the semester, the quorum verification shall occur after the Vice President for Academic Affairs has announced the requirement).
4. All voting in meetings, unless otherwise stipulated, shall be by show of hands. However, at the request of any faculty member the vote shall be by secret ballot.
5. Any voting faculty member may object to including an item on the Consent Agenda. Such an objection will result in full debate of the item under the appropriate order of business.

D. Order of Business
At all regular voting faculty meetings the following list of items must be included on the agenda however with the exceptions of the call to order, verification of the quorum, consent agenda and adjournment the order may be adjusted to best facilitate faculty business. The Chair of the Faculty with Faculty Governance Committee will consider how to best organize the agenda each month.

~~At all regular faculty meetings the following items must be included in the order of business:~~
1. Call to order and verification of quorum,
2. Consent Agenda

a. Approval of minutes

b. Approval of new courses and announcement of course changes (as needed)

c. Approval of election results (as needed)

d. Conferring of baccalaureate degrees (as needed)

f. Other (as needed)

3. Reports from ~~coordinating~~ **core faculty faculty** committees,
4. Reports from other committees,
5. Remarks from the Vice President for Academic Affairs,
6. Remarks from the President,
7. Old business,
8. New business,
9. Announcements, and
10. Adjournment.

Section IV. Academic Organizations and Operations

C. Dean of the School, Chair of the Department, Director of Coordinator of the Interdisciplinary Program

2. Deans, chairs and program directors are expected to be leaders within the University at large through consultation with the Administration and committees. They meet as a body monthly during the academic year to discuss mutual concerns and share expertise. **The Chair of the Faculty also attends the monthly meeting. The body** ~~They~~ may select officers, organize committees, conduct workshops, etc., to expedite their work.

Section V. The Divisions

1. Definition and Function

~~Faculty members appointed to teaching and library staffs shall be grouped (by departments) into divisions for the purpose of coordinating the work in related fields and for equitable distribution of committee memberships. Divisions may submit matters of concern to an appropriate faculty coordinating or executive committee. Each division shall present nominations for divisional and at-large membership on coordinating, executive, and administrative committees, as well as division officers and other elected officials as outlined in this handbook.~~

There are some committees within the governance structure for which representation from different disciplines facilitates the committee's best work, curriculum policy and planning (CPP), faculty personnel policy and review (FPPR), faculty development (FD) and course calendar and oversight (CCO) committees. To ensure perspectives from all areas of the curriculum are represented on such committees, members of the faculty with voting status will choose their curricular home for that purpose. Under this model it is likely that there will be some departments and programs where members choose different divisions.

Over the course of a career, changes in faculty members' professional interests and expertise might cause them to switch their divisional affiliation, it is expected that such changes would be infrequent. Changes must be declared by March 1 each year so divisional affiliations are clear when committees are populated (elected and appointed) for the coming academic year

The Chair of the Faculty with the assistance of the Academic Affairs office will make sure divisional membership lists are up to date and available to members of the division and committees.

B. ~~Department Grouping~~ **Divisional Descriptions**

Division 1 – Arts
Division 2 – Humanities
Division 3 – Mathematical, Computational and Natural Sciences
Division 4 – Social Sciences

Division I – ~~Art and Art History; Communication and Theatre; Librarians with faculty rank; School of Music.~~
Division II – ~~Classical Studies; English; Modern Languages; Religious Studies~~.
Division III – ~~Biology; Chemistry and Biochemistry; Computer Science; Geosciences; Kinesiology; Mathematics; Physics and Astronomy; Psychology~~.
Division IV – ~~Economics and Management; Education Studies; History; Philosophy; Political Science; Sociology and Anthropology; Conflict Studies; Women's, Gender and Sexuality Studies~~.

~~2. Divisional Officers~~
~~The chair and the secretary of each division shall be elected annually and the names reported to the Chair of the Faculty. No chairperson of a division shall be eligible to succeed himself or herself in office.~~

~~3. Divisional Nominating Committees and Nominations~~
~~There shall be a divisional nominating committee made up of the chair, the secretary, and one other faculty member elected annually by the division, no two from the same department. This committee shall present a slate of candidates at the divisional meeting. Nominations may be made from the floor also. No persons shall be nominated without their consent.~~

~~4.~~
2. Meetings of the Divisions
Committees or members of a division may call a meeting when needed. Effort should be made to choose a time that seems likely to make possible the largest attendance at each meeting. All listed members of the division must be invited. The group organizing the meeting should distribute an agenda for the meeting and written summary of discussion after the meeting to all division members and submit the agenda and written summary to Academic Affairs for appropriate archiving available to all voting members of the faculty.

~~The chairperson of each division shall choose a time and place for division meetings which seem likely to make possible the largest attendance at each meeting. Before each meeting of a division, the secretary of the division shall send a notice to every member of the division including a designation of the time and place of the meeting and a list of nominations to faculty committees to be made and/or agenda for other business to be transacted. Such a notice must be delivered to the division members no later than four calendar days before the meeting.~~

VI. Elections
A. Method of Election
1. **By February 15 each spring the Chair of the Faculty shall release a list of committee vacancies for both elected and appointed committees noting any divisional restrictions.** ~~By the end of the second full week of classes in the second semester each year, the Chair of the Faculty shall deliver to the chairperson of each faculty division all the materials pertinent to the annual faculty election. He/she shall list the vacancies in both divisional and at-large positions.~~
2. **Nominations for elected committees will be accepted through deadline for the March faculty meeting when a list of all nominations received will be circulated with the agenda. After the March meeting is adjourned there will be an open conversation to complete the slate.** ~~Nominations will occur in two rounds. In each round, division officers must announce the vacancies to all eligible faculty members, so that they may have the opportunity of nominating themselves or their colleagues. In the first round, the secretary of the each division shall deliver at once to the Chair of the Faculty a complete listing of all candidates for all vacant divisional representative positions. Following the election of divisional representatives (see 3 below), the secretary of each division shall deliver to the Chair of the Faculty a complete listing of all candidates for all vacant at-large positions.~~
3. **Ballots will be released one week after the March faculty meeting.** Voting shall be conducted **via** ~~by~~ an electronic ballot**. The ballot must be** available to all voting members of the faculty for at least three in-

session days. **Brief position descriptions will be in displayed with the list of nominees for each elected position.** The names of the individuals nominated ~~by the divisions~~ shall be arranged in random order on the official ballot. The Chair of the Faculty shall conduct all elections and will archive the results of elections for a minimum of four years.

4. The Chair of the Faculty shall announce the results of all elections by **the April faculty meeting and record them in the April faculty meeting minutes** ~~at a faculty meeting according to the following schedule: March – newly elected divisional representatives to faculty committees; April – divisional nominees for at-large positions; May – newly elected at-large members of faculty committees~~.
5. **Individuals not serving on an elected committee in the coming year will submit their preferences regarding appointed committee service by April 8. The Faculty Governance Committee will announce appointments by the May faculty meeting and the Chair of the Faculty shall record them in the May faculty meeting minutes.**

~~5.~~**6**. All offices for the same committee which have the same term shall be considered as one group in the election of ~~at-large~~ faculty representatives to faculty committees. ~~Each division shall select one nominee for each vacant office~~. Nominees receiving the highest numbers of votes in the general election shall be elected.

~~6.~~**7.** No persons may be elected or appointed to any faculty position without their consent.

~~7.~~**8.** Student members of faculty committees will be chosen by the Student Congress from among those students in good standing petitioning for the positions.

9. **Administrative appointments for the coming year will be announced by the administration by July 5.**

B. Vacancies

In the event of a vacancy in any faculty office or committee after the spring elections, the Chair of the Faculty will send out a general call for nominations ~~to the appropriate division members~~. The ~~chair~~ **Chair of the Faculty** will then conduct **an** ~~a divisional or general~~ election by electronic ballot. If there is only one nominee for a vacancy, the Chair of the Faculty may appoint that person to the position, subject to the approval of the faculty at its next faculty meeting.

C. Special Elections

Other special elections may be held at the discretion of the Chair of the Faculty or at the direction of the faculty.

VII. ~~University Standing~~ Committees

There are four ~~three~~ categories of ~~Standing~~ Committees:

~~Coordinating~~ **Core Faculty** Committees (Article **VIII**)
These committees will supervise and integrate, singly or in conjunction, the formulation and execution of policy in **five** ~~four~~ areas: ~~curriculum, faculty personnel and policy, student academic life, faculty development and faculty governance~~, ~~academic policy and planning, operations, scholastic life and academic atmosphere, and faculty~~. Curricular policy and planning, faculty personnel policy and review, student academic life, faculty deve**These committees** ~~They~~ shall recommend all policies to the faculty for adoption. **These committees** ~~They~~ shall be responsible for the interpretation of policy in their respective areas.
They shall consider all issues submitted by ~~the~~ faculty members or referred by the Chair of the Faculty. They shall report to the faculty at each faculty meeting.
Membership on Core Faculty Committees is by election by the entire voting faculty.

University-wide Committees (Article IX)

These committees, in order to carry out their function, need to have broad representation from most major constituencies on campus. The nature of the responsibilities university-wide committees encompass a broader purview than the Core Faculty, Standing Appointed and those handbook committees appointed as needed.

~~Executive~~ **Standing Appointed** Committees (Article **X** ~~IX~~)
These committees will carry out specific policies and programs in the areas of their respective assignments. They shall submit their policy recommendations to the relevant **Core Faculty** ~~coordinating~~ Committees for consideration, and they may report such recommendations directly to the faculty. Upon request of the appropriate **Core Faculty** ~~coordinating~~ Committee they shall present a report of their particular actions. **They shall consider all issues submitted by faculty members or referred by the relevant Core Faculty Committees or the Chair of the Faculty.**
These committees may be assisted in the execution of their duties by an administrative director appointed by the President.
Membership on Standing Appointed Committees is based on appointment by the Faculty Governance Committee considering individual interest and institutional need after elected committees have been seated.

~~Committees of the Administration~~ **Committees appointed as needed (Re-occurring ad-hoc)** (Article **XI** ~~X~~)
These committees would not necessarily need to meet each year, however, oversee areas that faculty may periodically want to provide input and as such are described to streamline appointment to them in years where the need is known or arises during the year. Faculty members and administrators with issues under the mandate of each committee make a request to the faculty governance committee to appoint the committee. Such request must suggest an anticipated length of needed service. Every effort should be made to identify the need by spring break of the previous year for anticipated issues spanning at least one semester of the coming academic year.
Membership on Committees appointed as needed is based on appointment by the Faculty Governance Committee in consultation with the Core Faculty Committees considering individual interest and institutional need after elected committees have been seated.

