DePauw University Faculty Meeting Minutes
May 5th, 2014

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

2. Verification of Quorum

The quorum was reached at 4:05 p.m.

3. Consent Agenda (Bridget Gourley)

There was a request to move item A, Conferring of Degrees for May Graduates off the consent agenda. This item was taken up as regular business. No other items were moved off the consent agenda. There were no requests to move items off the consent agenda. There were no objections to the consent agenda. All items except item A on the consent agenda were approved.

B. Approve of Minutes from the April 2014 Faculty Meeting

C. Approve the creation of a minor in Astronomy (advance notice given by CAPP in April 2014)
A rationale can be found in Appendix A of this agenda.

D. Approve program name change: Women's Studies to Women's, Gender and Sexuality Studies (recommended by CAPP and MAO)
A rationale from the program can be found in Appendix B of this agenda.

E. Approve inclusion of Italian as secondary language in the Romance Languages major (recommended by CAPP)
A rationale from the department can be found in Appendix C of this agenda.

F. Approve change to the physics major (recommended by MAO):
Number 300 and 400 level courses – change from four and one-half, to three and one-half

G. Approve changes to the Film Studies major (recommended by MAO):
Increase the required course credit by 0.25 credits to 9.25 credits, add FILM 429 as a core course, increase the number of 300-400 level course by 0.25 credits, and add FILM 429 to the senior capstone requirement. Complete list of major requirements can be found in Appendix D of this agenda.

H. Approve changes to the Communication and Theatre majors (recommended by MAO):
Additional 300 level courses (COMM 335 Media Law, COMM 337 International Media) as appropriate preparation for the senior capstone experience. Complete paragraph within the senior capstone experience description found in Appendix E of this agenda.

I. Approve of the following new courses (recommended by MAO):
CLST 351 – Airs, Waters, Places: Classics and the Environment (1 credit)

COMM 292 – Project in Communication (0.5 – 1 credit, variable)

FILM 429 – Film Studies Senior Project Prep (0.25 credit)

GEOS 290 – Topics (variable credit)

GEOS 390 – Topics (variable credit)

HIST 190 – Topics (1 credit)
HIST 233 – British Empire (1 credit).

MATH 340 – Topics in Statistics (1 credit)

MUS 288 – Named Chamber Ensembles (0.25 credit)
MUS 240 – State of the Art (1 credit)
MUS 340 – Music Entrepreneurship (0.5 credit)
MUS 380 – 21CM Topics (variable credit)
MUS 440 – Practicum (0.5 credit, may be repeated)

PHYS 190 – Topics (variable credit) - A. Astronomy. P. Physics.
PHYS 290 – Topics (variable credit) - A. Astronomy. P. Physics.
PHYS 310 – Observational Astronomy (1 credit)
PHYS 320 – Astrophysics I (1 credit
PHYS 330 – Astrophysics II (1 credit)
PHYS 360 – Gravitation and Cosmology (1 credit)

J. MAO announces the following changes in prerequisites:
Due to recent additions of new intro courses in Biology:

- Any course that requires Bio 215 - the prerequisite should be Bio 215 or Bio 101
- Any course that requires Bio 145 - the prerequisite should be Bio 145 or Bio 102
- Any course that requires Bio 135, 145 and 215 - the prerequisites should be Bio 135, 145 and 215 or Bio 101 and 102.

K. MAO announces the following change in course title and description:
COMM 200 title to change to Foundations of Communication Studies
COMM 491 title to change to Advanced Project in Communication

L. MAO announces the following change in course number and description:
BIO 135 number to change to BIO 235 Organismal Biology

M. MAO announces the following change in course number, distribution group, prerequisites, and description:
ECON 335 to change to ECON 245 – Environmental and Natural Resource Economics (added SS distribution)

N. MAO announces the following change in course number, prerequisites and description:
BIO 444 changes to BIO 344 – Ecological and Evolutionary Genetics

O. MAO announces the following change in course description and prerequisite:
FILM 430 – Film Studies Senior Project

Complete details for consent agenda items I., K through O. can be found in Appendix F, including course descriptions.

P. MAO announces approval of the following new experimental 0.5 credit extended studies on-campus courses:

Winter Term courses**:**
Energy and Infrared Light (Caraher)
Nonprofits and Global Health (Crary)
Developing Ceramic Surfaces (Brickell)
Statics (Brooks)
Literary Microanalysis (Brown)
Zero Waste and the Ethics of Stuff (Everett/Pope)
Renaissance Culture and Combat: Fights for Living Dead in Denmark (Hayes)
Radio Management and Programming (McCall)
Existentialism, Film and Literature (Shannon)
DePauw Opera (Smith)
Inhabiting Dramatic Literature (White)

May courses:
Archaeology Field School (Marshall)

Q. MAO announces the 2017-18 Academic Calendar has been approved.
See http://www.depauw.edu/academics/academic-resources/advising/registrar/academic-calendar/acad-calendar-2017-18/

4. Conferring of Degrees for May Graduates
(Was item A. on the consent agenda circulated in advance of the meeting.)

It was moved and seconded that the faculty authorize the Board of Trustees to confer degrees on candidates eligible for graduation at the conclusion of the semester ending in May 2014.

