DePauw University Faculty Meeting Minutes
May 4, 2015

1. **Call to Order – 4 p.m. Union Building Ballroom**
The meeting was called to order at 4:05 p.m. The Chair welcomed everyone, and made the following reminders:

- If you don't like to be startled when your cell phone rings aloud, please check that it is silenced.
- When you step to a microphone Clay will turn up the sound, on occasion it takes a moment.

2. **Verification of Quorum** (quorum is 82)
Pam Propsom signaled that a quorum was reached around 4:05 p.m.

3. **Faculty Remembrance for Ruth Lester**
Ruth Lester, Professor Emerita of Health, Physical Education and Recreation and first women’s tennis coach passed away on January 1, 2015. Professor Emerita Judith ‘Judy’ George wrote and read the remembrance found in Appendix A.

4. **Consent Agenda**
There were no requests to move anything from the consent agenda to a regular item of business.

The following consent agenda items were approved.

A. **Approve Minutes from the April 6, 2015 Faculty Meeting**
B. **Conferring of Degrees for May Graduates**
C. **Announcement of change in distribution designation – SS designation (approved by MAO)**
   ML 295B – Topics in Modern Languages: Linguistics (1 credit)

Course description for consent agenda item C can be found in Appendix B.

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

5. **Committee on Academic Policy and Planning – CAPP (John Caraher)**
Before asking John Caraher to step to the podium for the CAPP report, the chair announced that she received a request in advance of the meeting to vote by secret ballot on all CAPP motions before the faculty today. Those requests are automatically honored. She asked if in the rush of the moment she forgot for someone to please remind her.

For CAPP, John Caraher moved item A noting CAPP received and endorsed the proposal in the Appendices for an Environmental Biology major, endorsed in writing by the entire department. The new major offers a long-awaited option for students interested in both biology and environmental questions. The Chair noted the motion came from a coordinating committee and therefore needed a second and was before the faculty for discussion.
A. Motion (to be voted on): CAPP asks the faculty to approve the new major in Environmental Biology detailed in Appendix C. Advance notice was given at the April 2015 faculty meeting.

**Summary and rationale**
To understand critical environmental issues requires an education featuring both interdisciplinary breadth and disciplinary depth. Many current and prospective DePauw students have an abiding interest in both biology and environmental questions. This proposed major within the Biology department offers disciplinary grounding coupled with selected studies in allied disciplines, without requiring the commitment of additional new resources to faculty hiring and course development.

**Question from faculty member**
Wanted clarification on CAPP’s discussion on these two topics in regard to how this was different than a normal biology major with some environmental courses from outside the department?

**Response from John Caraher, Chair of CAPP**
It would combine both requirements, distribution is for exploration in your first few years, if you take the same courses during your first few years towards your major you will still graduate on time.

**Question from faculty member**
Has CAPP discussed why courses like Human Anatomy, Neurobiology, Molecular Neurobiology, Molecular Biology, and others were allowed to be counted for the Environmental Biology major since they did not seem to have an obvious environmental emphasis?

**From the department, Jim Benedix clarified**
The philosophy is for students to explore the breath of what biology has to offer. It opens up more of an opportunity for students and advisors to explore a broad area, not making it restrictive to the options that are open to them.

There were no other questions or comments. The Chair asked everyone to use Vote 1 on their paper ballots noting a vote of yes is a vote to approve/add the new major. A vote of no is a vote against approving the new major. She asked everyone to pass the ballots toward the aisle and two or three individuals to come forward and help count.

While the ballots were counted the chair gave some reminders in anticipation of the next agenda item. She didn’t want to fully move to the next business item because she felt it was best to focus on only one issue during the next discussion.

**Action taken**
The motion to approve the Environmental Biology major passed by a vote of 107 in favor and 20 against and 2 abstained.

As we move to the Committee on Academic Policy and Planning’s motion regarding changes to graduation requirements, the Chair asked for cooperation in facilitating the discussion.

The microphones on stands are to facilitate everyone hearing and equally important everyone having a voice, if you wish to speak please come forward to one of the microphones. Please queue up behind the microphones on either the left or right side and we will alternate among them to try and allow as many individuals who want to speak to do so efficiently.
If someone has a comment, question or clarification that directly speaks to the most recent comment, please move to the microphone in the center and we’ll take comments from you first to help with a cohesive conversation before we return to the those of you waiting to speak to a different albeit related point at either of the microphones to the right or left.

Please don’t forget introduce yourself when you begin to speak. We are actually a bigger community than we realize and not all of us can recall every name.

A few other quick comments about Robert’s Rules. We do have a Parliamentarian, Misti Shaw. The Chair asked Misti to come join her at the front table so if something came up related to parliamentary procedure Misti was ready to confer and perhaps look something up quickly. Misti prepared a handout, the last page of the agenda, reminding us all about common actions in Robert’s Rules. The Chair and the Parliamentarian hoped the reminder would be helpful. It was noted this document was very similar to past Chair of the Faculty David Harvey’s handout from years ago that resides on the faculty governance website.

The Chair also reminded everyone and asked for help in monitoring, noting self-monitoring is best rather than the anyone having to draw attention to it –

- In an effort to allow many voices Robert’s Rules state you can only speak to a motion twice. While we are often lax about this rule if we have many individuals who wish to speak we may need to honor it.
- Someone who hasn’t yet spoken should be heard from before someone speaks a second time.
- Comments are supposed to be germane. She expressed confidence that everyone would help us stay focused to the general issue at hand and noted it would be especially helpful if we are addressing an amendment that deals with a portion of the overall motion we deal with that before we move back to the broader issue.
- Lastly, she reminded the faculty to please debate issues not personalities.

With that she asked John Caraheer to introduce CAPP’s next motion.

Printed on the May agenda:
B. Motion (to be voted on): CAPP asks the faculty to approve changes to the general education requirements (detailed in Appendix D) for the College of Liberal Arts. Advance notice was given at the April 2015 faculty meeting. Data and a FAQ from CAPP can be found in Appendix E.

It was noted that CAPP is committed to providing data to inform voting on the curricular revisions scheduled for the faculty meeting of May 4, 2015. See Appendix E for a summary of queries CAPP has anticipated; feel free to send additional queries to Larry Stimpert by Friday May 1st at 3:00 p.m.

Summary and brief rationale:
The proposed distribution breaks requirements into two categories: Liberal Arts Foundation (requiring one course each of study in Natural Science, Arts & Literature, Mathematical & Logical Reasoning, Historical or Philosophical Understanding, and Creative Expression) and Global and Local Awareness (comprised of second-semester level Foreign Language and one course each in International Experience, Study of Society and Culture, and Privilege, Power and Diversity). This breakdown is similar to the “Six Experiences” proposal from 2009, with the addition of the International Experience and Privilege, Power and Diversity requirements. We continue to encourage early completion of all requirements. CAPP offers this proposal as a better-defined and more clearly-articulated alternative to our current requirements that incorporates, as essential elements, the academic experiences necessary to prepare students to live and work in an increasingly diverse world.

Chair’s Note:
Curriculum is the central core of what we, as faculty, are responsible for and I know everyone takes that
responsibility seriously. There have been many conversations on campus this spring, and particularly this month about the make-up of our distribution requirements.

If you and/or a group of colleagues anticipate offering amendment(s) or substitution(s) to CAPP’s proposal please consider sharing your language with the community in advance of the meeting. Also, it would help your colleagues to consider your proposal carefully if you provided printed copies at the meeting.

At the very least, please consider sending your proposed language to the Chair in advance of the meeting so it could be easily displayed on the screen IF you decide to offer an amendment or substitute motion. Your language will only be displayed IF you step forward to offer it to the faculty. Otherwise the Chair will not acknowledge alternatives.

Submitting possible language does NOT force you to move it for discussion but will help facilitate a more productive discussion if you decide to raise your option. End of information from the printed agenda.

Framing presented by the Chair of CAPP, John Caraher:
As you are all well aware, CAPP has spent the year considering our general education curriculum, with a focus on distribution requirements. Our approach from the start has been to ask whether we can do a better job embodying and articulating the intellectual values of DePauw University, within the broad constraints of our institution. I’d like to comment specifically on a few aspects of our proposal.

A week ago Saturday I had the privilege of attending a symposium on minoritized populations in higher education. Two “wise Latina” DePauw students brought to my attention very different observations that illustrate CAPP’s intentions.

One of these shared the results of some qualitative research she had done. The subjects were largely DePauw juniors and seniors; there were no first-year students. One question she asked was for students to define the terms “race” and “ethnicity.” Responses from white students included, “race is defined by the color of your skin and ethnicity has to do more with your background and heritage” and “race is a biological composition. It is based on your skin color.” By contrast, responses from students of color were generally more nuanced: “race is historically and socially constructed...” and “it is socially constructed but the common perception of it is skin color.”

In the 21st century, an essential skill to negotiating an increasingly diverse world is to develop sophisticated, informed ways of understanding power relationships between dominant and marginalized groups (of all kinds – not just racial groups). We propose a Privilege, Power and Diversity requirement in order to ensure that all our graduates study at least once, in their academic program, these issues. It is not possible, of course, to demand in-depth study of every form of discrimination or privilege through every conceivable disciplinary lens. But requiring at least one course should help heighen alertness to these dynamics in a variety of settings, as well as provide a model for how to explore questions of privilege and inequality in contexts different from the settings explored in a particular Privilege, Power and Diversity course.

The second student spoke of her experience in Computer Science, a field she characterized as a secret, which took me aback. But as she explained further, that characterization made more sense. When she arrived at DePauw she was placed in Computer Science I, expecting to learn the mysteries of Microsoft Word and Excel. She described her view of it as a “filler course” in her schedule. Instead, she found a whole new world that captivated her, and it became her major.

I think we are in broad agreement that we want our students to engage in intellectual exploration, particularly
early in their DePauw careers. But we all have ways of limiting our horizons by confining ourselves to the comfortable, to the familiar, to where we imagine we belong. Sometimes we need to take something outside that zone. A set of “finer-grained” distribution requirements provides a more detailed roadmap of the possibilities for exploration. It allows us to draw clearer connections between the reason to take a particular kind of class and the set of classes that fulfill a given requirement. It may make it less likely that a student will miss some yet-undiscovered passion.

There are two important points I like to make in closing. The first is that the International Experience and Privilege, Power and Diversity requirements are not intended as, and must not be, the last word on these issues in the DePauw curriculum. Much as we have done with ethics, we should make every effort to infuse inclusivity and diversity throughout the curriculum. We must continue and expand faculty development efforts, and include reflection on our actions in these areas as part of our commitment to good teaching. CAPP does not conceive of these requirements as something we might finally “check off our list” but as a necessary beginning step.

The second is that we are placing this proposal in the hands of you, our faculty colleagues. We do not ask you to vote for this proposal as a way of honoring our work. We ask you to vote for this proposal if you agree that it represents a better embodiment of our intellectual values.

CAPP therefore moves that the faculty adopt the distribution requirements outlined in Appendix D of your agenda.

*End of discussion framing on behalf of CAPP.*

The Chair noted that CAPP’s motion needed no second and the floor was open for debate. She reminded the faculty to please queue up behind the microphones on the left and right side of the room to speak and use the center microphone to respond to the active comment.

**Overview of structure related to presentation of the discussion and votes on the distribution requirements for graduation:**

The conversation was complex. First, a motion was offered to split the motion considering two pieces related to the global and local awareness piece of the proposed requirements, particularly, the International Experience and Privilege, Power and Diversity pieces, separately. Limited discussion ensued and a vote supporting that portion of the requirements was taken. Details are found under the heading “International Experience and Privilege, Power and Diversity requirements discussion and vote.” Next, a substitute motion was offered that would keep the science and math requirement combined into one category. Summary of the discussion and vote taken related to the science and math portion of the requirement are found under the heading “Focus on the Science and Math requirement.” A broader discussion about the Liberal Arts Foundations part of the proposal then ensued with two votes taken during the course of that portion of the debate. Minutes summarizing that portion of the discussion and voting are found under “Related to the broader liberal arts foundations portion of the discussion.”

While ballots were counted at various stages during the discussion President Casey and VPAA Stimpert gave pieces of their respective reports. Details of their reports can be found under the heading for their report.