~~These are committees created by the administration that the faculty has agreed to participate in, and all are governed by guidelines listed in this Article. Except when otherwise indicated in the committee descriptions below, each faculty member of an administration committee shall be elected and shall serve in accord with the Procedures of Article VI of the faculty By-Laws. Terms of service are subject to amendment at the discretion of the administration committees, the President, or the Board of Trustees.~~

A. Delegation of Powers

Faculty committees may delegate matters of specialized study, program direction, and administration to ad hoc or permanent sub-committees. (The members of such sub-committees need not be members of the committee making the delegation.)

B. Eligibility, Restrictions, Terms

1. **Faculty members must be tenured to serve on the Grievance Committee and Faculty Governance and Policy Committee.**
2. **Faculty members must be tenured or in at least the seventh year of full-time status to be eligible for election to any of the other Core faculty Faculty Committees.**
3. **Faculty members appointed to tenure-track and term positions are eligible for service on appointed committees. Usually faculty tenured faculty members or those in at least the seventh year of full-time**

status serve on University-wide Committees.

4. **Faculty Personnel and Policy Committee may have representation from no more than two individuals serving from the same department all other elected and appointed committees will have no more than one individual serving from a the same department.**

~~1. Faculty members appointed to tenure-track and term positions are eligible for elected positions on most faculty committees, except where otherwise noted in these By-Laws. For example, The Committee on Faculty [see Article VIII.B.2] and the Grievance Committee [see Article VIII.H of the Personnel Policies] are limited to tenured members of the faculty. A faculty member must be tenured or in at least the seventh year of full-time faculty status to be eligible for election as an at-large representative to the Committee on Academic Policy and Planning (CAPP), the Committee on Management of Academic Operations (MAO), the Student Life and Academic Atmosphere Committee (SLAAC), the Internal Grants Committee (IGC), or the Committee on Administration (COA).~~

~~2. All faculty members are eligible for appointed positions on faculty committees where such positions exist and subject to restrictions that may be imposed on each committee.~~

~~3.~~**5.** All terms of service on faculty committees filled by elections shall be **two** ~~three~~ years, unless otherwise specified. Members may be re-elected **to one successive term. After a break of at least one year faculty members may choose to stand for election again.**

~~4.~~**6. No faculty member may serve on more than one elected position. Faculty members holding elected positions should not be assigned to appointed committee positions by Faculty Priorities and Governance (FPG). Eligible faculty members should only be appointed to one governance committee by Faculty Priorities and Governance (FPG). Faculty Priorities and Governance should strive to have the overall appointed committee membership represent the balance of tenured to untenured faculty present in the faculty at the time appointments are made.** ~~No faculty member may serve in an elected position on more than three committees or on more than one coordinating committee~~.

~~5.~~**7. A faculty member may not run for election or be appointed to any committee if they are scheduled to be on leave or have an approved leave (e.g. pre-tenure leaves, sabbatical leaves, leaves for renewable term faculty members, pre-retirement leaves, and special leaves) during the two-year term of service.** ~~A faculty member may not run for election to any Standing Committee in the year preceding an approved leave (e.g., pre-tenure leaves, sabbatical leaves, leaves for renewable term faculty members, pre-retirement leaves, and special leaves).~~

8. **Representatives to committees will do their best to consider the broad needs of students, the faculty, the administration and the institution in making decisions.**

C. Election of Officers of Faculty Committees

The chair ~~and secretary~~ of a faculty committee shall be chosen from the elected faculty members at the last meeting of the previous academic year except where otherwise specified~~. A faculty member must be tenured or in at least the seventh year of full-time faculty status to be eligible to chair the Committee on Academic Policy and Planning (CAPP), the Committee on Management of Academic Operations (MAO), the Student Life and Academic Atmosphere Committee (SLAAC), the Internal Grants Committee (IGC), or the Committee on Administration (COA). No person shall serve two years in succession~~. Officers of committees shall have voting rights.

D. Communications and Reports

Minutes of **all** ~~coordinating~~ committees shall be made available to all members of the faculty, unless restricted access is required due to confidentiality considerations. **Where confidentially is a concern, a list of topics discussed must be posted. Committees should strive to approve minutes from the previous meeting at the next meeting.**

Each **core faculty** ~~coordinating~~ committee shall report **at all** ~~regularly~~ at faculty meetings. **Other committees meeting through out the year should report at least once a semester.**

By May 15 of each year all committees that met at any time during the academic year will submit an approximately two page annual report. These reports should include a bulleted list of decisions made, pending issues, and recommendations about when issues that need to be revisited or assessed in the future and on what schedule that review is recommended.

Each committee should maintain a list of membership responsibilities that is consistent with the committee's function and charge. These descriptions should available to all members of the faculty and should be shared with all members of the committee and Faculty Priorities and Governance annually.

E. Creation of New Committees

The faculty may create new committees whose members shall be elected by the faculty, except in cases where the faculty, by a two-thirds vote of those present and voting, shall authorize some other procedure.

XII. Standing Rules

A. The regular meeting of the faculty shall be held one a moth during the academic year. The time and place of these regular meetings shall be determined and announced by the Chair of the Faculty to all faculty members by May 1 of the previous academic year. **Also, by May 1, the Chair of the Faculty will announce for the coming year at least one open discussion time per month, which can be used by committees to facilitate conversations leading up to governance work that may require a vote.**

The complete content of Article VIII Coordinating Committees will be replaced with the following:

Article VIII Core Faculty Committees

A. Faculty Priorities and Governance (FPG)
1. Function: **This committee oversees the faculty governance system and meets regularly to engage in or delegate strategic planning matters for the faculty. The committee regularly considers how to balance major faculty conversations and other faculty business over the course of the academic year. Additionally, this committee serves as a convenient venue for committees to share information and concerns. Faculty Priorities and Governance (FGP) decides how the faculty should address issues that do not clearly fall within the purview of existing committees or whose impact would overlap the charge of multiple committees. The committee will assist the administration in directing its inquiries and requests for input to the appropriate faculty committee and, where necessary, in balancing faculty service and interest. Faculty Priorities and Governance (FPG) makes faculty service assignments to standing and committees appointed as needed in consultation with the Core Faculty committees.**

The following Standing Appointed committees report to Faculty Priorities and Governance (FPG): Honorary Degree & University Occasions.

The following committees appointed as needed (re-occurring ad-hoc) report to Faculty Priorities and Governance (FPG): Hartman Center, Nature Park and Arts Advisory.

A member of Faculty Priorities and Governance (FPG) should be assigned as a liaison to each standing and ad-hoc appointed committees when formed.

2. Membership:
Faculty membership: **One representative (*not the chair*) from the core committees: Curricular Policy and Planning (CPP), Faculty Personnel Policy and Review (FPPR), Faculty Development (FD), and Student Academic Life (SAL). Two directly elected faculty members, and the Chair of the Faculty for a total of seven (7) faculty members. All representatives serve for two years to facilitate continuity on the committee.**

Administrative members ex officio (without vote)**: The President, VPAA and Chair of Chairs.**

Student members**: (none)**

B. Curricular Policy and Planning (CPP)
1. Function: **This committee shall be responsible for general and long-range academic policy. It shall recommend to the faculty policies and programs relating to the academic interests of the University.**

This committee shall supervise programs and recommend policies relating to: admissions requirements, ROTC, Experimental Division, University Studies, Extended Studies, graduation requirements, pre-professional programs, and other programs of similar relevance to academic policy. All new majors and minors, whether departmental or interdisciplinary in nature, shall be considered by Curricular Policy and Planning and subsequently voted on by the faculty. This committee will review reports from external review of departments and programs to facilitate their overall supervision of the academic program. Furthermore, this committee shall be responsible for policies and actions of the faculty relating to the daily operation of academic programs, and it shall have the responsibility for making recommendations to the faculty concerning the institution and implementation of these policies and details.

The following Standing Appointed Committees report to Curricular Policy and Planning: Tenure Line, Curricular and Calendar Oversight (CCO), and W Program.

The following committees appointed as needed (re-occurring ad-hoc) report to Curricular Policy and Planning: Admissions, Library and Academic Technology, Advising and Teacher Portfolio Review.

A member of Curricular Policy and Planning should be assigned as a liaison to each standing and ad-hoc appointed committees when formed.

2. Membership
Faculty membership**: Five (5) elected representatives, each division must be represented.**

Administrative members ex officio (without vote)**: VPAA or representative, Dean of the School of Music or representative, Registrar.**

Student members**: two (2) appointed by Student Congress.**

C. Faculty Personnel Policy and Review (FPPR)
1. Function: **The committee shall represent the faculty by (a) recommending policy and procedures for personnel decisions to the faculty; (b) communicating procedures for personnel decisions to faculty members; (c) ensuring that candidates interviewing for initial appointment are informed of the procedures and criteria by which they will be evaluated; (d) considering evidence and testimony and consulting with and making recommendations to the President of the University in the following areas: appointment of new faculty members when requested by the Vice President for Academic Affairs; retention, advancement to**

tenure, promotion and dismissal of faculty members; and appointment, reappointment, and evaluation of department chairs; (e) considering the legal propriety and risks of all faculty personnel procedures, including those at the school and department level; and informing all faculty participants in personnel procedures of possible legal concerns. The committee should be informed by a lawyer knowledgeable in the application of law to institutions of higher education. No members of Faculty Personnel may participate at the Faculty Personnel level in matters related to their departments or school.

Faculty Personnel Policy and Review and Faculty Development must work in concert so that the implications of personnel expectations receive faculty development support and so that major resources provided to a faculty member through faculty development opportunities are able to be included in personnel reviews.

The following Standing Appointed Committees report to Faculty Personnel Policy and Review: none

The following committees appointed as needed (re-occurring ad-hoc) report to Faculty Personnel and Review: none.

2. Membership
Faculty membership: **Nine (9) elected representatives with a minimum of one from each division.**

Administrative members ex officio (without vote)**: VPAA.**

Student members**: none**

3. Organization and Orientation

- **a. Members of the committee shall be elected by the faculty during the spring election (described in Article VI.).**
- **b. The committee of the coming year shall elect as its chair a member with experience on the committee.**
- **c. A quorum shall consist of the six committee members.**
- **d. At a meeting early in the academic year, there shall be an orientation to the work of the committee in which both faculty members of the committee and administrators will discuss their respective roles; the personnel decision calendar; types of admissible evidence; hypothetical difficult cases and the procedures for dealing with such; and legal guidelines and risks.**

4. Subcommittees. Faculty Personnel Policy and Review (FPPR) may form subcommittees (e.g., those to consider interim reviews, candidate interviews, review of school deans or department chairs), but the committee shall act on all recommendations.