The vote was taken and the motion carried.

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 (Nicole Brockmann)

A. CAPP's report consists of an offer to answer questions.

There were no questions for CAPP.

Written Announcements –
1. Please consider volunteering to serve on RAS. We would like to fill the committee by Friday, May 9 if possible.

2. Many thanks to the members of this year's CAPP for their excellent work this year: faculty representatives John Caraher, Tim Good, David Guinee, Danielle Kane, Scott Thede, and Francesca Seaman, and student members Cody Watson and Mehek Siddiq. John Caraher will serve as chair of CAPP for 2014-15.

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

A. Motion (to be voted on) that the faculty approve the changes to the Class Attendance and Absences

portion of the Academic Handbook, as seen in Appendix G. Text to be inserted is underlined at the bottom of the policy, where it would be added. (Advance notice was given at the April 2014 Faculty Meeting.)

Announcement from Bridget Gourley
The motion came from a coordinating committee and therefore needs no second and is before us for discussion.

Comments from a faculty member
I am speaking against the motion. This motion does nothing to change the status quo. The changes don't prohibit what is currently going on.

Response from Jennifer Adams
MAO appreciates this concern. We have been working all semester to ameliorate the problems that students encounter with out-of-class activities. The motion does bring the Dean of Academic Life to the table, who can resolve relevant issues between faculty and students.

Question from a faculty member
Doesn't the Dean of Academic Life already do this?

Response from Jennifer Adams
Yes, in practice, but we feel this firms up the policy in writing.

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

B. MAO gives notice of its intent to ask the faculty to vote in September 2014 to approve the replacement of the Academic Probation and Dismissal portion of the Academic Handbook (Appendix B) with the proposed text found in Appendix H of this agenda. Current text is also listed for reference.

There were no questions about the proposal.

There were no questions for MAO.

Announcements –
MAO had no written announcements other than those that appeared on the consent agenda.

7. Committee on Faculty – COF (Matthew Balensuela)

A. Motion (to be voted on) COF that the faculty approve changes to the personnel policies section of the Academic Handbook regarding the review process for librarians. The exact changes are found in Appendix I of this agenda. Deletions are ~~struck through~~ and additions are in **bold**.

Announcement from Bridget Gourley
The motion came from a coordinating committee and therefore needs no second and is before us for discussion.

Comment from Matthew Balensuela
This motion will reduce the number of reviews required for librarians after they reach rank of full professor.

Question from a faculty member

Librarians have a rank of Associate Professor or Professor but don't have tenure. What happens to their appointments after they are promoted to the rank of Professor if they are not subject to formal review? Previously, they have been subject to review once every five years. How will this work in the future?

Response from Matthew Balensuela
The librarians are currently reviewed every year by the Dean of Libraries and every five years by COF. Librarians were thus subject to double reviews. This motion removes the required reviews by COF.

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

B. Update on survey to move review files on-line

Comments from Matthew Balensuela
There is general (but not overwhelming) consensus on moving COF materials online. There are strong concerns about security – that review materials will be downloaded to anyone's computer. Going forward I think COF will need to do more to address these issues.

There were no questions for COF.

Written Announcements –
COF working to wrap up its work for the year.

8. Student Life and Academic Atmosphere Committee – SLAAC (Kathryn Millis)

A. SLAAC gives notice of our intent to ask the faculty to vote in September 2014 on the following proposed change to the *Academic Handbook*. Motion will be to revise the Disruptive Student Policy and to rename it the Classroom Atmosphere Policy.

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

Background Information on Proposal
These recommended edits address two basic ideas. First, it clarifies that faculty members may limit the use of technological devices that are common causes of "disruption" or "distraction" complaints. It acknowledges two constraints on this authority: accommodation of disabilities and public safety.

Second, it addresses the possibility that a student has a concern about something said or done by the faculty member (rather than another student).

Comparable policies from other institutions address both of these possibilities.

There were no questions for SLAAC.

Written Announcements –
1. SLAAC seeks volunteers from among the faculty to serve on University Review Committees (URC) and the Community Standards Council (CSC) during AY 2014-15. As usual, we hope for a wide mix of volunteers to avoid and address concerns about diversity and equity.

University Review Committees (URC) are convened to address cases of possible academic dishonesty. We will provide brief training. If asked to serve (and available at the time), you'll spend a few hours on a hearing and

discussion with other members of a small panel.