**International Experience and Privilege, Power and Diversity requirements discussion and vote, Meryl Altman was the first to speak, reading a prepared statement.**

I am asking that we consider separately and vote first on two components of the CAPP proposal that correspond most directly to the call of an “M” requirement.

Please turn to page 14 in your agenda and look at the table. The two relevant components that I wish to bring
forward first are in the column under “Global and Local Awareness,” and they are called “International Experience” and “Privilege, Power & Diversity.” They are described fully on page 17. John has pointed out that I should also move point 7 on page 18, which is a technicality dealing with the implementation of those requirements (how courses can be counted).

Let me emphasize that this is in no way a criticism of the overall CAPP proposal. I am enormously impressed with the work that CAPP has done, I’ve come to understand that the whole system was indeed in need of review and change, and indeed, the components I’m proposing to separate make more sense intellectually when seen in the context of the triple framework CAPP has devised. Why I’m doing this, is that I’ve become aware that there are some other components of the CAPP proposal about which reasonable people are continuing to strongly hold different opinions. I’m really hoping we can resolve those differences today and move forward with whole new set of excellent requirements. But sometimes that kind of thing takes us awhile to do.

And it seems urgent to me that we pass at least this part of it today, so that we can deliver on the promise we made to the students and indeed to ourselves in that highly impassioned meeting at the beginning of the year. People spoke so eloquently on that occasion that it seems unnecessary to repeat those arguments now. As the students have reminded us through Kya’s motion to student government, they have been waiting for this a very long time, and before we move on to fully discuss the points that may still be problematic, I want to make entirely sure that this core component is not delayed.

So the motion is:

“That the faculty add to the general education requirements for graduation as follows: [Quoted from Appendix D of the faculty meeting agenda and these minutes]

International Experience

Students earn at least one credit in a course that has, as its focus, the study of a culture foreign to their culture of origin. This may be earned in courses focusing on the politics, society, religion, history, or arts of a foreign culture or through a semester-long or longer study-abroad experience. International students fulfill this requirement through their study at DePauw.

Privilege, Power, and Diversity

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

[And then under policies in Appendix D point 7]

7. Some courses might meet the descriptions for International Experience or Privilege, Power, and Diversity as well as for one of the other distribution areas. In such cases, departments may designate those courses for whichever of International Experience or Privilege, Power and Diversity is appropriate and, in addition, for one other distribution area. Students can decide to count the course toward either eligible requirement. In no case may a single course be counted, for a given student, toward more than one requirement.”

The motion received a second. The Chair noted the motion before the faculty was effectively a motion to divide the question and generally not debatable. She noted we would vote on whether to divide the question. If the motion to divide passed then a discussion about these two components of the global and local
awareness portion would be held and a separate vote taken on whether or not to adopt these two requirements. If the motion to divide the question failed the faculty would move to a discussion of the overall motion that could include a discussion about the global and local awareness portion of the motion. A vote would then be taken on the overall proposal and/or any other amendments or substitutions offered.

Action taken
A secret ballot was taken on whether to divide the question passed with a vote of 96 in favor, 31 against and 1 abstention.

A discussion of the International Experiences and Privilege, Power and Diversity requirements ensued.

Question from faculty member
If these new requirements pass and none of the other changes are passed, how will the new requirements mesh with our current system?

Response
We would have the current arts and humanities, social science, science and mathematics and language requirements plus the proposed international experience and power, diversity and privilege requirements.

Furthermore it was clarified the motion did not suggest taking the entire global and local awareness column because it would not mesh with our current requirements.

Question from faculty member
I would like to have some clarification about the International Experience component. What exactly is meant by this and how would studying in a European culture fit? The faculty member was curious what others think and whether such an experience would be seen as sufficiently diverse.

Response
CAPP did discuss the issue but felt the goal of the requirement was about studying within a different culture not necessarily about studying a culture different one’s own.

There was no further discussion raised.

A secret ballot was used and the vote to pass the international experience and privilege, power, and diversity requirements passed by a vote of 111 in favor, 17 against and 1 abstention.

The Chair reminded everyone that given the timing of the vote, these requirements take effect with the class entering in the fall of 2016.
End of section about the International experience and privilege, power and diversity requirements discussion and vote.

Focus on the Science and Math requirement
Next, Pam Propsom offered a substitution for a portion of the liberal arts foundations part of CAPP’s General Education Proposal. She referred everyone to a blue sheet of paper that had been distributed on chairs around the room the content of which was emailed to the faculty distribution list Sunday evening from Jackie Roberts. The content of that document is found in Appendix G of these minutes. Pam then overviewed the narrative on the handout and made the specific motion to substitute the current catalog language for the Science and Math General Education requirement, which reads
“Science and Mathematics
Two course credits in the behavioral, computational, mathematical, and natural sciences. These courses explore the physical, mechanical, and quantitative working of numbers, matter, and life. Through observation, experimentation, and scientific and mathematical reasoning, they seek to comprehend the world and model its operations.”

for CAPP's two categories, ‘Mathematical and Logical Reasoning’ and ‘Natural Sciences.’

The Chair noted that the motion had a second and was before the faculty. She also noted the substitute motion was debatable.

As the discussion ensued the key issues that arose were whether or not the faculty should allow the science and math division to finish their work before changing the graduation requirement, whether CAPP’s proposal impinged on the division’s work, whether there should be a lab requirement, the impact of CAPP’s model on our Q (quantitative reasoning) requirement, and whether there were sufficient seats in courses.

Question from faculty member:
Can someone describe the difference between the two models?

Response from Pam Propsom
The CAPP proposal calls for one course with a lab in the Natural Sciences and one course in Mathematical and Logical Reasoning. Our proposal is to retain for the moment the current requirement, which is two courses in the joint grouping of "Natural Science and Math" and does not require a lab.

Comment from faculty member
Wanted to clarify that the rational for this new model was to get away from the balkanization of general education such that students could carefully avoid taking certain important subjects. Does this [referring to the proposal to collapse natural science and math back into a single category] now leave us with something that would still make balkanization possible? Students could still avoid taking courses in areas that this [new] model frames as being important.

Response from Chair of CAPP, John Caraher
CAPP did not explicitly address whether leaving the science and mathematics requirement as it is would allow students to avoid taking courses in areas that the new model frames as important. He noted CAPP was not hostile to the proposal nor endorsing the proposal. He commented, as Pam pointed out, there is a lot of work that science and math division faculty have been doing.

Comment from faculty member
Before our science and math colleagues complete their work would we be requiring classes that don’t really achieve our general education goals or do students really understand the content? If so, is that really in the best interest of our students? If allowing our colleagues in science and math to complete their work would prevent this from happening the faculty member supports the delay in changing this part of the requirement.

Comment from faculty member
Particularly, regarding whether to require a lab, we have changed back and forth a number of times. I think we owe it to both ourselves and our students, on such a serious issue, to not pass incremental changes and future promises, but to vote on a well-thought-out system of requirements that fit together neatly. I agree that more discussion is necessary with respect to the science requirement, and I think these discussions ought to happen at the committee level. Therefore I would like to send the proposal back to CAPP or its replacement next year. [There was no second for the motion to return the issue to committee at this point in the meeting.]
Comment from a member of CAPP, Dave Guinee
CAPP was supportive of a lab requirement and he doesn’t see why CAPP’s model gets in the way of the discussions being led by Pam Propsom and Jackie Roberts and wondered shouldn’t they be able to continue that work within CAPP’s proposed framework.

Question from a faculty member
He asked what is the motivation from this group of faculty supporting the substitution offered by Pam Propsom and Jackie Roberts? It seemed to him that the same work could go forward with the new model proposed by CAPP.

Comment from Jackie Roberts
As part of the discussions that have been underway for the past 18 months, the new general education class that Michael Roberts’ and other faculty are piloting in the fall will not fit the model proposed by CAPP. It may never have a lab, depending on who is teaching it. This is why we need to stay with our current model so that we have some flexibility as we continue to develop science and math general education courses. The same is true with the Anthropology class that currently fulfills the science and math requirement that currently doesn’t have a lab.

Comment from a faculty member
Additionally there are current courses now that meet the science and math requirement that wouldn’t have anywhere to go under the proposed model from CAPP.

Comments from several faculty members
Several comments and questions centered on the question of adding a lab requirement, both benefits and constraints.

Responses from a variety of faculty members involved in planning the pilot course and discussing what the science and math requirement should be more generally
In developing models that might fit our “big ideas” course a lot of ideas bridged sciences and math making it hard to propose whether the course would fit the new “natural sciences” or “computational and mathematical reasoning” requirement. Our conversations focused on our learning goals and how to achieve them. While some of us think that to achieve those goals students have to experience doing science, that doesn’t always happen just in a traditional “lab” setting. New pedagogies in the sciences often blur the lines.

Question from a faculty member
If this substitute motion passes will there still be a lab requirement?

Response
In our current model there is no lab requirement, students can fulfill their two courses in the science and mathematics area without taking a lab. The substitute motion would maintain that option. Whether the division would propose a specific lab requirement once the work in progress completes remains to be seen.

Question from a few faculty members
Individuals wanted clarification the difference between Q, or quantitative reasoning competency, and the liberal arts foundational course in mathematical and logical reasoning.

Response from John Caraher for CAPP
John noted that it is in fine distinctions. If the substitute motion passes then it won’t affect the quantitative reasoning area. If CAPP’s proposal passes there are some issues to be addressed.
Response from Q Director, Rich Martoglio
Our language for the Q requirement can be strengthened. I would like to see our student do more Q requirements. Under the CAPP proposal students would likely take a math or computer science course that is also designated as Q. I think this would make many other Q courses that are currently offered less important with regards to quantitative reasoning, and the opportunity to work with numbers across disciplines (or across the curriculum) would be diminished. I think that one of the strengths of the Q is working with numbers across the curriculum.

Question from faculty member
Since there are courses that are being developed in Division 3 and some that are currently taught that do not fit the scheme proposed by CAPP, can you provide some idea of where you see science and math requirements fitting in future?

Response from Pam Prompson
We want to find out first, what faculty members believe students should get from their science and math general education, and then develop a requirement that achieves those goals. We are not in the position to make that decision yet.

Comment from a faculty member
If there were a clear time line for completion I would support this substitution to allow the faculty in Division 3 to finish their work. Otherwise I am concerned it will continue to be extended, never finalized and a new model won’t necessarily be brought forward.

Comments from several faculty members
There was concern about how seats were counted and whether there were in fact sufficient seats for all students to meet the natural sciences and mathematical and logical reasoning requirement if CAPP’s model were accepted rather than this substitution.

Response from the Registrar, Ken Kirkpatrick
Math and logical reasoning would not be a problem with slots open to students. There are a few courses where we see first-year students moving into an advanced level. Math has a lot of room. Lab science we worry about. You can’t just say that you need one course for each student because a number of students, such as pre-meds, will take multiple entry-level lab courses. Ken referred to the yellow handout on chairs, with updated data. That information can be found in Appendices H and I of this agenda. The data in Appendix H is particularly relevant to this question.

Action taken:
The vote on whether to the substitute language into the liberal arts foundation part of the proposal that would keep the existing science and math requirement was taken by secret ballot. The vote to substitute passed with 76 votes in favor, 39 votes against and 1 abstention.
End of the section focused on the science and math requirement.

Related to the broader liberal arts foundations portion of the discussion
The Chair noted the faculty was now discussing a motion with the substituted language for the science and math portion of the liberal arts foundations, the remaining portions of the global and local awareness pieces and the competencies, W, Q and S.

Issues that were raised during discussion centered around concerns regarding the titles of categories within the liberal arts foundations, whether we had the staffing to meet the needs of certain aspects of the proposal,
whether the proposal in its current form should be sent back to committee and more generally thoughts speaking for our against the proposal. Comments related to these central ideas are grouped together below.

Comment from Faculty Development Coordinator, Jeff Kinney
A chairs meeting was held at the President's house in the fall, at which Pam and Jackie mapped out the work they were doing in Division 3 to make the science and math requirement at DePauw more accessible. The intent of the meeting was to encourage faculty in other divisions to consider the possibility of having similar discussions—about, for example, what a required social science course or humanities course should highlight. Chairs were supposed to share the ideas and concerns outlined by Jackie and Pam with their colleagues, but there is no evidence that any conversations have emerged. So, before we vote in a new curriculum, it would perhaps be wise if departments and divisions began to have such some of the same discussions.