5. Responsibilities and Privileges of the Chair

- **a. The chair with the Vice President for Academic Affairs shall arrange the agenda of the committee, setting the calendar for its orientation, the evidentiary and deliberative sessions, and shall arrange the keeping of personnel documents.**
- **b. The chair shall preside at the sessions of the committee and report to the faculty and the University community regarding the progress of the committee.**
- **c. The chair assisted by designated members of the committee shall provide notice and guidance to those participating in personnel matters (school or department personnel committees, nominations for promotions, candidates for personnel action, etc.) regarding the time and form of recommendations, procedures for gathering and evaluating evidence, and statement of reasons for the recommendations.**

6. Committee on Faculty Personnel Policy and Review Coordinator

a. **The coordinator shall be a staff person provided by the office of the Vice President for Academic Affairs.**
b. **The coordinator shall attend and keep the minutes of the committee.**
c. **The coordinator shall assist the chair, the Vice President for Academic Affairs, and the chairs of subcommittees in preparing and maintaining documents, including model documents that might be helpful to the school or department personnel committees, to recommenders, and to candidates for personnel actions, and in communicating with others participating in personnel matters.**

D. Faculty Development (FD)

1. Function: **This committee shall plan and execute faculty development programs within the University and coordinate institutional programs with faculty development programs of outside agencies. The committee will consult with Faculty Personnel in establishing policies for faculty development.**

This committee shall make recommendations to the President of the University concerning the granting of institutional research and development resources, leaves of absence, and selection of institutional nominees for grants or awards given by outside agencies. Policies and procedures of internal funding-programs are outlined in detail on the Academic Affairs website.

Faculty Personnel and Faculty Development must work in concert so that the implications of personnel expectations receive faculty development support and so that major resources provided to a faculty member through faculty development opportunities are able to be included in personnel reviews.

The following Standing Appointed Committees report to Faculty Development: none

The following committees appointed as needed (re-occurring ad-hoc) report to Faculty Development: none.

A member of Faculty Development should be assigned as a liaison to each standing and ad-hoc appointed committees when formed.

2. Membership

Faculty membership: **Five (5) elected representatives, each division must be represented.**

Administrative members ex officio (without vote)**: Dean of the Faculty or representative, Faculty Development coordinator.**

Student members**: none**

E. Student Academic Life (SAL)

1. Function: **This committee shall be responsible for the policies and actions of the faculty relating to student life and general academic atmosphere of the University.**

This committee, with faculty approval, shall deal with policies, guidelines, and information on all factors affecting student life and campus-wide academic atmosphere; these factors include policies stated in the Student Handbook (e.g., academic dishonesty, the student judicial process, or sexual harassment), policies on campus-wide academic atmosphere (e.g., collecting data on University-wide GPAs or studying the effects of social activities on classroom work), policies related to international student life, and policies which encourage faculty-student interactions which foster the intellectual life of the University.

This committee shall coordinate the faculty representation on those committees, councils, and boards which supervise student life and campus-wide academic atmosphere issues participated in jointly by faculty members and students including the University Review Committee, which deals with grade grievances and cases of academic integrity (See the Academic Integrity Policy in the Academic Policies Section of the Academic Handbook), Community Conduct Council (See Article VI of the Student Judicial Code in the Student Life section of the Student Handbook), and Athletic Board.

The following Standing Appointed Committees report to Student Academic Life: Academic Standing and Petitions Committee, Student Publications, and Athletic Board.

The following Committees appointed as need (recurring ad-hoc) report to Student Academic Life: none.

A member of Student Academic Life should be assigned as a liaison to each standing and ad-hoc appointed committees when formed. Additionally Student Academic Life should appoint a liaison to Diversity and Equity.

2. Membership
Faculty membership: **Five (5) elected representatives.**

Administrative members ex officio (without vote)**: Dean of Academic Life, VP for Student Life or Representative.**

Student members**: two (Student Body President and one other appointed by Student Congress)**

F. Grievance Committee
1. Function**: The Faculty Grievance Process provides eligible faculty members an opportunity for review of recommendations of Personnel regarding their employment with the University, or of other personnel decisions such as changes in job status or responsibilities that directly relate to their employment with the University. The Grievance Committee operates through three-member Mediation Panels and five-member Appeals Panels, on which its members serve. Mediation Panels attempt to facilitate mutually agreeable resolutions of matters brought before them. Appeals Panels review recommendations and offer their resolution to President if mediation is unsuccessful. For a completed description of the function, membership and processes of this committee, see Article VII of the Personnel Policies: Faculty Grievance Process.**

2. Membership
Faculty membership**: Eight (8) elected representatives, two from each division and eight (8) elected alternate representatives, two from each division ideally from sixteen different departments although no more than two may be from a single department.**

The complete content of Article IX Executive Committees will be replaced with the following:

Article IX University-wide Committees

A. University Strategic Planning Committee (USPC)
1. Function: **The University Priorities/Strategic Planning will consider long-term initiatives and priorities of**

the University in service of its mission and ambitions. Annually, USPC will consider information provided by the VPFA, VP for Admissions and VP for Development on potential available University resources, and will consider long-term needs, expenditures, and requirements of the University. At the end of the fall semester after hearing reports on area needs and the status of new and proposed initiatives, USPC will deliver a report to the University President offering recommendations on University resource allocations and the status of funding for long-term needs and initiatives. The President will offer a timely response to the USPC report. The USPC report and the President's response will be made available to the entire DePauw University community and will be forwarded to the Board of Trustees prior to their February Board meeting. USPC will consider student enrollment targets, tuition rates and student financial aid, faculty and staff salaries and benefits, faculty development academic program support, student life and residential programs, the physical plant and deferred maintenance, sustainability, auxiliaries, and the library and information services.

2. Membership: **Composed of [seven] senior administrators (Vice President for Finance and Administration, Vice President for Academic Affairs, Vice President for Development, Vice President for Student Life and the Associate Vice President for Facilities), [seven] faculty members, [three] students, and [two] staff representatives, and staffed by the AVP for Finance.**

Faculty membership: **Chair of the Faculty, member of Curricular Policy and Planning, member of Faculty Development, and four (4) faculty members elected directly, for a total of seven (7) faculty representatives.**

***Administrative members*:**
Voting: seven (7) senior administrators: Vice President for Finance and Administration, Vice President for Academic Affairs, Vice President for Development, Vice President for Student Life and the Associate Vice President for Facilities.

***Student members*: Three (3)**

***Staff members*: Two (2)**

B. Diversity and Equity
1. Function: **In matters regarding diversity, inclusiveness, and equity, the Diversity and Equity Committee advises the Administration and the faculty on policy; presents educational sessions for all employees; identifies issues regarding diversity and equity in campus life and refers them to the appropriate University office and/or committee(s) for action; and annually reviews and assesses aspects of the University's efforts to attract and retain a diverse campus community.**

2. Membership
Faculty membership: **Three (3) appointed full-time faculty members, one (1) appointed part-time faculty member.**

***Administrative members*:**
Voting: two (2) administrators appointed by the President, Director of Human Resources, Director of Multicultural Affairs
Ex officio (without vote): VPAA or representative, Dean of the School of Music or representative.

***Student members*: two (2) appointed by Student Congress.**

***Staff members*: two (2) hourly staff members appointed by the Hourly Support Staff Committee.**

C. Sustainability
1. Function: **Coordinates the University's sustainability efforts.**

2. Membership
Faculty membership**: Three (3) appointed representatives.**

Administrative members**:**
Voting: Director of Sustainability.
Ex officio (without vote): VPAA or representative.

Student members**: two (2) appointed by Student Congress.**

D. Honorary Degrees and University Occasions
1. Function: **This committee solicits suggestions for campus convocation speakers and events with either small-group or campus-wide appeal. It then approves and funds programs that, with the President, it determines to be beneficial to the University community.**

Also, this committee shall call for nominations for candidates for honorary degrees. Nominations should be solicited from the faculty, students and Board of Trustees. After review the committee will present a slate of candidates to the faculty for recommendation to the Board of Trustees. The Trustees and faculty delegate the approval of an honorary degree for the commencement speaker to a joint subcommittee of the Nominations and Trusteeship of the Board of Trustees, composed of three Trustees, including the Chairman of the Board and the three faculty members elected to the Committee on Honorary Degrees. An affirmative vote shall require approval of four of the six members.

This committee reports to Faculty Priorities and Governance (FPG)

2. Membership
Faculty membership: **Three (3) appointed representatives.**

Administrative members**:**
Voting: The Coordinator of Convocations, The President of the University.
Ex Officio (without vote): The Director of Media Relations, VPAA or representative.

Student members**: two (2) appointed by Student Congress, one of whom must be a senior.**

End substitution for Article IX.

The complete content of Article X Committees of the Administration will be replaced with the following:

Article X Standing Appointed Committees

A. Tenure-line (Standing appointed)
1. Function: **Recommends how to best allocate new and vacated faculty tenure track lines to best support the University curricular objectives.**

This committee reports to Curricular Policy and Planning (CPP).

2. Membership
***Faculty membership*: Four (4) appointed representatives, one from each division.**

***Administrative members*:**
Voting: none.
Ex Officio (without vote): VPAA or representative.

***Student members*: none.**

B. Course and Calendar Oversight Committee (CCOC)
1. Function: **This committee shall supervise the independent major, calendar, scheduling, individual course changes, approval of individual courses, the grading system, and comprehensives. The committee will be consulted concerning changes to the registration process and classroom assignments.**

This committee reports to Curricular Policy and Planning (CPP).

2. Membership
Faculty membership: **Four (4) appointed representatives, one from each division.**

***Administrative members*:**
Voting: none
Ex Officio (without vote): VPAA or representative, Dean of the School of Music or representative, Registrar.

***Student members*: Two members appointed by Student Congress.**

C. Writing Program
1. Function: **Oversees all aspects of the writing program including supporting the W competency, faculty development programming to support the program, reviewing guidelines and the program more generally. Oversees and supports the Writing in the Major (WIM) programs. Oversees and supports the curricular aspects of the first-year seminar program (FYS).**

This committee reports to Curricular Policy and Planning (CPP).

2. Membership
Faculty membership: **Three (3) appointed representatives.**

***Administrative members*:**
Voting: Director of the Writing Program, Administrator of the FYS program, the Writing Center Director.
Ex Officio (without vote): VPAA or representative, A librarian.

***Student members*: none.**

E. Academic Standing/Petitions
***1. Function*: This committee shall consider all matters affecting academic classification and academic**

standing of students. It oversees the application of Satisfactory Academic Progress (SAP) criteria and actions (warning, probation and suspension) and reviews appeals and readmission applications from students suspended for failing to meet these criteria. Additionally, this committee shall consider and decide upon student petitions concerning academic matters as detailed in the University Bulletin.

This committee reports to Student Academic Life (SAL).