Community Standards Council (CSC) hearing boards are convened on Wednesday evenings (probably) to address non-academic student conduct such as alleged alcohol violations. The group does not address sexual misconduct. You're asked to attend four hours of training (if new, two if returning), and to perhaps serve on several boards per semester, depending on need and schedules.

We are assembling these groups now, rather than in September as in recent years.

2. SLAAC looks forward to a productive AY 2014-15. Smitha Rahman (Division 4) will chair. Other faculty representatives will be Lynn Ishikawa (Division 2), Hiroko Chiba (At-large) and Kathryn Millis (At-large).

We need representation from Division 1 (3-year term) and Division 3 (2-year term).

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

A. Motion (to be voted on): That the faculty approve changes to the faculty meeting portion of the by-laws allowing for a consent agenda to address routine business. This motion requires several changes to the academic handbook, which are shown in Appendix K. Advance notice was given at the April 2014 Faculty Meeting.

Announcement from Bridget Gourley
The motion came from a coordinating committee and therefore needs no second and is before us for discussion.

Rationale: In November the FGSC asked the faculty to suspend the by-laws for the remainder of the academic year to allow for a consent agenda to address routine business. The purpose was to facilitate making the faculty governance process more effective and less burdensome. The hope was this allows the faculty to handle routine business as a block leaving more time for meaningful discussion during faculty meeting. The FGSC reviewed the success of the pilot project at its March 31 meeting and recommends making the relevant changes to the by-laws.

FGSC notes the importance of colleagues feeling welcome to request that an item be removed from the consent agenda (or in Robert's Rules parlance "object" to an item being on the consent agenda). Such a request automatically moves the item to the proper order of business for full discussion. Colleagues should feel free to notify the Chair of the Faculty of their request either in advance of the meeting or when the chair asks for objections during the meeting.

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

Written Announcements –
1. FGSC plans to release a survey related to the faculty governance processes before we scatter for the summer. Please make time to respond to inform our future work. As a reminder, if the survey suggests changes are warranted, the goal is to give advance notice in November 2014 and vote in December 2014 so that the changes can be implemented with the election process for committee service beginning in AY 2015-16.

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

10. Faculty Development Committee – FDC (Tim Cope)

A. Announcement of the new Faculty Development Coordinator, Jeff Kenney.

We have a new Faculty Development Coordinator, Jeff Kenney. Thank you to Jonathan Nichols-Pethick for his service. Jonathan has moved on to other responsibilities.

B. Motion (to be voted on) that the Faculty Development Committee (FDC) be renamed the Internal Grants Committee (IGC). A summary of the changes to the *Academic Handbook* are found in Appendix L. Advance notice was given at the April 2014 Faculty Meeting

Announcement from Bridget Gourley
The motion was made by the committee and seconded and is before us for discussion.

Rationale:
The "Faculty Development" umbrella at DePauw includes components of: 1.) internal grants (administered by FDC); 2.) the Center for Teaching and Learning (administered by the Faculty Development Coordinator); 3.) Endowed Chairs (administered by the VPAA and Dean of the Faculty); and 4.) external grant support.

The role of FDC in "Faculty Development" is the review of internal grant proposals and award policies. Because of the committee's experience in reviewing faculty proposals, FDC also reviews several student awards (e.g. Student-Faculty Research, Howes Grant, the new Ferid Murad Medal), which extends its reach beyond the realm of "Faculty Development." Hence, the name change will more accurately reflect what the committee currently does.

Because the Academic Handbook should reflect current practice as closely as possible, FDC has listed the full set of changes required in Appendix H of this agenda. Language to be deleted is struck through and the new language is found in bold.

Question from a faculty member
The rationale makes a lot of sense. I was always proud of the fact that DePauw provides support for faculty development and that the committee isn't simply about funding. I'm not wildly against or wildly in favor of this motion. Will there still be some reference to the phrase "faculty development" in the charge to this committee, such as the rationale for why we are doing this work?

Response from Tim Cope
Faculty development is now Jeff Kenney's job. This has been the purview of the Faculty Development Coordinator, not the Faculty Development Committee. I still think the name change is appropriate because it accurately supports what the committee does. The Faculty Development Committee is really the Internal Grants Committee. FDC does not currently engage in faculty development.

Comments from a faculty member
Part of the deleted language says that FDC "will cooperate with the Committee on Faculty in establishing policies for faculty development." Has COF considered this change?

Response from Tim Cope
No, we haven't discussed this with COF.

Comment from Matthew Balensuela, chair of COF

COF hasn't formally discussed this issue.

Comments from Tim Cope
There has been a lack of connection between FDC and COF. There has been no requirement for project reports to go in a candidate's file. The reports are put in the file by the candidate. I asked COF to consider this option. COF responded by stating that faculty development should be kept separate from faculty review. But in my view, maybe there should be a stronger connection between FDC and COF in the future.