Comment from faculty member
A faculty member voiced concern on how the process had appeared to be neither transparent nor comprehensive. That their department was never asked to provide input on any changes other than on a new multicultural requirement. The department felt the faculty was assured, when we passed the current curriculum, that it would be assessed. In the absence of such an assessment, we have no idea what problems exist with the current model and therefor, could not assess whether this new proposal corrected or addressed those problems. The current model invites discussion with students about the disciplines, their modes of inquiry, and their various discourses that the proposed model doesn’t. The new model underestimates our students. Also, the title “creative expression” is outmoded and marginalizes the creative and performing arts.

Response from faculty member
I agree and speak against the motion. My additional objection is the mercenary aspect of the categories. Where would courses count that could fit into multiple categories? I worry that we will put the courses where we will get the most students, not necessarily where they best fit pedagogically. We had similar problems with the old system, which is why we abandoned it a few years ago. I like the freedom and broader approach we have now.

Comment from a member of CAPP, Francesca Seaman
The labels are not meant to be set in stone. We talk about having a story to tell, this proposal gives us a clear identity: we are a college with a liberal arts foundation, competencies in quantitative reasoning, speaking, and writing, and an interest in global and local awareness. The proposal is not perfect, but the process was open and transparent. CAPP discussed the proposal with all departments and asked for feedback. We have a whole year to work on it. It was not CAPP's intent to offend anyone. Those labels may be changed. In previous models for general education, students just seemed to have to check boxes, while this proposal give us an identity with a story to tell. Some have raised the problem that a course may or may not fit as a requirement within this proposal. That's true for many courses now, but if a course doesn’t fit in the model, students will still take it because they are interested in it.

Comments from several faculty members
There was a question about how it was determined where courses would count and whether there were in fact sufficient seats for all students to meet the requirements.

Response from the Registrar, Ken Kirkpatrick
Ken referred to the yellow handout on chairs and noted that there were a number of big intro sections of things that he counted under Society and Culture that if one got more detailed would lower the number of seats there.

Question from a faculty member
There was a question related to note 7 in Appendix D about courses counting in both the liberal arts foundation and global and local awareness and whether students could have the course count for both requirements.

Response
While departments can list both designations a student must choose which requirement they are applying the course toward.

Action suggested
An amendment was suggested and seconded. A colleague objected to a lack of clarity in the amendment expressing concern about whether the suggestion in its current form would lead to graduation requirements that were unclear and asked to see the language in writing. The suggested amendment was withdrawn.

Question from a faculty member
What happens to the requirements if we vote this proposal down?

Response from the Chair, Bridget Gourley
Our requirements remain the same until we change them. We have approved the addition of an international experience and a privilege, power and diversity requirement. Those are added to our current requirements beginning with the entering class of 2015. Nothing else would change.

Comment from a faculty member
A faculty member supported the comment from earlier in the discussion that we return the proposal to committee. There was some ensuing discussion about if it was sent back should it be sent back with a timeline and/or other directions.

Response from a member of CAPP, Scott Thede
I don’t see the point of sending it back to committee, if you don’t like it vote it down, if you like it vote for it. Others suggested even with more time in committee we would likely just be back to this discussion because the trouble individuals were having with it at this point were quite philosophical.

Action taken:
A motion to send the proposal back to committee, in other words, ask the new Curricular Policy and Planning committee to revisit the issue next year, with no specific time line for finishing their work was made and seconded. The question was called. Calling the question is a non-debatable motion. The Chair began to ask colleagues to complete a ballot as to whether they wanted to cease debate on sending the proposal back to committee. A point of order was raised that colleagues felt we didn’t need a secret ballot to decide whether to cease debate. The Chair asked the faculty that since she had announced a secret ballot for all votes related to the graduation requirement discussion based on a request received before the meeting would they please vote to allow these procedural votes be via a show of hands.

There was a two-thirds majority via a show of hands to over-rule the Chair and take procedural votes via a show of hands and other votes on the issue via secret ballot.

The vote to cease debate on whether or not to send the proposal back to committee passed via a show of hands.

The vote via secret ballot on whether to send the proposal back to committee failed by a vote of 22 in favor and 68 against.
The Chair noted we were back to discussing the proposal with the liberal arts foundational courses in math and science as a combined category and the global and local awareness international experience and privilege, power and diversity categories previous approved.

**Comment from a faculty member**
Would like to speak against the motion. I never think of our requirements as 2/2/2 and I never use that language with my students. I feel that our current system is more open and allows me to have open conversations with them about the direction of their education. What is attractive about the CAPP motion is the language that frames it but we also have language that goes with our current system. Look at the DePauw 4-year advising guide. I do think that we have forgotten how to talk to our students about a liberal arts education. Whatever we do with our requirements advising has to be a critical component. *End of the section related to the broader liberal arts foundations portion of the discussion.*

**Action taken:**
The question was called. Calling the question is a non-debatable motion.

**The vote to cease debate passed by a show of hands.**

The vote via secret ballot on the overall question of the new graduation requirements with the substitute language regarding math and science and the international experience and privilege, power and diversity requirements already approved failed by a vote of 35 in favor and 59 against and 6 abstentions.

The Chair clarified that our current graduation requirements with the addition of the international experience and privilege, power and diversity components would be effective for the incoming class of 2016.

*End of the discussion about general graduation requirements.*

CAPP had no additional announcements other than the written announcements on the agenda copied below. There were no additional questions for CAPP.

The Chair asked everyone to join her in thanking our entire Committee on Academic Policy and Planning. They've had a rather full plate both this year and the last few.

**Written Announcement –**

1. **Resource Allocation Subcommittee (RAS) membership**
   CAPP still needs to complete the roster for RAS for this May, including at least one at-large seat. Faculty members who are not in departments submitting a proposal to RAS who are interested in participating in this year’s RAS process should contact John Caraher regarding the possibility of serving on the subcommittee.

2. Current CAPP members thank those colleagues who have already volunteered to serve on any of our new committees and note that if you are tenured, consider social sciences your curricular home, haven’t yet volunteered to serve and won’t be on leave in the coming year we are still looking for a volunteer.


The Chair asked for everyone’s continued participation as we addressed the remaining business the agenda for the year. For Management of Academic Operations, Jen Adams from Communication and Theatre came to the podium and made the following motion.
A. Motion (to be voted on): MAO asks the faculty to vote to approve addition of a Language Certificate to the description of Modern Languages Major and Minors (to appear at the end of the current description):

**Language Certificate:** A student who completes a modern language course at DePauw at the fourth-semester level with a C or better (or places beyond the fourth-semester level on a DePauw placement exam) will earn a Language Proficiency Certificate in recognition of having attained a basic proficiency in that language.

**Rationale**
This is a way of recognizing basic proficiency on the transcript. This was suggested to ML by Association of Foreign Languages Departments representative, something that’s being done elsewhere. ML will institute a petitions process for certification to be placed on their transcript. The description of what it takes to be certified will be found in the department description in the course catalog, below the information on placement, retroactive credit and heritage speakers.

The Chair noted coming from a coordinating committee this needs no second. She asked if there were any comments, questions or discussion.

**Question from faculty member**
I encouraged students to take as many language courses as possible. You mention this was suggested as a model that is being done elsewhere. Do they have positive results? The C is the grade of proficiency, are we in danger of giving students a false positive when they can’t even read or write the language?

**Response from the Chair of Modern Languages, Alex Puga**
Apologized to colleagues in Classical Studies for being late in communicating intent to propose a Modern Language certificate. In terms of the certificate being done in other institutions, it is a new means of stimulating enrollment and stimulating students to broaden their foreign language experience at DePauw. It is such a new idea that, shortly after suggesting it, the Association of Departments of Foreign Languages (ADFL) wrote to institutions asking what the outcomes have been. This is a pilot proposal, we know that it will have to be adjusted.

**Response from faculty member in Modern Languages, Francesca Seaman**
Explained that in order to get a minor in Italian it takes 4 years. Feels that it is fair to recognize a student's gained proficiency in a language after 2 years of study, especially when there is no time for a student to finish the minor.

**Question from a faculty member**
Why wouldn’t we want to make the certification automatic?

**Response**
This will not happen automatically, there is a process that the students have to work through. We might have some students who meet the requirement based on past skills, for example, those already fluent in another language, who would not want their transcript to carry the designation because it might suggest a lower proficiency than they actually have.

**Question from faculty member**
There may be some professional definitions to look at. Is there any consideration of raising it above a C?
Response from the Chair of Modern Languages, Alex Puga
That is a grade that we assigned because it was consistent with minimum grades for major, minor, and language proficiency requirements.

There were no other questions. The motion passed.

There were no announcements from MAO other than the written announcements below and those as part of the consent agenda. There were no additional questions for MAO. Again, the Chair asked that we thank all our MAO colleagues for their work this year, with working out our new Extended Studies program, they’ve been busy.

Written Announcements – (in addition to those on the consent agenda)
1. MAO announces the approval of the AY 2018-2019 calendar.
2. Current MAO members thank those colleagues who have already volunteered to serve on the new Course and Calendar Oversight committee and encourages all colleagues not going on leave to consider volunteering to serve on this or one of our other appointed or elected committees.

7. Committee on Faculty – COF (Susan Hahn)
There were no questions for COF.
The Chair asked the faculty to join her in thanking our COF colleagues for their work this year. They always have a full plate.

Also, she ask that we consider this round of applause a thank you to all our colleagues who have done committee service on any committee this year. Everyone has worked hard to keep our best interest at heart during somewhat tense times throughout the year.

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

Written Announcements –
Current COF members thank those colleagues who have already volunteered to serve on the new Faculty Policy and Personnel Review committee and encourage tenured colleagues not going on leave to consider volunteering for one of the two remaining vacancies.

8. Student Life and Academic Atmosphere Committee – SLAAC (Smita Rahman)
There were no questions for SLAAC.

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

Written Announcements –
Current SLAAC members thank those colleagues who have already volunteered to serve on the new Student Academic Life committee and encourage tenured colleagues to consider volunteering to volunteer for the remaining one-year vacancy.

9. Faculty Governance Steering Committee – FGSC (Bridget Gourley)
As is no surprise, we already have a couple small tweaks to our governance structure. One comes directly from the conversation during the vote last month. FGSC is also aware of other clarity that is required and we
will be asking the new Faculty Priorities and Governance committee to take up and address. How we handle voting on new committee chairs has always been muddy and becomes more so in light of the new model. Also, how a committee selects their representatives and liaisons with other committees needs to be clarified. For now we ask each committee to do their best to do what makes sense given the context of your particular work and who has experience with your charge or the charge of the representative or liaison.

We officially give advance notice of these two details we know how we think we should best address. We will ask the faculty to vote in September. There was a lack of clarity regarding the sustainability committee issues, the Sustainability Director (currently Anthony Barrata was listed in the new structure) but the Faculty Sustainability Coordinator (currently Jeane Pope) was not.

A. FGSC gives advance notice that it plans to ask the faculty to approve the following additions to the By-Laws and Standing Rules approved in April 2015 to address two loose ends with regard to the new governance structure. (Additions shown in bold.)

**Addition to Section II.C. Voting.**

“2. Faculty members in Part-time Faculty Positions with Academic Rank may vote in any semester that their teaching load exceeds the equivalent of 1.5 courses or in any active teaching semester after 12 semesters of teaching service to the University. **Librarians serving as part-time renewable term faculty may vote in any semester that their load exceeds the equivalent of 50% of full-time, or in any active semester after 12 semesters of librarianship at the University.** All other faculty members in part-time positions may attend faculty meetings and participate in debate, but not vote; however, Senior (Emeriti) Professors are eligible to vote during any semester in which they are teaching at least one course.”

**Addition to Article IX University-wide Committees Section C:**

“C. Sustainability
1. **Function:** Coordinates the University’s sustainability efforts.
2. **Membership**
   Faculty membership: Three (3) appointed representatives.
   Administrative members:
   Voting: Director of Sustainability.
   Ex officio (without vote): **Faculty Sustainability Coordinator and VPAA or representative.**
   **Student members:** two (2) appointed by Student Congress.”