2. Membership
***Faculty membership*: Three (3) appointed representatives.**

Administrative members voting: none. Ex Officio (without vote): VPAA or representative, VP for Student Life or representative, Dean of the School of Music (for music students only), Representative from Financial Aid, Associate Registrar.

***Student members*: none.**

The Associate Registrar convenes the meetings and manages committee business.

F. Student Publications
***1. Function*: This committee shall exert final authority over *The DePauw* and the *Mirage*. The board functions much as would the owner of a private publishing operation except that it does not dictate editorial policy.**

This committee reports to Student Academic Life (SAL).

2. Membership
***Faculty membership*: Three (3) appointed representatives.**

Administrative members
Voting: A permanent treasurer appoint from the faculty by the President. Instructor of journalism courses. Ex Officio (without vote): VPAA or representative.

***Student members*: three (3) appointed by Student Congress, one each from the sophomore, junior and senior class. One student must be actively engaged in *The DePauw* or *Mirage*.**

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

This committee reports to Student Academic Life (SAL).

2. Membership
***Faculty membership*: One (1) appointed representative, two Faculty Athletic Representatives (FAR).**

Administrative members:
Voting: Advisor for the Student-Athlete Advisory Committee (SAAC)

Ex Officio (without vote): Director of Athletics; the Director of Alumni Relations; VPAA or representative

***Student members*: one student appointed by SAAC**

End substitution for Article X.

A new Article XI Committees appointed as needed (re-occurring ad-hoc) will be inserted:

Article X Committees appointed as needed (re-occurring ad-hoc)

A. Library and Academic Technology
***1. Function:* This committee will advise the Dean of the Libraries and the Chief Information Officer on matters related to the libraries, technology and associated support services that impact, or have the potential to impact, teaching, learning and research.**

This committee reports to Curricular Policy and Planning (CPP).

2. Membership
***Faculty membership*: Three (3) appointed representatives, one must be a librarian.**

***Administrative members*:**
Voting: Director of FITS (or other Chief Information Officer appointed Information Services designate)
Ex Officio (without vote): Dean of the Library, Chief Information Officer, VPAA or representative, University Representative.

***Student members*: two (2); one appointed by Student Congress, one appointed by the committee.**

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

***Faculty membership*: Three (3) appointed representatives.**

Administrative members voting: Two (2) including a dean responsible for academic advising. Ex Officio (without vote): none. Student members: two (2) appointed by Student Congress.

C. Teacher Portfolio Review
***1. Function:* This committee will review the portfolios of students completing the bachelors of music education as required by the licensure requirements.**

This committee reports to Curricular Policy and Planning (CPP).

2. Membership

Faculty membership: **Three (3) appointed representatives.**

Administrative members:
Voting: Two members of Education Studies.
Ex Officio (without vote): VPAA or representative.

***Student members*: none.**

D. Admissions
1. Function: **Provides perspective when changes to admission standards are considered.**

This committee reports to Curricular Policy and Planning (CPP).

2. Membership
***Faculty membership*: Three (3) appointed representatives.**

Administrative members
Voting: Vice President for Admissions and Financial Aid or Representative.
Ex Officio (without vote): VPAA or representative.

***Student members*: one appointed by Student Congress**

E. Hartman Center
***1. Function*: The role of the Hartman Center Steering Committee is to evaluate and develop Hartman Center programs. Additionally, this committee will develop long-range plans for the center.**

This committee reports to Faculty Priorities and Governance (FPG).

2. Membership
***Faculty membership*: Three (3) appointed representatives.**

***Administrative members*:**
Voting: Director of Civic Operations, a faculty member representing the Indiana Campus Compact, a Cultural Resource Center representative, a member of the Greencastle community.
Ex Officio (without vote): VPAA or representative.

***Student members*: Three (3) representing, Bonner Scholars Program, Community Outreach and Winter Term in Service. Two (2) appointed by Student Congress.**

F. Nature Park
***1. Function*: This committee advises the Nature Park staff and University administration on matters of planning, policy, and procedures, and assists in formulating plans, goals, and priorities, and in determining the overall role of the Nature Park in providing education, research, reflection, and recreation for the members of the University and neighboring communities.**

This committee reports to Faculty Priorities and Governance (FPG).

2. Membership
***Faculty membership*: Three (3) appointed representatives, one must be from Biology.**

Administrative members:
Voting: One (1) representative appointed by the President in consultation with the Mayor of Greencastle, the Direction of the Janet Prindle Institute for Ethics or representative, Vice-president for Student Life or representative. Ex Officio (without vote): Nature Park Manager/Ranger, Associate Vice President for Facilities or representative, VPAA or representative, and Emergency Management Coordinator.

***Student members*: two (2) appointed by Student Congress.**

G. Arts Advisory
1. Function: **DePauw University owns and stewards a large collection of visual art, including but not limited to painting, photography, sculpture, and large-scale artistic productions. The University seeks to maintain this collection for pedagogical purposes and displays pieces of the University's collection, and works on temporary loan, in and on University property. The committee is charged to offer advice and recommendations regarding the long-term installation or display of University-owned visual art on the campus and in campus buildings, excluding faculty-directed art, art produced by students or faculty as part of the art curriculum, and art displayed in the University galleries as part of a curated exhibit.**

This committee reports to Faculty Priorities and Governance (FPG).

2. Membership
***Faculty membership*: Three (3) appointed representatives.**

Administrative members:
Voting: none
Ex Officio (without vote): VPAA or representative.

***Student members*: Two (2), one appointed by Student Congress and one appointed by the Department of Art and Art History**

End new for Article XI.

Existing articles XI, XII and XIII will be renumbered to XII, XIII and XIV respectively to allow for the additional section.

Article VII of the Personnel Policies: Faculty Governance Process:
H. Grievance Committee Membership and Selection
The Grievance Committee will consist of eight (8) elected representatives and eight (8) alternates, all elected from the full-time tenured faculty (i.e., those holding positions described in Article 1.B.1.a(1)(a) of the Personnel Policies). Each of the four University divisions will have two Grievance Committee members and two alternates elected annually by the full-time faculty members ~~within the division~~**. Ideally from sixteen different departments although no more than two may be from a single department.**

Appendix E: Broad Rationale, List of Guiding Principles and Frequently Asked Questions (FAQ) Regarding the Proposed New Governance Model (from FGSC)

Rationale and Introduction

This governance restructuring has percolated for a long time. Beginning with the January Intellectual Life Working Group (whose report was released in February 2011), and then continuing over the course of AY2013-14 the Faculty Governance Steering Committee (FGSC) began seriously considering options for streamlining our structure and consolidating committees. In May 2014 FGSC released a survey to provide broad based feedback to inform models for change. FGSC members who were available over the summer 2014 worked to develop models for consideration.

At this moment, there are two main driving forces for a proposed change to our faculty governance structure. First, there is some general dissatisfaction with our current system including routine difficulty getting individuals to serve. This means service is increasingly performed by a smaller and smaller fraction of the faculty. This declining support of the system means our decisions do not benefit from a wide range of perspectives and there is considerable workload imbalance. Second, as became clear from fall 2014 semester discussions, faculty members would like to have a stronger voice in framing recommendations to the Board of Trustees, especially regarding strategic directions for the institution. One of the exciting challenges of working at a vibrant university such as ours is, even as our endowment continues to grow, the community will always have ideas we would like to pursue that demand more resources than exist.

Drawing on these thoughts, FGSC has kept the following two key principles forefront as the committee developed and refined the model in this proposal:

- Shared governance requires that faculty members participate in the process and be active members of committees on which they serve. The private liberal arts environment is unique in higher education in the magnitude of involvement of the faculty as a whole in the decisions that guide the institution.
- Governance work should be meaningful. Faculty should be willing to delegate appropriate aspects of committee work to administrative structures so as to have time to focus on meaningful strategic decisions about the direction of issues under faculty purview. At the same time, faculty should retain sufficient oversight as to own those aspects of University governance that rightly fall in their domain.

A third principle that FGSC tried to address yet may still need refining:

- Committee names should be clear, reflective of committee charges and the community should strive to refer to committees by name rather than solely abbreviation.

FGSC has refined the current Governance proposal over much of the current academic year, informed by

- the January 2011 Intellectual Life Working Group Report,
- the work of the FGSC and other committees consulted during AY2013-14,
- the May 2014 faculty governance survey completed 104 colleagues,
- the Fall 2014 campus discussions including conversations in September, open meetings in October, post-faculty meeting discussions in November and open meetings in November,
- a joint Committee on Administration (COA), FGSC, President Casey, VPAA Stimpert discussion December 15,
- the February 2015 post faculty meeting discussion,
- the COA February 3 meeting discussion,
- many FGSC meetings, most recently those held Feb 2, Feb 16 (included President Casey and VPAA Stimpert), Feb 24/25, and
- additional feedback received up through Feb 24.

As is typical of all broad attempts at reform, not every member of the FGSC would choose each individual change suggested in the overall proposal. There are many compromises reflected. Still FGSC is in unanimous

agreement that collectively this proposal represents positive changes to better support a healthy governance structure. Collectively, the members of FGSC submit this proposal to the faculty for formal consideration.

We would like to remind our colleagues, amendments may be proposed to this structure. Robert's Rules also allows for a substitute motions. The purpose of advance notice is to get a concrete proposal before the faculty with of time for careful consideration and conversation before a debate and vote. Other than answering brief clarifying questions we will not be speaking to or discussing this proposal either during the March faculty meeting or at the conclusion of regular business. We have set aside Wednesday March 18 at 4 pm in the Julian Auditorium for open discussion and we welcome feedback throughout the month. Changes that do not change the scope of the proposal can be made both in advance of the April meeting and during debate at the April meeting via amendment. If a change would represent a change in scope we would need to consider April as the start of advance notice for a vote in May.

In support of the new committee structure FGSC developed and refined the following guiding principles:

1. Core Faculty committees (Faculty Priorities and Governance (FPG), Curricular Policy and Planning (CPP), Faculty Personnel Policy and Review (FPPR), Faculty Development (FD) and Student Academic Life (SAL)) membership and Chair of the Faculty will be via election by all voting faculty members.

2. Grievance Committee membership will be via election by all voting faculty members.

3. Faculty membership on the University Strategic Planning Committee (USPC) will be either by direct election in the case of four elected members and the Chair of the Faculty or indirect election in the case of the Curricular Policy and Planning (CPP) and Faculty Development (FD) representatives.

4. Terms of service will be two years. To be eligible for service a faculty member may NOT have a leave scheduled during the term. Faculty representatives may run for re-election once (for a total of four years of service). After two consecutive terms a gap of at least a year is required before running for re-election.