**Rationale**
As expected we knew loose ends would arise as we worked through such a complete change to the governance structure. These changes address two things, (1) the clarification that we wanted to treat our part-time professional library colleagues in parallel to our part-time teaching colleagues, and (2) a request from the existing ad-hoc sustainability committee to recognize the role of our faculty sustainability coordinator in the new committee structure.

Please note FGSC’s written announcements, we met earlier today and have another meeting scheduled for next week. We’ll communicate the outcomes of appointed committees as soon as we can, hopefully before the term concludes.

**Written Announcements –**

1. A subgroup of the FGSC is meeting with Board of Trustee leadership during their visit to campus for the May Board of Trustees meeting to begin formal conversations about an official faculty presence at Board of Trustee meetings.
2. Current FGSC members thank those colleagues who have already volunteered to serve on one of our
new elected or appointed committees. We were pleased to see contested elections for some positions. If you haven’t already volunteered for one of our remaining elected vacancies or completed your service statement related appointed opportunities we ask that you do so right away.

3. FGSC is working to complete appointments to appointed committees before the semester ends.

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

10. Internal Grants Committee – IGC (Tim Good)

There were no questions for the internal grants committee. They had two written announcements below.

A. The Internal Grants Committee report is an offer to answer questions.

Written Announcements –
1. Current IGC members thank those colleagues who have already volunteered to serve on the new Faculty Development committee and encourage tenured colleagues whose curricular home is in the social sciences to consider volunteering for the remaining one-year vacancy.
2. IGC completed reviews for the Ferid Murad Medal, Faculty Summer Stipends, and the Howes Grant.

11. Committee on Administration – COA (Francesca Seaman)

The Chair noted that in keeping with the goals of our new governance structure, the Committee on Administration wrote a nice succinct memo to us and our new Faculty Priorities and Governance and University Strategic Planning committees. I draw your attention to it now and promise that I will make sure these committees formally receive it as they consider their work in the coming year.

There were no questions for COA.

A. The Committee on Administration report is their memo below to all faculty colleagues and the new University Strategic Planning committee. COA would be happy to answer questions.

Written Announcements –
Date: May 2015
To: Faculty, University Strategic Planning committee
From: COA

As we close the Committee on Administration business for the 2014/15 academic year, the members of COA, in the spirit of the new committee structure reporting requirements, and in the interest of continuing important issues and ideas that we cannot advance this year, make the following recommendations:

1) COA recommends that the administration and faculty resolve whether DePauw will make the effort to go to a 3-2 teaching load or not. COA has discussed this for some time, but no firm proposals have come before the faculty or the Board of Trustees.

2) COA notes that with the change in committee structure there is no committee designated to address salary and benefit areas. COA acknowledges that developing a budget implies a series of trade-offs, but recommends that the new University Priorities Committee carefully consider faculty remuneration as an important priority as they undertake their new charge.
a. Salary considerations need to be addressed. Based on the current model the administration has planned for 3% raises into the foreseeable future.\textsuperscript{1} Each year a number is presented to COA and the faculty as a whole as the number; however, there is no known plan to address faculty salary concerns. Compensation rates remain stagnant and COA believes that this issue ought to be addressed transparently. COA would like to emphasize that salaries are linked to how the university is perceived and ranked by outside bodies, and play a role in attracting and retaining faculty members. Our overall average places us at number 3 among the GLCA schools, but we are outside the top quartile in the full professor and associate professor ranks, representing a departure from DePauw’s faculty salary policy as stated by the VPAA.

b. At 8%, the DePauw contribution to 403b retirement plans is below all but four colleges in the top 50 liberal arts colleges that offer defined contribution plans.\textsuperscript{2} The consequences are more years worked before retirement and financial fear and instability during financially difficult periods. COA urges the governing bodies to begin a gradual increase in the contribution to a standard of 10%, and perhaps higher after an employee turns 50. There are a variety of ways this program could work, but we find it important that retirement planning improve. COA suggests that a specific schedule may be put in place, with a gradual increase of .5% every year until we reach 10%, and perhaps a higher percentage for employees more than 50 years old.\textsuperscript{3}

c. We urge the Priorities Committee to also attend to healthcare and emeriti issues with vigilance.

3) COA notes that the university has consistently made efforts to minimize the use of adjunct faculty, both for reasons of fairness and in the interest of our students. We encourage the administration to continue offering full-time and multi-year contracts to term faculty where possible, to give as much advance notice as possible of teaching assignments, and to seek ways to extend other benefits.

As DePauw moves towards a new model of faculty governance, a move many on COA supported as a more agreeable system, we encourage the new planning committee to take up these issues that deeply impact the quality of life for university faculty and other employees.

Footnotes:
\textsuperscript{1}COA has recommended that the increase for 2015-2016 in salary be applied as an equal percentage (rather than an identical amount) across all faculty ranks.
\textsuperscript{2}The median employer contribution across the top 50 liberal arts colleges is 10%.
\textsuperscript{3}This would imply an increase in the expenditures of approximately $210,000 per year for four years to reach the stated goal.

12. Extended Studies Implementation Team Report (Dave Berque)

A. Report consists of an offer to answer questions.

Question from a faculty member
Her May term course and others are empty and she was concerned. May term is listed separately from winter term in the schedule of classes and that seems tragic. It is in the interest of DePauw and students to have a strong May term as well as Winter term. In the past May term courses had filled. She encouraged that we reconsider what works and does not looking at facts not just theory.

Response from Dave Berque
The way courses were listed this year was the same as last year. Still we will be open to looking at the issue.
Written Announcements
The Extended Studies Implementation team has no announcements. They will be working on their final report for the year in early June after May term completes.

Additional Business

13. Remarks from the President (Brian Casey)

Admissions

First, I am happy to report that we have a good Class of 2019 coming to campus next year.

We ended Friday, May 1, with 612 deposits. Things are still very much in flux and will obviously change over the course of this next week, as there are about a dozen or so first year applicants still in play. And matters can change through the summer.

But here is a very preliminary look at how that breaks down:

303 males and 309 females (49.5% male)
GPA 3.76
ACT 27
SAT 1180

Student of color will represent 18% of the class at 110 students (a slight increase from last year of 107)
-African American 28 (25 last year)
-Latino 21 (15 last year)
-Asian American 17 (21 last year)
-Native American 2 (2 last year)
-Multiracial 42 (44 last year)

Loutfi Jirardi in his first year as Coordinator of our International Recruiting did a remarkable job in diversifying that pool of students. International Students will represent 8% of the class (51 students) Countries represented: Vietnam, Pakistan, China, Nepal, Myanmar, Kenya, India, Ghana, Brazil, Japan, France, Spain, Germany, Italy, South Korea, Ecuador, Taiwan.

9 Permanent Residents: from United Kingdom, Italy, the Dominican Republic, South Korea, Philippines, Pakistan, Colombia and Egypt.

6 students who are dual citizens: Malaysia, United Kingdom, Ghana, Germany, Pakistan and India.

We also will see an increase in religious diversity with an increase in Jewish, Muslim and Hindy students.

School of Music 44
Honor Scholar 38
Environmental Fellows 9
Science Research Fellows 9
Management Fellows 59
Media Fellows 20

The class produced a total net tuition at an amount that is slightly below the budgeted tuition dollars needed
to make the 2015-16 budget work. ($11.1 M vs a budgeted $11.2M)

- Net tuition revenue per student $18,502
- Discount rate 57.9%

I am extremely grateful for the work of Cindy Babington during this her first admissions cycle and I want to thank Jonathan Coffin for his work in fundamentally altering our communications strategies with applicants, Craig Slaughter for his work in Financial Aid, and Brad Kelsheimer for his work with the financial modeling for this entire effort.

Looking forward, we must, make applicants better aware of our Fellows Programs and Honor Scholar Program (which still attract a significant number of our academically strongest students.) We are looking at our diversity numbers and I have asked Cindy to consider what steps she must take to continue diversifying our student population.

I believe that we are going to have a challenging time increasing net tuition per students in the years ahead. We serve a region of the country in which families have shown a lack of capacity to spend more on tuition that we are currently charging, after discounts. So, in order to increase the resources that the institution will need to continue to fund its ambitions, and given the size of our infrastructure, our academic program and our general operating expenses, we will likely need to consider how to increase enrollments by some modest amount in the years ahead. This will probably call for an increase in number of students we attract to the Fellows Programs and increase in the number of admissions counselors assigned to regions of the country with growing populations. DePauw will need to become increasingly national, increasingly diverse, and increasingly attractive to those who seek an intense academic experience that promises pathways to lives of accomplishment after college.

We will also need to increase endowment. In short, we have to subsidize this form of education for an increasing number of applicants. I am happy to report that we are now nearing $60M in new funds for student financial aid in this campaign with an eventual goal of $100M.

Of interest: Cindy was able to begin using some of new student aid endowment dollars to help meet the full need of number of our applicants, which certainly helped with overall enrollment and with increasing socioeconomic diversity.

**Upcoming Board Meetings**

**Board and the Faculty**

On Thursday of this week, the current Board Chair, Marshall Reavis, and the two prior Board Chairs, Dave Hoover and Sarah Wallace, will meet with Chair of the Faculty Bridget Gourley, COA Chair Francesca Seaman, and Chair of Chairs Harry Brown, along with myself and Renee Madison to discuss how best to engage the faculty with the Board and with major strategic directions of the University.

I have asked Renee to consult with the Association of Governing Boards, the national body that considers best practices for Board Governance as well as the Great Lakes Colleges Offices, to see what we can learn from other institutions and from those who consider matters of Board Governance about engaging faculty with the Board.

The Board has received briefing materials on the new Faculty Governance structure, and is fully aware, and is very pleased with, the new University Strategic Planning Committee. They know that they will receive a priorities report from this committee, as well as my response, in time for them to consider its recommendations at their February strategic meetings. I have spoken to the Board Chair about this and he,
and I, are very optimistic about how this new committee will work with the Board.

**Inclusions Planning**
The Board will consider the 2015-16 Inclusion Plan at its upcoming meetings. They will also participate in next year’s efforts to develop a long term University Inclusion Plan. Four members of the Board will be appointed to the planning committee on campus. The Board Chair will be one of the members of this subcommittee.

**Capital Projects**
The Board will consider the ongoing capital projects. Although I cannot reveal the details at this time, we will be announcing gifts to ensure that all the ongoing capital projects are fully funded from external gifts. This includes Hoover Hall and the new University Plaza that will be created between Hoover Hall and the Union Building. I do believe that this plaza will become a key gathering place for our students, faculty, and their guests.

At this meeting, the Board will consider plans for investments in the Library and in Asbury Hall. I hope to have something to report on this in short order.

**Fundraising**
We have had a very good few months of fundraising since the last Board meeting, increasing funds for Student Financial Aid, raising funds necessary to meet all costs for Hoover Hall and the Wallace Stewart Faculty Commons as well as the emerging plaza between the Union Building and Hoover Hall. I hope to announce new gift early next week as the Board meetings conclude.

**The Current and 2015-16 Budget**
The Board will hear updates on the 14-15 budget and consider a preliminary budget for 15-16.

For this year, we expected a $2.7M shortfall. The Board approved an incremental draw of $1.0M, and we have managed the remainder of the shortfall so are expecting to balance the current budget. The positives in the budget were upper class retention was better than expects ($500K), Annual Giving (The Fund for DePauw) is expected to produce $250K better than expected, health care claims are lower than expected, and we have reduced the number of staff and administrators through attrition that wasn’t replaced.

For next year, we will need to ask the Board to continue the $1M extra draw on the endowment to allow for a 3% salary pool, build in the costs associated with the seven new faculty members, and to keep health care premiums flat. So total Faculty Salary Expense increases will be approximately 4%. Staff salary increase will be about 2.8%

**Summer Mailings**

With the creation of the new University Strategic Planning Committee as well as the Curricular Policy and Planning Committee, I believe we have strong new ways to engage the administration, faculty, and Board in the next significant round of strategic planning.

I plan on sending to the faculty, first, a report on admissions and diversity, over the summer.

And as we get closer to the new 2015-16 academic year, I plan on sending to these two new committees, detailed information on some of the major planning issues before the University. These include:

- Funding investments in the faculty and faculty development
- How to increase funding for our infrastructure
• How to make investments in Admissions to drive enrollments and increase our national footprint and our diversity.

I also plan, for the first time in the seven years I have been here, to leave campus for a period this summer to work on some planning documents so I can share them with the faculty and the Board this summer and fall. I want to organize some thoughts on our curriculum, faculty life, admissions and the marketplace, how to ensure the long-term strength of the institution. I hope they can be part of the conversations of our new faculty committees.

In 2010, we saw DePauw 2020 emerge as a planning framework. Halfway to what was to be the end of that plan, I look forward to using our new faculty system to develop our plans further in service for the University’s needs and ambitions.

14. Remarks from the VPAA (Larry Stimpert)

The VPAA began his remarks by thanking everyone who participated in the senior showcase and Honors Convocation. This has been another banner year for students receiving Fulbright and other prestigious graduate scholarships and fellowships. Much thanks goes to Kate Knaul and the many faculty members who mentored and worked with student applicants.

The year also demonstrated the vitality and creativity of our faculty. Nine faculty members authored books during this year, and over 150 faculty members presented their work at conferences, exhibitions, and performances. All faculty members are invited to celebrate these accomplishments by attending the annual Faculty Achievement Program on Thursday, May 7 and the Faculty Recognition Reception on May 8.

The VPAA also thanked faculty members who had served on key committees, and offered a special thank you to members of the FGSC, who worked tirelessly to overhaul our committee structure; CAPP, who worked very hard on our general education requirements; and COF, which met nearly every week throughout the year to carry out its important work.

• The VPAA then shared information with the faculty on a number of initiatives,
• Both the Education Studies and Communication and Theatre Departments prepared self-studies and hosted external review teams. We are currently awaiting reports and recommendations from both external review teams. The Modern Languages Department is now working on a self-study and will host an external review team next fall.
• A grant from the Arthur Vining Davis Foundations allowed us to fund more summer research opportunities for students and faculty this summer, and we were also able to increase student stipends. Our aim is to make it affordable for our students to take advantage of this high impact learning practice. Much appreciation goes to those faculty members who work so tirelessly with our research students.
• Working with Brad Kelsheimer and Kevin Kessinger, we now have in place a plan to fund investments in labs, studios, and other facilities on an ongoing basis. The library renovation is on track to move forward in the coming year, and we will also begin work on renovating Asbury. Work planned for Asbury this summer includes addressing structural problems that cause leaking.
• A series of informal meetings with faculty members from across the campus provided much feedback on the most positive aspects of our work while also identifying some elements that hold us back. Many faculty members cite our faculty development programs and opportunities as a key advantage of working at DePauw. At the same time, many faculty members cited a lack of community and questions about institutional identity and mission as concerns. The VPAA is confident that the coming year will provide opportunities to articulate more unified statements of our university’s identity, the
mission of our academic program, and our university, faculty, and student cultures.

Question from a faculty member
It seems that we are having conversations about vision why isn’t everyone involved?

Response
We are discussing effective ways to include everyone in the conversations.

Question from a faculty member
What is happening with the McDermond Center Task Force and report?

Response
The task force was charged to give their report to the Board of Trustees. The task force will be ratifying their report in a meeting on Wednesday before the formal Board meeting begins. The report will then be shared with the Board of Trustees during the meeting. After the Board has officially received the report it will be shared with the community.

15. Old Business

The Chair noted that the faculty had business before it in April when a quorum count was called. We no longer had a quorum so the item became old business. She invited Professor of Modern Languages Bob Hershberger to the podium since it was originally his motion. Bob stated that what the group organizing the statement was hoping for was an endorsement of our principles. He also reminded the faculty that the timing relative to last faculty meeting meant the language was put together quickly and noted we should have a “Q” added to “GLBT”, i.e., “GLBTQ.”

A. Statement as a result of the March 2015 Indiana SB101 (Bob Hershberger)

Motion (to be voted on): That the faculty approve the following resolution.

“We the faculty of DePauw University were CONCERNED by the March 2015 passage of Indiana SB101, the so-called Religious Freedom Restoration Act. As our Catalog states,

A DePauw education asserts that developing a global perspective and an appreciation and tolerance for a more diverse society are vital for living in an increasingly interdependent world.

Since its founding by frontier Methodists, DePauw has sought to foster moral reflection and humane values among its students. Its strong tradition of service to humanity – whether in the Greencastle community or around the world – manifests its belief that moral engagement and civic responsibility should guide our actions and commitments (emphasis added).

We strongly affirm that DePauw is and will remain a living and learning community that welcomes and respects GLBT students and colleagues along with those from all racial, ethnic, RELIGIOUS and national backgrounds, and we support President Casey’s statement (March 29th, 2015) calling on the Governor and legislature to do all in their power to affirm that the State of Indiana is equally welcoming.”

Chair’s agenda note:
This item of business was under discussion during the April 2015 when a quorum was called. We no longer had a quorum so discussion ceased. Before the quorum was called to edits to the original language were approved and those edits are noted by the capitalized words CONCERNED and RELIGIOUS above. CONCERNED
was a change in language and RELIGIOUS was an added word.

The Chair asked those who seconded the motion to confirm it was ok to add Q. There was agreement. So the Chair noted the motion before the faculty was the one printed on the agenda with “GLBTQ” in place of “GLBT.”

**Question from a faculty member**
At the last meeting, I made the motion to change the first sentence to read “We the faculty of DePauw University, in light of Indiana SB101 note that our catalog states, ...” He also supported the addition of the Q.

**Response from the Chair**
I’m sorry we missed that in the minutes. Since it wasn’t recorded I think it is important that we use Robert’s Rules as a way to formalize the change.

Bob Hershberger, who originally made the motion and Meryl Altman one of those who seconded the motion support the change and agreed that the language the wanted put forward to the faculty read,

“We the faculty of DePauw University, in light of Indiana SB101 note that our [Catalog](#) states,

‘A DePauw education asserts that developing a global perspective and *an appreciation and tolerance for a more diverse society are vital for living in an increasingly interdependent world.*

Since its founding by frontier Methodists, DePauw has sought to foster moral reflection and humane values among its students. Its strong tradition of service to humanity – whether in the Greencastle community or around the world – manifests its belief that *moral engagement and civic responsibility should guide our actions and commitments* (emphasis added).’

We strongly affirm that DePauw is and will remain a living and learning community that welcomes and respects GLBTQ students and colleagues along with those from all racial, ethnic, religious and national backgrounds, and we support President Casey’s statement (March 29th, 2015) calling on the Governor and legislature to do all in their power to affirm that the State of Indiana is equally welcoming.”

In speaking to the motion Prof. Hershberger noted the goal was to have a strong statement the faculty can get behind.

The Chair stated that since he was asked for a secret ballot on this issue last month she assumed that request still stood. The faculty asked if we could see if there was still a desire for a secret ballot. No one requested it.

**A vote was taken and the resolution with the edited first sentence and addition of the letter Q passed.**

### 16. New Business

There was no new business brought to the faculty.

### 17. Announcements

**A. Announcement about faculty forums and teaching roundtables** (Jeff Kenney, Faculty Development Coordinator)

Jeff Kenney announced new goals for faculty forums and teaching roundtables to be held on first and third Wednesdays over lunch in the UB Ballroom. He asked departments and programs to avoid scheduling at these
times and encouraged everyone to plan to participate. This shift is an effort to create a stronger sense of community. Research forums will be on the first Wednesdays of the month and teaching forums on the third Wednesday of the month.

**B. Announcement about faculty meetings and open forum dates for AY15-16**

(Bridget Gourley, Chair of the Faculty)

The Chair of the Faculty reminded everyone the dates for faculty meetings for AY15-16:
- Monday September 7, 2015
- Monday October 5, 2015
- Monday November 2, 2015
- Monday December 7, 2015
- Monday February 8, 2016
- Monday March 7, 2016
- Monday April 4, 2016
- Monday May 2, 2016

She also noted the scheduled open meeting times noting that discussion topics will be announced in advance of the meetings:
- **Monday** September 21
- Tuesday October 27
- Tuesday November 17
- Tuesday February 23
- Tuesday March 29
- Tuesday April 19

All meetings are scheduled for 4 p.m. in the Union Building Ballroom. She directed attention to her email dated May 1, 2015 for more details.

Also, as she mentioned last month the chair noted if you left an iDevice at the March faculty meeting, please see me after the meeting to claim it.

Lastly she drew attention to the written announcement about the new tradition for seniors. It will help us get important exit survey data and assessment that will help us with grant proposals to funding agencies and provide a fun way for seniors to get together and efficiently pick up their cap and gown.

**Written Announcements –**

1. **Assessment Announcement (Jackie Roberts and Pam Propsom)**

   DePauw is starting a new tradition of having seniors go through an exit process before leaving DePauw. This event is occurring on Study Day, Friday, May 8th from 11 a.m. -1 p.m. in Julian. During this time all seniors will obtain their caps and gowns, have pizza, be entered into drawings for a number of prizes, take a final assessment, and the Hubbard Center will gather information on post-graduation plans. This year we are including a Science Literacy test to gather baseline data on our science/math general education.

   In planning for final departmental or programmatic functions for this year, we wanted to make sure each of you was aware of this new event being held on study day. Your encouragement of seniors to attend this session would be appreciated.
Thank you for helping support efforts to assess and improve DePauw’s educational experience.

2. **Robert’s Rules “Cheat Sheet” (Misti Shaw, Parliamentarian)**
   At the end of the agenda you will find a cheat sheet for Robert’s Rules. This document has the same type of information as the document “Some Commonly Used Motions at Faculty Meeting” prepared by David Harvey in 2007 during his service Chair of the Faculty that has been and continues to reside on the Faculty Governance website (below the list of faculty meeting dates for the year). Hopefully these documents will help you feel more confident in participating in the debate and bringing forward actionable requests. The Parliamentarian and Chair of the Faculty are both happy to answer questions and offer suggestions about items you’d like to submit for the agenda and/or if you would like advice about how best to address an item on the agenda.

   The Chair of the Faculty has asked the Parliamentarian to join her at the front table during complex debates to be readily available to consult the details of Robert’s Rules if we need them.

18. **Adjournment**

   The Chair thanked everyone for participation and staying through many long meetings throughout the year. The meeting was adjourned between 6:00 and 6:30 p.m.
### Appendix A: Tribute to Professor Emerita Ruth Louise Lester (1929-2015)
Written by Professor Emerita Judith George

Ruth Lester’s career spanned thirty eventful years at DePauw University. She arrived in Greencastle in 1962 with prior teaching experiences in the Lebanon, Pennsylvania, school system and camp administration with the Girl Scouts of New York City. With a baccalaureate degree from the University of Louisville and a Master’s degree from temple University she subsequently completed a director’s degree from Indiana University. Her educational emphases where in health, physical education and pedagogy and she delighted in talking about the early history of higher education. Ruth possessed an analytical mind and this quality blended well with the breakdown of the fundamentals of movement skills, which was typical of this era of instruction in physical education.

Upon first arriving at DePauw, Ruth found the department of physical education involved in a two-year requirement in physical education, which entailed a liberal education in various aspects of traditional physical education. Each student was required to select one course from the following areas: fundamental movement, dance, aquatics, team sports, and individual sport leaving three open choices. Students wore required uniforms and the women’s uniform consisted of one-piece bright yellow/orange outfits in which no one wanted to be seen. As the years passed and the requirement was whittled down, it became increasingly harder to justify such a requirement in a more open university curriculum, but one could proudly reflect upon how almost all of our students knew how to swim and were knowledgeable about and could perform in at least one or more lifetime sports.