5. There will be four divisions. Faculty colleagues will choose the division that best fits with their intellectual interests. In some departments it is likely that all faculty members will be in the same division, in others colleagues may be spread across multiple divisions. The divisions will exist to make sure committees where broad curricular perspectives are critical to the work of the committee (Curricular Policy and Planning (CPP), Faculty Personnel Policy and Review (FPPR), Faculty Development (FD), Course & Calendar Oversight (CCO)) have those perspectives represented. Divisions will be (a) arts, (b) humanities, (c) mathematical, computational and natural sciences, and (d) social sciences. Because broad-based representation is established via departmental representation rather than divisional representation divisions need not be similar in size.

6. Ballots will include a short description of the position to help individuals make informed choices with regard to their representatives.

7. Curricular Policy and Planning (CPP), Faculty Development (FD) and Student Academic Life (SAL) will have five (5) elected members. Faculty Personnel Policy and Review (FPPR) will have nine (9) elected members.

8. Members of the Grievance Committee and the Faculty Personnel Policy and Review (FPPR) committee must be tenured. Members of the other Core Faculty committees and the University Strategic Planning Committee must be tenured or in the seventh year of full time service.

9. Curricular Policy and Planning (CPP), Faculty Development (FD), Faculty Personnel Policy and Review

(FPPR) and Course and Calendar Oversight (CCO) will have at least one representative from each division.

10. Generally, committee members must come from different academic departments such that a committee of five would have representation from five different departments. There are two exceptions. Faculty Personnel Policy and Review (FPPR) will strive to have membership from seven different departments but may have no more than two representatives from a single department. The second exception is Grievance that will strive to have membership from sixteen different departments (eight members and eight alternates) but may have no more than two representatives from a single department.

11. Faculty Priorities and Governance (FPG) will be made up of one representative (*not the chair*) of Curricular Policy and Planning (CPP), Faculty Personnel Policy and Review (FPPR), Faculty Development (FD) and Student Academic Life (SAL), two (2) directly elected colleagues and the Chair of the Faculty (who is also elected) for a total of seven (7) faculty members all serving staggered two year terms.

12. The faculty representation on University Strategic Planning Committee will consist of the Chair of the Faculty, four (4) directly elected representatives and the chairs of Curricular Policy and Planning (CPP), and Faculty Development (FD) for a total of seven (7) faculty members.

13. Service on governance committees is expected; how often is based on balance of committee positions and eligible colleagues. Every February, data will be provided reminding faculty of the number of governance positions for tenured and untenured colleagues along with the number of faculty not-on-leave for the coming year. With 31 elected positions, each with terms two years in length, over the course of a six-year cycle there will be 93 positions being elected. Given there are currently approximately 170 tenured faculty, a rough calculation suggests that every tenured faculty member would be expected to serve one two year term between each sabbatical leave.

14. All faculty members not scheduled for a leave in either of the coming two academic years will submit a service statement listing any on-going service commitments, such as chair or program director duties, elected faculty committee responsibilities, and their interest regarding the list of appointed committees by approximately April 15 each year. Faculty Priorities and Governance (FPG) in consultation with Core Faculty committees will use these statements to populate the standing appointed committees and make potential lists for the committees appointed as needed (re-occurring ad-hoc) with colleagues NOT elected to the core committees.

15. Faculty Priorities and Governance (FPG) should strive to balance the overall committee representation on appointed committees parallel to the balance of tenured and untenured colleagues in the full-time faculty.

16. Representatives to committees will do their best to consider the broad needs of students, the faculty, the administration and the institution in making decisions.

17. In the interest of transparency, committee summary minutes will be posted to the faculty governance Moodle site within a week of being approved by the committee. Committees may withhold confidential data but should still provide a list of topics discussed. Committees should strive to approve minutes from one meeting at the next meeting.

18. Annually all committees will submit an approximately two page annual report, to include a bulleted list of decisions made, pending issues, and recommendations about issues that need to be revisited or assessed in the future and on what schedule that review is recommended.

19. Each committee should maintain a list of membership responsibilities that provide key nuts and bolts

information in support of the committee function, particularly critical for the committee chair and on Core Faculty committees and the representative to Faculty Priorities and Governance (FPG).

20. In addition to scheduled faculty meetings, there will be one scheduled time per month for open conversation announced in May along with the faculty meeting schedule for the coming year. If not needed, this meeting be canceled, still it provides a standing time for faculty wide discussions as needed but avoids governance meeting "burn out."

21. With regard to **student membership** on committees the expectation is that membership will be similar to what currently exists. Student membership will be considered when forming new committees and whether appropriate for existing committees that currently have no student members.

22. With regard to **administrative** and **staff** membership on committees, the expectation is that membership will be similar to what currently exists. Membership will be considered when forming new committees and whether useful for existing committees currently have no administrative and/or staff members.

23. Elected faculty representatives should attend all meetings of the Board of Trustees. The Chair of the Faculty and the two other faculty members elected to Faculty Priorities and Governance (FPG) will serve as these representatives. These elected positions will be described as such on the ballot.

24. Since part-time faculty members contribute to the institution they should have a voting rights when teaching in a continuing position. In other words, they are eligible if teaching at least the equivalent of 50% of a full-time load, or in any active semester after 12 semesters of teaching to the University at any percentage.

25. No changes are being proposed to the personnel process as part of this proposal. Any future changes should maintain our current principles of transparency to the candidate.

Frequently Asked Questions:

This proposal doesn't seem revolutionary, where are the significant changes?

- For the first time, the faculty will have a formal mechanism for contributing to the setting of university strategic priorities. As has always been the case, priorities developed on campus will be shared with the Board of Trustees, in consultation with the President. Ultimately, it is the Board's responsibility to set the priorities and strategic directions for the University but the goal is to have a regularized mechanism for input.
- The number of major of committee positions is reduced.
- The number of all committee positions is reduced.
- More flexibility in how committees are populated should allow more faculty members to serve in roles that are meaningful.
- Removing the two tiered election structure of divisional elections followed by at-large elections simplifies the structure.
- Governance structure and committee charges are being adjusted to support more effective committee work.
- We are working to have standing connection/conversation between the faculty and the board of trustees.
- General policies are being established to facilitate more effective multi-way information flow between committees.

I suggested a committee go away but I don't see that function yet removed from the model, why not?
While some consolidation or effective dissolution has occurred, our current FGSC hasn't yet consulted with each committee and confirmed that all of their work no longer needs committee oversight. So, for the time being we have tried to keep from losing sight of that work until we can address the specific need. We have suggested a combination of a few committees where there seemed to be natural synergies in the nature of their work. These changes have resulted in a reduction of five committees so far.

I was under the impression that the faculty would be presented with multiple models and we could vote for our favorite model. Why the change?
As FGSC began to discover the deep inter-related issues that needed to be considered with each model it became too daunting to develop multiple complete models. Instead, we opted for several open conversations that helped direct us toward a model that we perceived likely to garner the broadest support. Additionally, in investigating why Robert's Rules only allows for one option to be voted up or down, amended or a substitute offered, we realized that offering multiple models and allowing the faculty to vote for one of multiple options we could end up in a situation where the "winning" model did not receive a majority of votes cast. It seems problematic to enact a model that doesn't have the support of a majority of the votes cast.

What if I am generally supportive of this new vision but I find one aspect that I simply cannot support?
We encourage you to share you concern with the FGSC and your colleagues broadly. Additionally, it will be important offer an alternative for what you see as a problematic aspect. If, during the month we can build consensus around an alternative, that alternative can be offered as an amendment to the motion and considered by the faculty. Our hope is before spring break we can provide any clarifications and/or anticipated amendments so everyone has a chance to carefully consider their position in advance of an April vote.

What is the current vision for the tenure-line committee, formerly RAS?
FGSC is still thinking about how to address the variety of concerns voiced. Our current Committee on Curricular Policy and Planning and Planning (CAPP), the parent committee that appoints the Resource Allocation Subcommittee (RAS), has had many conversations this year devoted to how best continue RAS's work moving forward. It is possible, that at a future time, a different model might be proposed, including the option of having the new Curricular Policy and Planning (CPP) committee doing this work themselves, rather than appointing a subcommittee as is done now. However, FGSC is sensitive to concerns raised generally about the consolidation of power into a small number of colleagues. FGSC and CAPP haven't fully resolved balancing consolidation of power concerns with the desire to have the process consider longer range broad institutional curricular needs that might be discussed.

How are we balancing the workload for the core faculty committees?
Where overlapping committee service supports affective governance we are recommending that representation be by someone other than the committee chair. Additionally, by reducing the number of positions and length of committee terms, along with establishing an expectation that all tenured colleagues serve colleagues should allow faculty to balance their committee service with their other professional interests and obligations.

Two-year terms of service seem short with regard to getting up to speed on the work of a committee, particularly the University Strategic Planning Committee (USPC). Were longer terms considered?
Yes, however, when trying to address the challenge committees face when there are few to no continuing members FGSC opted for the concept of a two-year term with no anticipated leave during the term and the possibility of re-election for one additional term. This problem stems from leaves that interrupt a colleagues' term of service or other unanticipated resignations. Re-election allows four (4) continuous years of service if there were no leaves but also allow individuals to move on if other professional interest were stronger. While it is true someone running might not be re-elected it allows individuals to vote their conscious about whether

having a recently experience colleague or a colleague new to the committee better represents their interests.

A previous draft of the restructure had all core faculty committees represented on the University Strategic Planning Committee (USPC), what was the rationale for the change?
Open meeting and other feedback indicated that faculty members were concerned about concentrating too much power in too few faculty representatives. The membership balance was changed to allow more direct representation, while keeping a voice from two Core Faculty committees. The two Core Faculty committees were chosen to most specifically represent a focus on faculty interests. Faculty Personnel Policy and Review (FPPR) was explicitly *not* chosen in order to respect AAUP (American Association of University Professors) guidelines that recommend promotion and tenure decisions be completely decoupled from budget processes. Again the recommendation is that the representatives from Curricular Policy and Planning (CPP) and Faculty Development (FD) will be different members of their respective committees than those who serve of Faculty Priorities and Governance (FPG).

How will the work of the University Strategic Planning Committee (USPC) be meaningful and not just another mildly advisory committee whose work is ignored?
As described in the committee description, "At the end of the fall semester after hearing reports on area needs and the status of new and proposed initiatives, USPC will deliver a report to the University President offering recommendations on University resource allocations and the status of funding for long-term needs and initiatives. The President will offer a timely response to the USPC report. The USPC report and the President's response will be made available to the entire DePauw University community and will be forwarded to the Board of Trustees prior to their February Board meeting." The availability of committee recommendations and President's response to the community and the formal presentation of those recommendations to the Board of Trustees should make the work meaningful. Particularly, since the information is timed to be available to the Board of Trustees at the meeting they focus on budget and strategic planning.