Ruth’s specialization at DePauw was instruction in racquet sports, more especially tennis. As women’s collegiate sports evolved into women’s athletics she became involved as an advocate for women’s competitive opportunities but her interest was directed more toward teaching than coaching. She coached tennis in the early 1970s, was the first women’s basketball coach and served on the first state board for the Indiana Women’s Intercollegiate Organization but her passion was primarily with advising the Women’s Recreation Association, which provided various intramural sports opportunities for the DePauw co-eds. The women, especially with competition centered around living units, turned out in large numbers to support their teams in rivalries on the basketball or volleyball court. Sorority membership was popular in the 60s and 70s and the clack of sorority paddles along with cheering rocked the rafters of the old Bowman Gym.

In these years the men and men were divided into divisions: the men’s department and the women’s department. Even though the department was one department it operated under two schema. James Loveless was department head for physical education and athletics but Charlie Erdmann and Mary Lou Miller provided leadership for the physical education programs. It is now difficult to comprehend but there were some hostile feelings that some of the men seemed to harbor about female presence in the department. One of the wives commented that her husband had reservations about accepting a job at DePauuw because he would have to work with women. Probably because of the dearth of women’s athletics and the lively personality of Mary Lou, the men and women did peacefully co-exist under one roof. Miss Miller, as women’s head, wielded a lot of influence over several other women in the department. Women were instructed not only about teaching procedures but behavior on campus and in the community, social graces in attending weekend sorority teas were emphasized as well as our being told to be supportive of the Dinosaur faculty political alliance and we were expected to be seen in public wearing skirts and heaven forbid to stay away from Old Topper’s Tavern.

When Ruth followed Mary Lou as head of the women’s department it was a kinder and gentler era. We were in the new Lilly Center and she was the de-facto head of programming in physical education rather than the
women’s head. She also acted as the assistant for women’s athletics under the men’s athletic director and there were now mixed classes with men and women in physical education classes. However, in spite of Title IX, men increasingly became the “head” coaches and “the head” administrators of women’s athletics. It was a sad day when the Association of Intercollegiate Athletics for Women succumbed to the National Collegiate Athletic Association. Gone was the dream of a new direction in athletics shaped for women by women. This action in the early 1980s began to phase out Ruth’s contributions to athletics, but now she could do some innovative things in the classroom.

Today we hear about diminishing the town-gown gap and Ruth was doing just this during the 70s until her retirement in 1992. Her class, Teaching Physical Education in the elementary School, involved corollary teaching experience with Ridpath Elementary School. Ruth’s students were well prepared and she received numerous comments of praise and gratitude from the Ridpath teachers and Principal Avery. Another class, which she began in Winter Term, was Emergency Medical Technician. Students from this class went on to become the early EMT’s in Greencastle. Her interest in founding this group evolved from the First Aid course, which she taught within the department. Ironically the admitting emergency room physician at Putnam County when she entered the hospital was one of her early trainees.

Ruth was very interested in teacher education and she capably served on the Teacher Education Committee, MAO, CAPP, and Committee on Faculty. She was available to students and maintained post-graduate contacts with many. As we all do, she had her niche and left her mark on this university.

During retirement she served on the Operation Life Board of Directors and did volunteer work for Habitat for Humanity. Her Kentucky-Pennsylvania Dutch accent will be remembered by all that knew her as well as her adventuresome spirit which prompted her to rappel down the side of the science building under the guidance of an ROTC officer and also to drive her truck with sidekick Amy the poodle through the back roads of Putnam County. Since her passing many have commented about how they will miss Ruth’s stories. She was a master at telling stories, which she drew from her experiences and opinions, and she spun the description with intent focus and color, an ability which made her a born teacher.

Gone now are the stories of the high waters from a hurricane which threatened the safety of the Hudson Valley Girl Scout Camp which she directed, as well as the emotional story of the downfall of the Hershey Company candy makers when they moved part of the operation to Mexico from her native Lebanon Valley, Pennsylvania, and her cure from a childhood back injury with patent smoke. We will greatly miss the colorful personality of Ruth Lester.
Appendix B: Course Descriptions for MAO Consent Agenda Items

Related to Consent Agenda Item C – Change in Distribution Designation
ML 295 B – Topics in Modern Languages: Linguistics (1 credit) – SS Designation - Courses in specific topics, such as culture, literary movements or genres, linguistics or film. Taught in English. May be repeated for credit with a different topic. May count towards European Studies minor.
Appendix C: Proposed new major in Environmental Biology (from CAPP)

The Need for an Environmental Biology Major

Some of the foremost problems facing humanity now and in the future are environmental in nature. These include climate change, loss of biodiversity, and the stability of ecosystems that are necessary to sustain our species. None of these problems can be approached effectively from within the boundaries of a single traditional academic discipline. Liberal arts colleges have a responsibility to produce graduates who are prepared to deal with such complex issues, and in particular to send some of those graduates into the world trained to deal directly with these interdisciplinary challenges. The proposed major is designed to produce this type of graduate.

An interdisciplinary major should give students a breadth of experience across disciplines, while giving them adequate depth of understanding that it prepares them for what comes next (graduate programs, the job market, etc.). By requiring a range of classes focusing on the environment from different perspectives as well as a creating a depth of understanding in the biological sciences, the Environmental Biology major will serve as a strong preparation for students who wish to go on to graduate programs in biology, ecology, or environmental science/studies, as well as preparing them for directly entering the job market (e.g. environmental NGOs, government agencies, environmental consulting).

An increasing number of students are arriving at DePauw with an interest in environmental science with a focus on biology. Some become Biology majors, some choose Environmental Geoscience, and still others design their own interdisciplinary majors. During conversations with prospective students, it has also become clear that we are losing students with interests in environmental studies and science to other colleges in part because they perceive (inaccurately, we believe) that DePauw’s curricular offerings in this area are somewhat limited. The proposed Environmental Biology major would offer a good option for students we already have and will help, along with the Environmental Geoscience major and the Environmental Fellows Program, to attract more strong students with environmental interests to DePauw.

Structure of the Major

Environmental Biology majors should gain an in-depth understanding of biology, an understanding of basic chemistry, and an exposure to environmentally-oriented work in other disciplines that will allow them to effectively communicate and collaborate on complex environmental issues. Thus these students will be asked to complete seven and a half biology courses, a course in chemistry, and four environmentally-focused courses in allied disciplines. The biology courses will include classes in ecology and biostatistics, both of which are core subjects for field biology. To allow the students to further explore an area of interest, they will also take one additional elective course from biology, chemistry, or from the list of allied courses. The total number of courses required for the major will be 13.5.

Student Outcomes

In proposing this model, we have assumed the following:
- Environmental biologists should have a firm knowledge of basic biology (both biology introductory courses required).
- Environmental biologists should be exposed to advanced ecology and organismal biology, as well as some laboratory biology techniques (additional BIO requirements).
- Environmental biologists should be able to understand and use statistics (BIO 275 Biostatistics or equivalent required).
- Environmental biologists should understand basic chemistry (CHEM 130 required).
- Environmental biologists should have some knowledge of the physical environment and geological processes (GEOS requirements).
- Environmental biologists should be exposed to ways in which disciplines outside the sciences approach environmental problems so that they are able to converse with experts in these disciplines (allied course requirements).
- Environmental biology majors should have a capstone seminar that is interdisciplinary, in order to demonstrate and solidify their ability to approach environmental issues from a variety of disciplinary perspectives.
- Environmental biology majors should be prepared to go on to a relevant graduate program (e.g. Biology, Ecology, Environmental Science, Environmental Policy) or to enter the environmental job market.

**Development** - This proposal was developed by Jim Benedix in conversation with the members of the Department of Biology. Other departments and individual faculty members that might be affected (i.e. that offer courses that may be taken as part of the Environmental Biology major) have also been consulted. Versions of this proposal have been considered by the Department of Biology a number of times over the last 10-12 years. This proposal now has the support of the Department, as indicated by the signatures on the final page.

**Staffing** - The proposed major requires no additional staffing beyond what is currently present in the Biology department, and has no staffing implications for other departments. It requires only courses that are currently taught or will likely be developed regardless of whether the new major exists. The only possible impact would be on future staffing; in the unlikely event the major causes a very large increase in the number of students declaring majors within the Department of Biology, the Department may need to request additional faculty positions. If the new major is approved we anticipate only a modest increase in the number of majors within Biology.

**Budget** - Other impacts of the new major will also be minor. Because the courses for the major are already in place, no change in budget or patterns of offerings will be necessary. Most of the courses outside of Biology that will count for the major are also courses that count for credit within the Environmental Fellows Program, and so any planned staffing or budgetary changes that result in the loss of a number of these courses would already result in negotiations with Environmental Fellows. Thus the University has already agreed, in a real sense, to maintain these courses. The creation of an Environmental Biology major simply reinforces this, but creates no new “obligations” on the part of the University or its various academic departments.

**Footnotes:**
1. Examples of currently/recently offered allied courses: Science - GEOS 110, GEOS 125, GEOS 230; Social science, Arts & Humanities - PHIL 232, WS 362, ANTH 253, and topics courses such as Nature Writing, Environmental Crisis Narratives, Political Economy Global Environment, Political Ecology, and Environmental Policy. An ongoing list of courses that will count for the major will be kept by the Department of Biology.
2. Sarah Lee, who is an aquatic ecologist entering a tenure-track position in Biology in fall 2015, will likely develop an advanced course that would count for the Environmental Biology major.

**Catalog Text**

**Requirements for a major**

**Environmental Biology**

<table>
<thead>
<tr>
<th>Total courses required</th>
<th>7.5 BIO + CHEM 130 + 4.0 allied course credits + one elective course credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core courses</td>
<td>BIO 101, BIO 102, BIO 450</td>
</tr>
<tr>
<td>Other required</td>
<td>Five upper level Biology courses. Must include BIO 275 and either BIO 342 or BIO 345</td>
</tr>
<tr>
<td>courses</td>
<td>(or a similar approved topics course)</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Four allied courses from outside of Biology (minimum two from the social sciences, humanities or arts; minimum one from the sciences). At least one of these must be at or above the 200 level. These courses are selected from a list of environmental course offerings maintained by the Department of Biology.</td>
</tr>
<tr>
<td>One additional elective course, which may be in Biology, Chemistry, or from the list of allied courses.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number 300 and 400 level courses</th>
<th>Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior requirement and capstone experience</td>
<td>The senior requirement consists of the completion of BIO 450 with a grade of C- or better.</td>
</tr>
<tr>
<td>Additional information</td>
<td>No more than two courses from off-campus programs can count toward the major. Environmental biology majors are encouraged to also take courses in physics and computer science.</td>
</tr>
</tbody>
</table>

| Recent changes in major                    | In this Fall 2014 version of the major, the introductory sequence, BIO 101 and BIO 102, replaces the former introductory sequence, BIO 135, BIO 145 and BIO 215. |

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

Note on the plan for the capstone of the proposed major:
The capstone for the Environmental Biology major will initially be taught under the same course number as the Biology senior seminar. Once the new major becomes established the Department will have separate sections of seminar for students in each of the two majors, and may eventually propose the second seminar as a separate, distinctly numbered course. This plan will allow some flexibility as the new major develops, since it may initially have too few students for a full seminar section.
Appendix D: Proposed Changes to the Graduation Requirements (from CAPP)

**Summary:** CAPP proposes adoption of the following Distribution requirements. This is a variant of the ‘Six Experiences’ model originally proposed during the last round of Gen Ed discussions.

Where does it differ from the current system of requirements? Like the Six Experiences model, this General Education model is more prescriptive, in that it directs students to take a science course, to take an arts and literature course, etc., rather than to simply take any two courses within a broad range of “humanities” or “social science” courses. This responds to both the feeling of many faculty that our current set of requirements has become too weak and from data that shows students are tending to balkanize their courses so that ‘science students’ are tending to avoid literature and ‘arts’ students are avoiding science.

The proposal differs from the original ‘Six Experiences’ model mainly in two respects:

1. It adds two courses that deal with diversity and multiculturalism. One is an international experience (defined as either a course or study-abroad experience) and the other is a course specifically directed at issues of power, diversity, and difference.
2. It divides the general education program into two forks: Liberal Arts Foundations and Global and Local Awareness. Part of the goal of this division is to tell a more coherent story about what we are doing. Foreign language, in particular, comes out from the cold as an oddball add-on to the Six Experiences and forms part of the Global and Local Awareness category.