Why does one have to be tenured or in at least the seventh year of full-time service to serve on an elected committee?
While we always hope conversations are cordial if difficult issues are raised, our current FGSC thought the value of protecting junior colleagues was important. Additionally, a healthy community supports allowing untenured colleagues time to both learn more about the culture of the institution and to establish their scholarly or creative agenda before taking on major committee service. The appointed committees will allow untenured colleagues to serve. Course & Calendar and Oversight (CCO), Diversity and Equity, Sustainability, and Honorary Degrees and University Occasions are just a few of the appointed committees with significant impact on our community. Our hope is the appointed process based on interest sheets will facilitate a more opportunities to serve than existed in the current elected processes where individuals wanting to show their willingness to serve often ran for every vacancy they were eligible to fill rather than strategically choosing service opportunities that were a match with individual interests. Finally, currently over 86% of our full-time faculty members are tenured or in at least the seventh year of full-time services so this requirement reminds tenured colleagues of the need to participate.

If the faculty wanted to open elected committee service to untenured colleagues, FGSC recommends that be considered for Student Academic Life (SAL) as the FGSC sees clear reasons why the work of the other elected committees needs to be completed by tenured colleagues or those in at least their seventh year of full time service.

Your preamble notes that one of our problems is that a smaller and smaller fraction of the faculty are currently completing our governance work suggesting the system is no longer representative, yet your solution is fewer committee positions. Doesn't that just fuller consolidate the decision making in a small number of individuals?

By shortening the length of terms and adding an expectation that everyone serve one two-year elected term between sabbaticals, while fewer individuals are serving at any one moment, more colleagues are participating over a sabbatical cycle bring broader ideas into the conversation. Furthermore, reducing the number of committees on which one can serve simultaneously from three committees to one, a broader number of individuals should end up participating in committee service.

Why is the Admissions committee reporting to Curricular Policy and Planning (CPP) rather than Student Academic Life (SAL)?
FGSC felt strongly that the tie to academic entrance standards suggest Admissions needed to report to Curricular Policy and Planning (CPP).

Why are you requiring the University Strategic Planning Committee (USPC) to have their intense workload at a particularly busy time for faculty?
The timing of reporting by University Strategic Planning Committee (USPC) to the Board of Trustee is because February is when the Board of Trustees needs to set tuition and tentatively approves the next year's budget.

In some of the open discussions I heard conversation about a "twin" to the University Strategic Planning Committee (USPC) on the faculty side. What was meant by that phrase and which committee is it?
One of many ways to visualizing things is to recognize that the University Strategic Planning Committee (USPC) is place were we will take ideas focused broadly on university wide initiatives and where the committee think strategically about their recommendations to balance initiatives that, for example, support facilities needs that benefit us all with curricular initiatives that also benefit us all. If on the other hand we have ideas that are largely revenue neutral we will likely handle those within Core Faculty committees. Faculty Priorities and Governance (FPG) would be the place to orchestrate the communication between Core Faculty committees and subcommittees. Additionally, Faculty Priorities and Governance will help the faculty set strategic priorities about issues we want to address. Thus Faculty Priorities and Governance (FPG) would be consider the faculty "twin" to University Strategic Planning Committee (USPC).

Since the Committee on Administration (COA) does not exist in the new model, will the new University Strategic Planning Committee (USPC) handle all tasks historically addressed by COA?
Faculty Priorities and Governance (FPG) would address historic Committee on Administration (COA) functions not transferred to University Strategic Planning Committee (USPC). Faculty Priorities and Governance (FPG) would have the option of delegating a particular issue to another committee or handling it within Faculty Priorities and Governance (FPG) as they deem most appropriate.

Why are some committees listed and described using a grey font?
Committees in grey either exist, but are not currently defined within our elected committee structure, or do not yet exist. Either way they are not a formal piece of this proposal. Placing these committees within the model illustrates where committees that exist might fit into this new structure, allowing transparency and honesty about where faculty time and energy is going.

When would these changes take effect?
If approved at the April meeting the Chair of the Faculty and FGSC would enact logistics to complete elections before the end of the term and have the new committee structure take effect with the start of the fall semester. If a vote is taken until May, it is probable that the new structure would not take effect until the following academic year (AY16-17).

Several have suggested that release time be given for major committee service. Why isn't that included in this model?
There are several issues. Where do we draw the line between major and minor service, even on those

committees where this seems obvious the workload varies widely year-to-year. FGSC didn't want to do anything to further complicate eventually moving to a 3-2 load. Our current Committee on Faculty (COF) is working on updating promotion and tenure guidelines that might impact how committee service is viewed so such a recommendation seemed premature. Our current Committee on Administration has been discussing post-tenure review that again might impact how committee service is viewed.

It was suggested that the one compromise might be that the Chair of the Faculty be given a course release and that Faculty Personnel members earn 0.5 teaching load credits toward a next sabbatical ONLY in years when the number of reviews exceeded one per week during the fall and spring semester, however FGSC decided this change could be considered later and didn't need to complicate this proposal.

I made a suggestion but I don't see it reflected in the proposal, what happened?
There are a few suggestions received that FGSC felt would distract from the main goals of governance reform and could be addressed separately after this work concluded. Those suggestions included re-assigned time for committee service, input to the review of senior administrators, and scheduling of committee meetings.

How do other private liberal arts colleges structure their governance? What are the key committees?
While we had hoped to provide a summary of our GLCA, ACM and aspirant peer colleges that would allow us to compare their respective committee structures the task is not yet complete. As it turns out this is challenging because of differences in institution and language. We did look at the academic handbooks of a wide random (rather than systematic) range of private liberal arts institutions. What we gathered from those readings is that everyone has a curriculum committee and a personnel committee. Most have some sort of a budget/priorities committee. Beyond that it seems to vary depending on the resources, interests and history of the particular institution. Those with strong faculty development resources may have such a committee or it may be handled solely by the equivalent of the Dean of Faculty. Some seem to allow the faculty input into things that fall under our current Student Life and Academic Atmosphere Committee (SLAAC), others don't. Beyond that there are bunches of committees that reflect unique activities, programs, or initiatives of a particular institution with no particular overarching theme(s) across all or most institutions. For example, some have the equivalent of our view of a diversity and equity committee or sustainability committee, others list that work under one of the main committees and for others those topics don't expressly appear in their Academic Handbook. Additionally, we reviewed AAUP guidelines about shared governance.

Committee Types

- ***Core Faculty committees (elected)***
  These committees will supervise and integrate, singly or in conjunction, the formulation and execution of policy in key areas for which the faculty has direct oversight:
    Faculty Priorities and Governance (FPG)
    Curricular Policy and Planning (CPP)
    Faculty Personnel Policy and Review (FPPR)
    Faculty Development (FD)
    Student Academic Life (SAL)
    Grievance
  Core faculty committees should:
    Recommend all policies to the faculty for adoption
    Be responsible for the interpretation of policy in their respective areas
    Consider all issues submitted by the faculty members
      or referred by the Chair of the Faculty and/or University administration
    Report to the faculty at each faculty meeting

- ***University-wide committees (elected and appointed)***
  To be effective these committees need to have broad representation from most major constituencies on campus and address issues that are university wide.
    University Strategic Planning (faculty representation all elected)
    Diversity and Equity (faculty representation appointed by Faculty Priorities and Governance (FPG))
    Honorary Degrees & University Occasions (faculty representation appointed by Faculty Priorities and Governance (FPG))
    Sustainability (faculty representation appointed by Faculty Priorities and Governance (FPG))

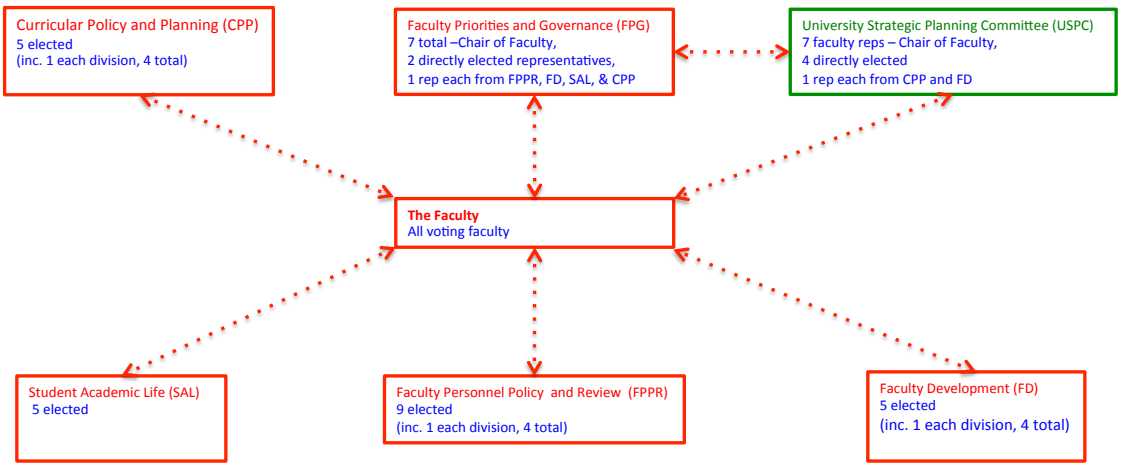
- ***Standing appointed committees (appointed)***
  These committees will carry out specific policies and programs in the areas of their respective assignments. Standing executive committees shall:
    Submit their policy recommendations to the relevant core committees for feedback
    Report such recommendations directly to the faculty
    Present a report of their particular actions, upon request of the appropriate core committee
    Consider issues raised from the faculty related to the areas of their respective assignments
    Reporting to Curricular Policy and Planning
      Tenure Line (formerly RAS) – 1 from each division
      Course Oversight (formerly MAO/CEL-ES) – 1 from each division
      W Program (formerly WPPC)
      Q Program (currently exist but not in our governance structure)
      S Program (currently exist but not in our governance structure)
    Reporting to Student Academic Life
      Academic Standing and Petitions
      Student Publications
      Athletic Board
    Reporting to Faculty Development
      Prindle Center (currently exists but not in our governance structure)
      McDermond Center (doesn't currently exist)
      Pulliam Center (doesn't currently exist)

- ***Committees appointed as needed (Re-occurring ad-hoc) (appointed)***
  These committees will be constituted when needed for the length of time needed to address necessary business. Ones likely worth having a standing committee charge include:
    Reporting to Curricular Policy and Planning
      Admissions
      Library and Academic Technology
      Advising
      Teacher Portfolio Review
    Reporting to Faculty Priorities and Governance (FPG)
      Hartman Center
      Nature Park
      Arts Advisory Council

Appendix F: Ways to Visualize the Proposed Governance Structure (from FGSC)

(A copy of the models printed in landscape as full sheets are available as a separate document. This version serves as a way to be sure our agenda and minutes create an archive of what was included as part of the proposal.)

DRAFT 11 – Relationship to the Faculty (Focus is on elected committees)

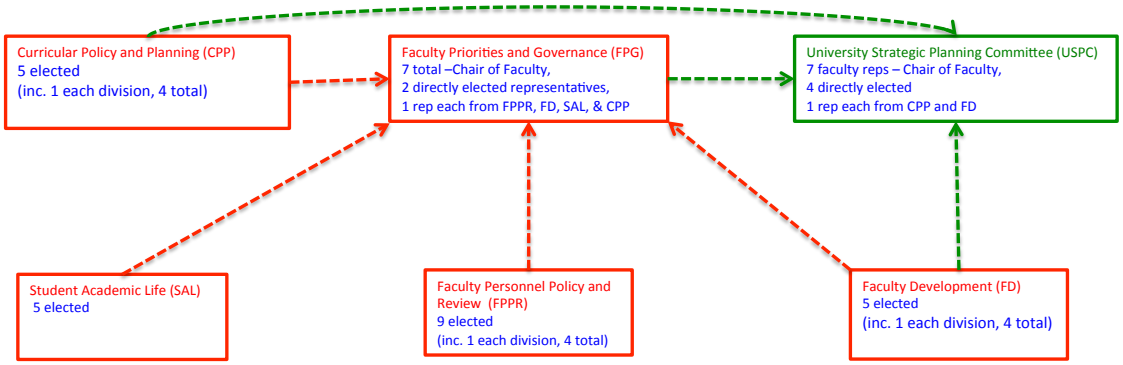


Core Faculty Committees
27 elected positions + Grievance

University-wide Committees
4 elected
9 add'l appointed by FPG

Summarizes FACULTY positions ONLY
Overall represents – 31 elected

DRAFT 11 – Overlapping Representative View (Focus is on elected committees)



Core Faculty Committees
27 elected positions + Grievance

University-wide Committees
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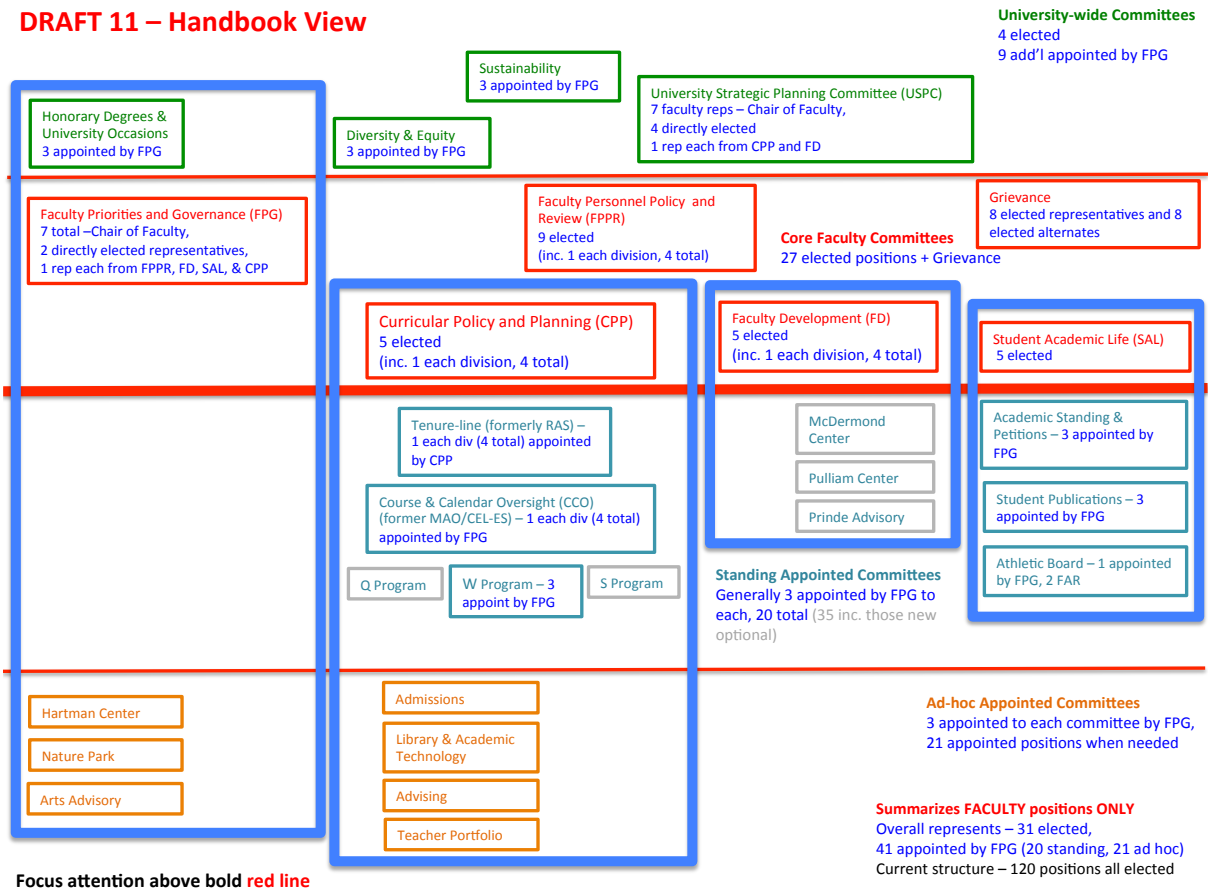
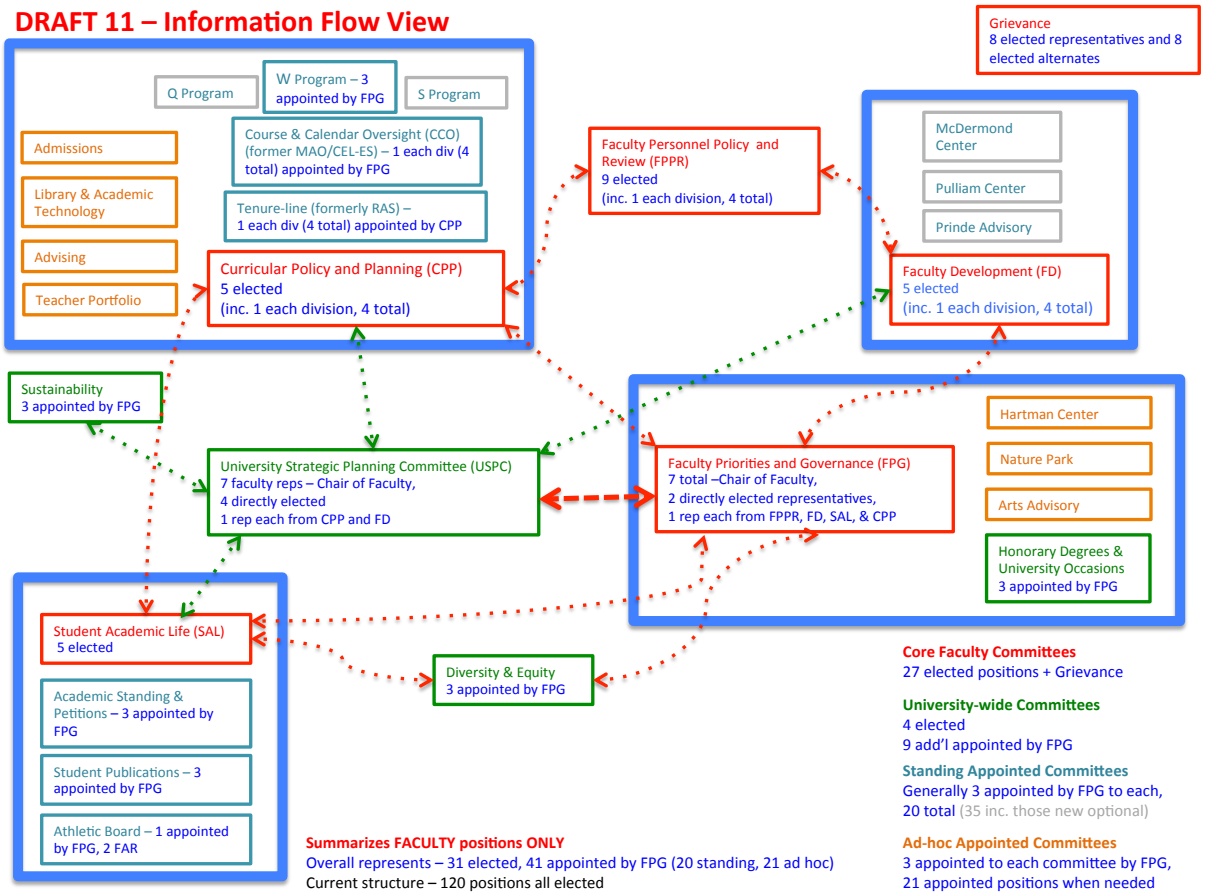
9 add'l appointed by FPG

Summarizes FACULTY positions ONLY
Overall represents – 31 elected


DRAFT 11 – Handbook View
University-wide Committees
4 elected
9 add'l appointed by FPG
Sustainability
3 appointed by FPG
University Strategic Planning Committee (USPC)
7 faculty reps – Chair of Faculty,
4 directly elected
1 rep each from CPP and FD
Honorary Degrees & University Occasions
3 appointed by FPG
Diversity & Equity
3 appointed by FPG
Faculty Priorities and Governance (FPG)
7 total –Chair of Faculty,
2 directly elected representatives,
1 rep each from FPPR, FD, SAL, & CPP
Faculty Personnel Policy and Review (FPPR)
9 elected
(inc. 1 each division, 4 total)
Grievance
8 elected representatives and 8 elected alternates
Core Faculty Committees
27 elected positions + Grievance
Curricular Policy and Planning (CPP)
5 elected
(inc. 1 each division, 4 total)
Faculty Development (FD)
5 elected
(inc. 1 each division, 4 total)
Student Academic Life (SAL)
5 elected
Tenure-line (formerly RAS) – 1 each div (4 total) appointed by CPP
Course & Calendar Oversight (CCO) (former MAO/CEL-ES) – 1 each div (4 total) appointed by FPG
Q Program
W Program – 3 appoint by FPG
S Program
McDermond Center
Pulliam Center
Prinde Advisory
Academic Standing & Petitions – 3 appointed by FPG
Student Publications – 3 appointed by FPG
Athletic Board – 1 appointed by FPG, 2 FAR
Standing Appointed Committees
Generally 3 appointed by FPG to each, 20 total (35 inc. those new optional)
Hartman Center
Nature Park
Arts Advisory
Admissions
Library & Academic Technology
Advising
Teacher Portfolio
Ad-hoc Appointed Committees
3 appointed to each committee by FPG,
21 appointed positions when needed
Summarizes FACULTY positions ONLY
Overall represents – 31 elected,
41 appointed by FPG (20 standing, 21 ad hoc)
Current structure – 120 positions all elected
Focus attention above bold red line