We estimate that, although this plan does add two courses to the existing “six experiences” model it will, in fact, not add much to the load students current take. The new “international experience,” in particular, can be fulfilled in many ways.
Catalog Language
[The following text will completely replace the text struck through below. Text in red, when viewed on screen or when the agenda is printed in color, are changes made since advance notice was given in April 2015. These changes represent NO change in scope, just tightening or clarifying language as a result of feedback over the past month.]

Fall 2016

These requirements are effective starting with the Fall 2016 entering class.

DePauw University’s general education requirements aim at producing both an exciting and fulfilling undergraduate educational experience and at preparing our students for a life of engaged, thoughtful, reasoned choices. The University’s Competency Requirements (in Writing, Quantitative Reasoning, and Speaking and Listening) develop students’ abilities in overarching skills of analysis and communication, while the Distribution Requirements allow students to investigate a broad range of means of inquiry and look critically at the world.

Although many entering students view distribution requirements as a series of hoops to jump through, the General Education program in fact creates a network of skills and abilities that successful students will draw on throughout their college experience and their careers after DePauw.

The Distribution Requirements are organized into two overarching umbrellas:

1. Liberal Arts Foundations
2. Global and Local Awareness

The University holds an abiding belief in the value of the core liberal arts and that students learn best when they are able to approach problems from a variety of perspectives. In their lives after DePauw, students will constantly draw upon their liberal arts training. Doctors and scientific researchers need to critically examine ethical positions. Social justice activists need not only rhetorical training, but understanding of statistics and sampling. Business leaders will succeed in the global economy only if they understand the societies of their markets. Politicians need to understand historical processes and how science works. The liberal arts provide a crucial foundation for life and for a dynamic undergraduate curriculum, so students will complete five courses in Liberal Arts Foundations.

At the same time students broaden their Global and Local Awareness. We live in a world that feels more or less natural to us, but that world is constructed by, among other things, the language or languages we speak, the exercise of power, and attitudes and prejudices we inherit from friends, family, teachers, and the media. To begin seeing beyond our limited perspectives, students will study foreign language and foreign cultures, the dynamics of human societies and cultures, and how inequities of power shape the world.

Liberal Arts Foundations

Arts and Literature

The study of literature and the arts reveals a culture’s histories, values, institutions and aspirations. Through analyzing the complexities of artist and community, of a work of art and the system producing the work, students develop cultural literacy, critical skills, and an understanding of artistic heritage.

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

**Creative Expression**

*Creative Expression formalizes our impulse to create through the musical, performing, visual and rhetorical arts. Thinking creatively, giving expressive shape to abstract and concrete ideas, and communicating those ideas imaginatively, complements traditional academic pursuits and fosters understanding within the broader context of human cultures.*

Each student earns at least one credit in courses that develop the capacity for creative expression. A major component of these courses is participation in creative activity of a literary, artistic, rhetorical, or musical nature. Students can also earn credit toward this experience by participating in co-curricular activities that involve creative activity of this sort. Credits earned through co-curricular participation do not count toward the 31 credits required for graduation and are limited to a maximum of 0.5 earned distribution credits per semester.

**Historical and Philosophical Understanding**

*To make informed and effective decisions we need more than our opinions and an appraisal of current trends; we also need to understand where we came from, how our beliefs have developed over time, and how the stories we tell ourselves about our past came to be. We need to be able to examine our own thinking and assumptions.*

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

**Mathematical and Logical Reasoning**

*Logic and mathematics are among the most powerful tools the human mind has devised for comprehending and interacting with the world. Students engaged in their study learn foundational critical thinking skills. They develop habits of rigorous thought that empower them to engage in sound analyses of questions amenable to the tools of logic and mathematics throughout their lives.*

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

**Natural Sciences**

*The methods of the Natural Sciences provide a distinctive and efficacious path to understanding the natural world. Informed citizen engagement with critical challenges posed by technology, modern medicine, environmental problems, etc. demands an understanding of the way natural sciences work.*

Each student earns at least one credit in a laboratory course that has as a major component the scientific investigation of the natural world. The laboratory work will emphasize the role of experiment and observation in the formulation and testing of scientific hypotheses.
Global and Local Awareness

Becoming a global citizen requires empathy and understanding that comes from deep immersion in another culture, through the study of its language and culture. At the same time, exposure to other cultures and linguistic systems introduces students to a variety of perspectives; the ability to take different approaches is a hallmark of a liberal arts education. For these reasons DePauw invites all students to study a foreign language and to gain experience in a foreign culture.

Foreign Language

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

International Experience

Students earn at least one credit in a course that has, as its focus, the study of a culture foreign to their culture of origin. This may be earned in courses focusing on the politics, society, religion, history, or arts of a foreign culture or through a semester-long or longer study-abroad experience. International students fulfill this requirement through their study at DePauw.

Understanding Society and the Dynamics of Power

Living and working in an interconnected world brings us into interaction with people of diverse identities. Making a contribution to this world requires both a deep understanding of a society as well as a basic understanding of the dynamics of inequality. The Study of Society and Culture grounds students in the inner workings of a specific society, while Privilege, Power and Diversity courses offer students a variety of lenses through which they can learn about these dynamics at a more conceptual level.

Privilege, Power, and Diversity

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

Study of Society and Culture

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

Policies for Distribution Requirements

1. Working closely with their academic advisors, students should complete these requirements within the first two years. If the requirements in Natural Science, Society and Culture, Art and Literature, History and Philosophy, Mathematical and Logical Reasoning, and Creative Expression have not been completed by the
end of sophomore year, students must enroll in at least one eligible course in each succeeding semester until they complete the requirements.

2. Each of the six course credits used to complete the Natural Science, Society and Culture, Art and Literature, History and Philosophy, Mathematical and Logical Reasoning, and Creative Expression distribution requirements must be from different course listing areas. The course listing area is denoted by the text code preceding the course number in the schedule of classes and on the transcript.

3. Courses ordinarily may not satisfy more than one distribution requirement (see 7. below for exceptions).

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

5. Course credit used to fulfill the distribution requirements, apart from Foreign Language, must be earned through courses offered at DePauw. Advanced placement and transfer credit do not apply to completing distribution area requirements.

6. Individual departments, programs, and the School of Music, with the guidance and approval of the Curricular Policy and Planning Committee (or of any subcommittee to which the Curricular Policy and Planning Committee may delegate this responsibility), determine which of their courses meet distribution area requirements. These courses should be foundational courses. Foundational courses typically will be at the 100 or 200 level and have no or minimal prerequisites.

7. Some courses might meet the descriptions for International Experience or Privilege, Power, and Diversity as well as for one of the other distribution areas. In such cases, departments may designate those courses for whichever of International Experience or Privilege, Power and Diversity is appropriate and, in addition, for one other distribution area. Students can decide to count the course toward either eligible requirement. In no case may a single course be counted, for a given student, toward more than one requirement.

Footnotes:
1 Languages regularly offered at DePauw University include Arabic, Chinese, French, German, Ancient Greek, Italian, Japanese, Latin, Russian, and Spanish.

[Old catalogue language below that will be replaced.]

**DISTRIBUTION AREA REQUIREMENTS**

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

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

**Arts and Humanities**

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

**Science and Mathematics**

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

**Social Science**

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

**Language Requirement**

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

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

**Policies for Distribution Requirements**

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

2. Each of the six course credits used to complete the Arts and Humanities, Science and Mathematics, and Social Science distribution requirements must be from different course listing areas. The course listing area is denoted by the text code preceding the course number in the schedule of classes and on the transcript.

3. No course may satisfy more than one distribution requirement.

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

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

6. Individual departments, programs, and the School of Music, with the guidance and approval of the Committee on the Management of Academic Operations (MAO), determine which of their courses meet distribution area requirements.
Appendix E: Data regarding recent history, current offerings in response to Frequently Asked Questions (FAQ) related to changes to graduation requirements (from CAPP)

CAPP is committed to providing data to inform voting on the curricular revisions scheduled for the faculty meeting of May 4, 2015. See below a summary of queries CAPP has anticipated; feel free to send additional queries to Larry Stimpert by Friday May 1st at 3:00 p.m.

1. Number of graduating students who take two or more courses from the Natural Science category and none from the Mathematics and Logical Reasoning category.

<table>
<thead>
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<th>Year</th>
<th>Count</th>
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<td>2013</td>
<td>275</td>
</tr>
<tr>
<td>2014</td>
<td>280</td>
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2. Number of graduating students who take two or more courses from the Mathematics and Logical Reasoning category and none from the Natural Science category.

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</tr>
<tr>
<td>2014</td>
<td>63</td>
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</table>

3. Number of graduating students who take at least one each of courses in the Natural Science and Mathematics and Logical Reasoning categories.

<table>
<thead>
<tr>
<th>Year</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>215</td>
</tr>
<tr>
<td>2014</td>
<td>250</td>
</tr>
</tbody>
</table>

4. Number of graduating students who took courses from neither Mathematics nor Computer Science.

<table>
<thead>
<tr>
<th>Year</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>198</td>
</tr>
<tr>
<td>2014</td>
<td>223</td>
</tr>
</tbody>
</table>

5. Number of graduating students who took no courses from the departments of Biology, Chemistry & Biochemistry, Geosciences, Kinesiology, Physics and Astronomy or Psychology.

<table>
<thead>
<tr>
<th>Year</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>75</td>
</tr>
<tr>
<td>2014</td>
<td>48</td>
</tr>
</tbody>
</table>

6. In general, do students graduate with more than one Q?

<table>
<thead>
<tr>
<th>Year</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>360</td>
</tr>
<tr>
<td>2014</td>
<td>279</td>
</tr>
</tbody>
</table>

7. Estimate of the “seats” available in lab courses.

440 lab spaces, including introduction to computer science and courses such as PSY 215
348 lab spaces limited to natural sciences (BIO, CHEM, GEOS, and PHYS)
Each pre med student will take at least six introductory lab science courses.

8. Can a course taken to satisfy one of the competencies also count toward one of the proposed experiences?

Yes

9. Might the Math and Logic requirement make Q redundant and unnecessary?

It is likely to create pressure for some changes CAPP believes may strengthen the quantitative reasoning requirement. Rather than considering Q to reside in just a single course, a student could take a foundational course in Mathematical and Logical Reasoning followed by a capital-Q course that focuses on quantitative reasoning within a particular discipline. This parallels in some ways the structure of the writing program, featuring a “little w” in the First-Year Seminar followed by the capital W in the sophomore year. CAPP would
consider UNIV 101, Introduction to Quantitative Reasoning, a suitable course for the Mathematical and Logical Reasoning requirement.

10. Are there currently enough credits available for.....

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Liberal Arts Foundations</strong></td>
<td></td>
</tr>
<tr>
<td>Natural Science</td>
<td>857.5</td>
</tr>
<tr>
<td>Arts and Literature</td>
<td>374.75</td>
</tr>
<tr>
<td>Historical and Philosophical Understanding</td>
<td>778</td>
</tr>
<tr>
<td>Mathematical and Logical Reasoning</td>
<td>414</td>
</tr>
<tr>
<td>Creative Expression</td>
<td>358</td>
</tr>
<tr>
<td><strong>Global and Local Awareness</strong></td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>255</td>
</tr>
<tr>
<td>International Experience</td>
<td>409</td>
</tr>
<tr>
<td>Study of Society and Culture</td>
<td>280</td>
</tr>
<tr>
<td>Privilege, Power, and Diversity</td>
<td>810</td>
</tr>
</tbody>
</table>

Double these values for a rough sense of annual totals. Does not include Extended Studies offerings. Based on tentative course codings by the Registrar of 100 and 200 level courses with no prerequisites or minimal prerequisites.

11. How will the proposed core curriculum affect science offerings at DePauw?
In contrast to our present requirements, this proposal would ask every DPU graduate to take at least one laboratory science course. This will create a demand for more lab science offerings, particularly those designed for “gen ed” audiences. It would also eliminate certain combinations of courses that fulfill the current “Science and Mathematics” requirement that many faculty, particularly in the physical sciences, have found problematic. In short, it changes the requirement for the student from two courses in science or mathematics - which for a few students could include no science courses at all, or no mathematics courses at all - to requiring at least one science course, with laboratory.

12. Must courses meeting the Privilege, Power and Diversity requirement be focused on the present, the US, issues of race, or a particular conceptual framework?
No. Our intention is that courses on Privilege, Power and Diversity will use many possible disciplinary lenses and will not be restricted to contemporary topics or to the United States. While we expect and welcome courses that inform students regarding the vocabulary and conceptual frameworks essential to understanding contemporary race relations in the United States, the heart of the requirement is not so much a particular set of content goals as the experience of grappling with problems of inequality - whether through works of literature, historical analyses, or the tools of sociology and anthropology, to provide a non-exhaustive list.

13. Regarding the International Experience... doesn’t the requirement presume a student is a domestic student? And would, say, a Latino literature course count, if some or all of the writing were done in the US or in English? Part of the requirement does indeed presume students are from the United States, but that is justified, as the rest of the requirement states that international students, by virtue of coming to the US to study at DePauw, are already engaged (deeply!) in an international experience. A course focused on Latino culture in the US would not ordinarily count toward the International Experience, as doing otherwise would wrongly imply that the experience of Latinos in the US is something “foreign” to the US. We leave to the judgment of the instructor, department and/or supervising committees whether a course with a mix of “domestic” and “international” content would be suitable. The language of the materials studied in a course does not define whether or not the subject matter of the course is “international.”
14. Doesn’t applying International Experience and Privilege, Power and Diversity labels to a certain set of courses free a large swath of faculty from having to be aware and otherwise address race, gender, sexuality, and social class in their courses, the operations of their field of study, or the experiences of our students, when our curriculum needs to address these issues in every single class and academic situation?

CAPP is sensitive to this concern, but does not believe it applies uniquely to this proposed requirement. For instance, simply because only a subset of courses carry a “W” does not imply faculty members are “off the hook” when it comes to writing instruction in their other courses. We offer these proposed requirements as a tangible commitment to the integration of these issues into each student’s academic program. CAPP regards this explicit requirement as but a single first step, rather than a complete solution to fuller integration of these issues in the curriculum, and expects ongoing faculty and curricular development efforts will be needed in the coming years to ensure all disciplines engage these questions fully.

15. Further data regarding lab science courses.

**Lab Science Courses**
The following table shows the percentage of CLA graduates 2008-2014 who completed a lab science course. This includes Computer Science courses.

<table>
<thead>
<tr>
<th>Graduation Year</th>
<th>Graduates</th>
<th>Took Lab Science</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>572</td>
<td>325</td>
<td>57%</td>
</tr>
<tr>
<td>2009</td>
<td>491</td>
<td>403</td>
<td>82%</td>
</tr>
<tr>
<td>2010</td>
<td>455</td>
<td>384</td>
<td>84%</td>
</tr>
<tr>
<td>2011</td>
<td>496</td>
<td>426</td>
<td>86%</td>
</tr>
<tr>
<td>2012</td>
<td>469</td>
<td>418</td>
<td>89%</td>
</tr>
<tr>
<td>2013</td>
<td>564</td>
<td>440</td>
<td>78%</td>
</tr>
<tr>
<td>2014</td>
<td>506</td>
<td>374</td>
<td>74%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>3553</td>
<td>2770</td>
<td>78%</td>
</tr>
</tbody>
</table>

The Class of 2008, which entered Fall 2004, had to complete a course in each of the six groups but could drop one course from two of the groups. To complete Group 1 students had to complete two courses, one of which had to be a lab science. As the table suggests, they often chose not to complete the lab science.

The Class of 2009, which entered Fall 2005, had to complete all six groups. The percentage of students completing a lab science course at DePauw jumped. This table only reports on courses taken at DePauw. Some students chose to complete their Group 1 lab science at other institutions. We allowed transfer credit to count toward meeting the distribution requirements.

In Fall 2010 the distribution area requirements replaced the distribution group requirements. Students who entered prior to Fall 2010 could select which set of requirements they would follow. The percentage of students completing a lab science course continued to climb through 2012. Since students tend to complete their distribution requirements in their first two years, students in the Class of 2012 would have completed their lab science before the new distribution area requirements were published.

The distribution area requirements did not require a lab science. There is an obvious decline in the percentage of students who complete a lab science, but even for the Class of 2014, which was under the new requirements when they entered in Fall 2010, the percentage is well above what we saw in the era when students could drop the lab science from their requirements.
Appendix F: Roberts Rules Cheat Sheet
§ indicates the section from Robert’s Rules.

**Incidental Motions.** These motions are listed in order of precedence. A motion can be introduced if it is higher on the chart than the pending motion.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>§23</td>
<td>Enforce rules</td>
<td>Point of order</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>None</td>
</tr>
<tr>
<td>§25</td>
<td>Suspend rules</td>
<td>I move to suspend the rules ...</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>2/3</td>
</tr>
<tr>
<td>§33</td>
<td>Parliamentary law</td>
<td>Parliamentary inquiry</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>None</td>
</tr>
</tbody>
</table>

**Main Motions.** These motions are listed in order of precedence. A motion can be introduced if it is higher on the chart than the pending motion.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>§19</td>
<td>Register complaint</td>
<td>I rise to a question of privilege</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>None</td>
</tr>
<tr>
<td>§17</td>
<td>Lay aside temporarily</td>
<td>I move to lay the question on the table</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Majority</td>
</tr>
<tr>
<td>§16</td>
<td>Close debate/call question</td>
<td>I move the previous question/call the question</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>2/3</td>
</tr>
<tr>
<td>§15</td>
<td>Limit or extend debate</td>
<td>I move that debate be limited to ...</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>2/3</td>
</tr>
<tr>
<td>§14</td>
<td>Postpone to a certain time</td>
<td>I move to postpone the motion ...</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Majority</td>
</tr>
<tr>
<td>§13</td>
<td>Refer to committee</td>
<td>I move to refer the motion ...</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Majority</td>
</tr>
<tr>
<td>§12</td>
<td>Modify wording of motion</td>
<td>I move to amend/substitute</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Majority</td>
</tr>
<tr>
<td>§11</td>
<td>Kill main motion</td>
<td>I move that the motion be postponed indefinitely</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Majority</td>
</tr>
<tr>
<td>§10</td>
<td>Bring business before assembly</td>
<td>I move that [or “to”]</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Majority</td>
</tr>
</tbody>
</table>
Appendix G: Substitute language and rationale regarding a change to CAPP’s liberal arts foundations in science and mathematics
(provided by Pam Propsom and Jackie Roberts)

We would like to offer a substitution for a portion of CAPP’s General Education Proposal. We believe that the “Natural Science and Mathematical/Logical Reasoning” component of CAPP’s proposal is premature as it comes at a time when faculty members teaching courses in this area are in the midst of working to develop a mutual vision for what it means to be liberally educated in the behavioral, computational, mathematical, and natural sciences. We move, therefore, to substitute the current catalog language for the Science and Math General Education requirement, which reads

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

for CAPP’s two categories, ‘Mathematical and Logical Reasoning’ and ‘Natural Sciences.’

Rationale:
For the past 18 months, faculty members teaching courses in the behavioral, computational, mathematical, and natural sciences (SM) have met to discuss scientific and mathematical literacy with a goal of developing a shared vision for general education. This work has been supported by the university through sabbatical leaves in fall 2013 that allowed two of us, Jackie Roberts and Pam Propsom, to spend time working at CU-Boulder learning about best practices in science and math education. Since our return, we have worked with the faculty in Division III to develop this shared vision; more specifically, during the last 18 months we have:

- surveyed DePauw’s science and math faculty regarding pedagogical goals for SM gen ed courses, finding consensus that the process of doing science and math, and science and math as ways of knowing are more important than a core content or sets of facts
- hosted 6 evening meetings to discuss SM general education
- established a SM liaison group with one faculty representative from each of the 8 SM departments. This group that has met numerous times and has provided feedback to all departments as it works to develop learning goals with broad-based support
- hosted monthly Brown Bag lunches to create a place to discuss SM general education
- arranged, with support from student life and the administration, to gather benchmark assessment data on the scientific literacy of our incoming students (first completed in fall 2014) and, this Friday, on this year’s graduating class
- completed a science and math attitudes survey in a large number of introductory SM classes
- submitted an National Science Foundation--Improving Undergraduate STEM Education (NSF-IUSE) grant (prepared by JR, PP, and Michael Roberts) on transforming Science/Math general education, which includes the end goal of developing new general education requirements, along with both curricular and pedagogical reform
- hosted a one-day teaching workshop last summer on evidence-based teaching practices and will host another one this summer on developing learning goals and using innovative teaching strategies, both conducted by outside science education experts (last year 24 SM faculty attended)
- Michael Roberts has spearheaded the development of a team-taught SM gen ed course (Paradigm Shifts in Science) and faculty will pilot two sections this fall

We want to be clear that we are not speaking for the entire science and math division, but for a large number of faculty. While the division has not yet reached unanimity, we have had a good deal of consensus on the main ideas. We would like our colleagues across campus to support our process and allow us time to complete
our discussion before deciding on general education requirements. We believe it would be confusing for students to adopt one set of new requirements and then potentially change them again in a year or two. Our goal is to bring forward a new science and math general education requirement in the next two years. We trust that CAPP will revisit this aspect of the general education requirement if the current motion does not pass or our suggested revision does not come forward.

Appendix H: Revised Data for Appendix E
The information below was on one side a yellow sheet of paper placed on chairs at the May 2015 Faculty Meeting. It has been reformatted to appear in portrait rather than landscape.

<table>
<thead>
<tr>
<th></th>
<th>AY 2012-13</th>
<th>% AY 2012-13</th>
<th>AY 2013-14</th>
<th>% AY 2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLA Graduates</td>
<td>567</td>
<td></td>
<td>501</td>
<td></td>
</tr>
<tr>
<td>1. Number of graduating seniors who take two or more SM courses from the Natural Science category and none from the Mathematics and Logical Reasoning</td>
<td>165</td>
<td>29%</td>
<td>136</td>
<td>27%</td>
</tr>
<tr>
<td>2. Number of graduating students who take two or more SM courses from the mathematics and Logical Reasoning category and none for the Natural Science category</td>
<td>46</td>
<td>8%</td>
<td>36</td>
<td>7%</td>
</tr>
<tr>
<td>3. Number of graduating students who take at least one each of SM courses in the Natural Science and Mathematics and Logical Reasoning category.</td>
<td>356</td>
<td>63%</td>
<td>329</td>
<td>66%</td>
</tr>
<tr>
<td>4. Number of graduating students who took SM courses from neither Mathematics, Philosophy nor Computer Science.</td>
<td>402</td>
<td>71%</td>
<td>365</td>
<td>73%</td>
</tr>
<tr>
<td>5. Number of graduating students who took no SM courses from the departments of Biology, Chemistry &amp; Biochemistry, Geosciences, Kinesiology, Physics &amp; Astronomy or Psychology.</td>
<td>46</td>
<td>8%</td>
<td>36</td>
<td>7%</td>
</tr>
<tr>
<td>6. In general, do students graduate with more than one Q?</td>
<td>389</td>
<td>69%</td>
<td>338</td>
<td>67%</td>
</tr>
</tbody>
</table>
Appendix I: Credit in Entry Level Distribution Courses: Fall 2015
Second side of yellow sheet distributed on chairs during faculty meeting

Credit in Entry Level Distribution Courses: Fall 2015

<table>
<thead>
<tr>
<th>Liberal Arts Foundation</th>
<th>Credit Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Literature</td>
<td>857.5</td>
</tr>
<tr>
<td>Creative Expression</td>
<td>374.75</td>
</tr>
<tr>
<td>History and Philosophy</td>
<td>778</td>
</tr>
<tr>
<td>Mathematical and Logical Reasoning</td>
<td>414</td>
</tr>
<tr>
<td>Natural Science</td>
<td>358</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Global and Local Awareness</th>
<th>Credit Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Experience</td>
<td>255</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>409</td>
</tr>
<tr>
<td>Privilege, Power and Diversity</td>
<td>280</td>
</tr>
<tr>
<td>Society and Culture</td>
<td>810</td>
</tr>
</tbody>
</table>

Note: Credit rather than seat is used as the unit of capacity. This prevents quarter and half credit courses from skewing the data.