DRAFT 11 – Information Flow View
Grievance
8 elected representatives and 8 elected alternates
Q Program
W Program – 3 appointed by FPG
S Program
Admissions
Course & Calendar Oversight (CCO) (former MAO/CEL-ES) – 1 each div (4 total) appointed by FPG
Library & Academic Technology
Tenure-line (formerly RAS) – 1 each div (4 total) appointed by CPP
Advising
Curricular Policy and Planning (CPP)
5 elected
(inc. 1 each division, 4 total)
Teacher Portfolio
Faculty Personnel Policy and Review (FPPR)
9 elected
(inc. 1 each division, 4 total)
McDermond Center
Pulliam Center
Prinde Advisory
Faculty Development (FD)
5 elected
(inc. 1 each division, 4 total)
Sustainability
3 appointed by FPG
University Strategic Planning Committee (USPC)
7 faculty reps – Chair of Faculty,
4 directly elected
1 rep each from CPP and FD
Faculty Priorities and Governance (FPG)
7 total –Chair of Faculty,
2 directly elected representatives,
1 rep each from FPPR, FD, SAL, & CPP
Hartman Center
Nature Park
Arts Advisory
Honorary Degrees & University Occasions
3 appointed by FPG
Student Academic Life (SAL)
5 elected
Academic Standing & Petitions – 3 appointed by FPG
Student Publications – 3 appointed by FPG
Athletic Board – 1 appointed by FPG, 2 FAR
Diversity & Equity
3 appointed by FPG
Summarizes FACULTY positions ONLY
Overall represents – 31 elected, 41 appointed by FPG (20 standing, 21 ad hoc)
Current structure – 120 positions all elected
Core Faculty Committees
27 elected positions + Grievance
University-wide Committees
4 elected
9 add'l appointed by FPG
Standing Appointed Committees
Generally 3 appointed by FPG to each,
20 total (35 inc. those new optional)
Ad-hoc Appointed Committees
3 appointed to each committee by FPG,
21 appointed positions when needed

Appendix G: Proposed Models for Revised Distribution Requirements (from CAPP)

Background

The courses DePauw University requires for graduation constitute perhaps the most vital statement of the University's intellectual values. This list of experiences we expect of every graduate declares to the world which elements we find essential to a liberal arts education on our campus. It is therefore extremely important to send a clear message that reflects our core values.

Five years ago the faculty instituted a new set of graduation requirements in response to the work of the 2009 Summer Working Group. Some faculty members did so assuming we would evaluate and possibly reconsider the requirements in roughly five years. In addition, over the past year it has become clear that the present requirements may fail to reflect important intellectual values, particularly for an institution that prides itself on valuing diversity. For these reasons, the Committee on Academic Policy and Planning (CAPP) believes now is the time to reassess and change our graduation requirements.

To focus discussion, CAPP offers three basic models. Each model ensures all graduate will have engaged with issues of diversity and difference as part of their DePauw educations. These curricular experiences will introduce students to material not previously familiar to them regarding class, race, gender, ethnicity, sexual orientation and/or religion in contexts of unequal power relationships between cultural groups. The courses will also equip students with skills that will enable them to analyze and evaluate such interactions – skills that we hope will transfer to their lives as active citizens. We recommend this become an element of the required DePauw curriculum not merely because it is a change long recommended by many in our community, or out of a naïve hope that it might somehow solve campus climate problems, but because the ability to grapple, in an informed way, with these issues is a critical intellectual tool our graduates will need in meeting the challenges of the 21st century.

Plan A — Add an additional distribution group to our current general education requirements
The easiest way to add a Diversity requirement is to add an additional group to our current distribution requirements. A two-course requirement would have students take two courses, one focused on domestic issues of difference and one focused on international issues. An Extended Studies for-credit course could be used to fulfill either the domestic or international requirement, with at least 1.5 credits devoted to the multicultural requirement. (Two on-campus semester courses would also fulfill this requirement, for a total of 2 credits.) Alternatively, under a one-course requirement, students would take one course focused specifically on issues of diversity and difference relating to class, gender, race, ethnicity, and religion.

Plan B — Adopt "Seven Experiences" - a modified form of the 2009 "Six Experiences" proposal
During the last round of discussions of general education requirements Erik Wielenberg and others proposed a "Six Experiences Model" of general education. Adoption of this model may be an effective way to both promote the study of diversity at DePauw and address some possible shortcomings of the current distribution requirements. In addition to the original "Six Experiences", students will have a "Diversity and Difference" experience. Each students earns at least one credit in courses that have as a major component the exploration of historical and contemporary stories of difference, particularly in the interactions between dominant and marginalized groups within a culture.

Plan C — "M" as component of common core curriculum
One powerful way of fostering community is to provide students with a shared intellectual experience through a common core curriculum. There are broader and narrower versions of this option (that is, in terms of how many common courses would be required). One modest option that would meet the goals of a common experience that includes a multicultural component without excessive demands of students or staffing would

be a three-course requirement to be completed during the first year. These three components would be (1) Western intellectual tradition; (2) Eastern intellectual tradition; and (3) a course devoted to multicultural issues.

Appendix H: Curricular Model - The Six Experiences Model (original draft by Erik Wielenberg)

Six Experiences is an alternative way of implementing the Summer Working Group's vision of an education in which students broadly explore the curriculum early on so that they can make informed decisions about choosing a major and still have room to pursue developing interests later. It requires students to complete six distinctive types of academic experiences as well as attain second-semester proficiency in a language other than English in their first two years at DePauw. The six experiences are:

Natural Science Experience
Each student earns at least one credit in courses that have as a major component the scientific investigation of the natural world or the study of the results of such investigation.

Society and Culture Experience
Each student earns at least one credit in courses that have as a major component the analysis of the dynamics of human societies or cultures, or of the relationship(s) between individuals and human societies or cultures.

Art and Literature Experience
Each student earns at least one credit in courses that have as a major component the careful, in-depth study of important literary or artistic works, and which pay particular attention to the literary or artistic aspects of such works.

Historical/Philosophical Experience
Each student earns at least one credit in courses that have as a major component the careful, in-depth study of primary sources of historical, philosophical, or religious
importance, and which pay particular attention to the historical, philosophical, or religious aspects of such sources.

Logical Reasoning Experience
Each student earns at least one credit in courses that develop the capacity for logical reasoning through the exploration of techniques in quantitative reasoning, computational reasoning, or reasoning with formal languages. A major component of these courses is the practice of such techniques.

Creative Experience
Each student earns at least one credit in courses that develop the capacity for creative expression. A major component of these courses is participation in creative activity of a literary, artistic, rhetorical, or musical nature. Students can also earn credit toward this experience by participating in co-curricular activities that involve creative activity of this sort. Credits earned through co-curricular participation do not count toward the 31 credits required for graduation and are limited to a maximum of .5 earned distribution credits per semester.

All the courses that count toward these experiences are foundational in nature. Some courses may satisfy the descriptions for more than one experience. In these cases, students can decide which experience to count the course toward. No more than one credit from any particular department can be used to complete these required six experiences.

Appendix I: Curricular Model - The Four Pillars Model

(A copy of the model printed in landscape as a full sheet is available as a separate document. This version serves as a way to be sure our agenda and minutes create an archive of what was included for discussion.)

The Four Pillars of a DePauw University Liberal Arts Education

(v. 4.0 02/23/2015; modified from The Six Experiences Model originally proposed by Erik Wielenberg)

Arts & Humanities	Science & Mathematics	Social Sciences	Foreign Languages
Art & Literature Experience (AL) *Students explore and analyze important literary, artistic, rhetorical, and/or musical works.* (e.g., ARTH, CLST, COMM, ENG, FILM, MUS)	**Computational Science Experience** (CS) *Students learn about the logic and reasoning that form the basis for knowledge in the mathematical, statistical, or computational sciences.* (e.g., BIO, CSC, ECON, MATH, PSY)	**Diversity & Difference Experience** (DD) *Students develop a deeper understanding about issues of diversity and difference relating to class, gender, race, ethnicity, sexual orientation, and/or religion.* (e.g., AFST, ANTH, CFT, REL, SOC, WGSS)	**Foreign Language Experience** (FL) *Students attain a second-semester proficiency in a language other than English, while concurrently learning about the cultures that speak that language.* (e.g., ML, GRK, LAT, any foreign language taught at DePauw)
Creative Arts Experience (CA) *Students engage in self-expression through a creative activity of a literary, artistic, rhetorical, and/or musical nature.* (e.g., ART, COMM, ENG, FILM, MUS)	**Life Science Experience** (LS) *Students obtain an understanding of living organisms and their structure, organization, behavior, and life processes using scientific principles and approaches.* (e.g., ANTH, BIO, KINS, PSY)	**Social Institutions Experience** (SI) *Students confront and seek solutions for societal issues through analysis of political, economic, educational, and/or religious institutions developed by human societies.* (e.g., ECON, EDUC, POLS, REL)	
Historical & Philosophical Experience (HP) *Students grapple with questions related to human experience/existence through study of works of historical, philosophical, and/or religious importance.* (e.g., CLST, HIST, MUS, PHIL, REL)	**Physical Science Experience** (PS) *Students acquire knowledge about features and processes of non-living systems in the natural world through scientific investigations that use empirical evidence.* (e.g., CHEM, GEOS, PHYS)	**Society & Culture Experience** (SC) *Students investigate the organization of and the interactions between different individuals, human societies, and cultures.* (e.g., ANTH, AFST, ASIA, CFT, COMM, EDUC, REL, SOC)	

- AH, SM, & SS pillars will offer 3 experiences (to be completed by the end of the junior year). Each experience consists of 1 course credit and must be from different course listing areas.
- The nature of the 3 experiences in the AH, SM, & SS pillars will be determined by departments/faculty offering courses in these pillar areas in conjunction with CAPP (one possible example shown above). CAPP will submit the final set of experiences/requirements for a vote by the faculty.
- In the SM pillar, either the Life Science or Physical Science experience must be a laboratory experience.
- Courses might potentially satisfy more than one experience in the same or different pillar regardless of course listing area. In such cases, faculty members in the course listing area offering the course can (1) specify the experience to be fulfilled or (2) cross-list the course with more than one experience, allowing the student to decide which experience the course will fulfill (subject to MAO approval and subject to each student's experiences coming from different course listing areas).
- Department listings are examples and are not meant to be comprehensive or to "lock" a department to a specific experience and/or pillar. Similarly, specific experiences (e.g., art & literature, diversity & difference, etc.) will likely be broadly disseminated throughout the university curriculum and other university-related activities.