Question from a faculty member
How do leaves of absence fit under grants? If you're renaming this "internal grants" how does this fit?

Response from Tim Cope
A leave of absence is like an internal grant for release time. As I've always read it, a leave of absence implies a sabbatical leave.

Comments from Terri Bonebright, Dean of Faculty
An unpaid leave of absence would not go through FDC but would go through the VPAA.

Question from a faculty member
The phrase "selection of institutional nominees for grants or awards given by outside agencies" is deleted from the new language. We did this in the past when I served on FDC. Who will do this in the future?

Response from Tim Cope
We will have a Grants Coordinator.

Comments from Terri Bonebright
We have always hoped that FDC or the Dean of Faculty would have enough time to explore outside grants. I have found that it takes a specialized type of person to pursue these opportunities. We are hoping to hire someone to fill this type of position. It is worth mentioning that we now have the Center for Teaching and Learning that coordinates with ARC, S, Q, W, and FITS. There has been a shift in faculty development away from FDC and toward these other committees.

Comments from Tim Cope
True, the Center for Teaching and Learning and other committees now coordinate faculty development activities.

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

There were no questions for FDC.

Written Announcements –
FDC has no written announcements.

11. Committee on Administration – COA (Jeane Pope)

Comments from Jeane Pope
Scott Spiegelberg could not be here today and asked me to give you this report. I have two items to share with you. First, COA has been working on collecting the faculty's thoughts and opinions about a post-promotion review. On behalf of COA, I'd like to thank those of you who recently filled out a survey on this topic; we appreciate the views expressed and are working on distilling this feedback for next year's committee. Second,

COA has sent two requests to the Office for Sustainability that will help develop better mechanisms for the faculty to express their questions or concerns to the administration about environmental responsibility. VP Christopher Wells responded that the Office for Sustainability will be devising a process for responding to these requests and will re-connect with COA in the fall. I will be happy to answer questions about these or other COA-related issues. Thanks.

There were no questions for COA.

Written Announcements –
COA has no written announcements.

12. Athletic Board (AB) (Pam Propsom)

A. Update on an advising document

The Athletic Board has created a brief one-page document providing what we hope will be helpful suggestions for faculty advisors of student-athletes when it comes to assisting them with course selections and scheduling. For example, one recommendation is that early morning MWF courses generally produce fewer missed classes for athletic travel. The document will be sent to the First-Year Advising Committee and shared more broadly with faculty members and students. Look for an email in the near future.

B. Update on the "guest coach" program

The Athletics Department would like to introduce a remodeled "Guest Coach" program this fall. Faculty members who are interested in participating could select the team they'd like to visit, briefly meet with the coach, attend a practice, and then sit on the bench with the team (but not coach!) during an athletic contest. We believe this is an opportunity to build connections between athletics and academics, and for faculty to learn about the kind of instruction and education that goes on in coaching. Look for an email this summer.

C. Athletic post-season competition and travel during finals

We are proud that so many of our athletic teams have been successful this year and made it into post-season play; however, this does produce some scheduling issues during finals. Faculty members who have student-athletes on the baseball, softball, golf, and tennis teams should anticipate coaches and student-athletes contacting them to make arrangements for finals. We hope that you will work with student-athletes so that they can successfully complete their coursework and have the experience of post-season play for which they have worked so hard.

There were no questions for the Athletic Board.

Written Announcements –
AB has no written announcements.

13. Extended Studies Implementation Team Report (Dave Berque)

A. Update

The Extended Studies Implementation team has worked hard this spring bringing together the pieces of our new program for launch next year. In particular I'd like to acknowledge the work of MAO and chair Tiffany Hebb and the Committee for Experiential Learning (CEL) and chair Anne Harris and all of Raj Bellani's staff who have worked tirelessly this spring to help pull this office. Other important offices supporting this work were

Financial Aid, Student Affairs, the Registrar's office, Information Services and of course Academic Affairs.

Please note the updates below on the progress and know the team is meeting during finals week and into the summer to help assure procedures are in place to make the process less rushed and more uniform for all aspects of the program next year.

There were no questions for the Extended Studies Implementation Team.

Written Announcements

1. Summary of Student Applications
   - At the time applications closed on April 27th we had received 346 completed applications for 22 off-campus academic courses and an additional 97 applications for 6 co-curricular courses. Each student could apply to at most one course, which means 443 students had applied for an off-campus experience.
   - Students who are not admitted into their first choice course will be able to apply for another course, pending the availability of seats, and there are indeed seats available in some courses.
   - Each student will receive information about financial support by the end of May, before being asked to pay a deposit for the course.
   - Seats that are still open in the fall will become available to new First Year students.

2. Faculty Development Events on May 21, 2014 (location to be announced by email)
   - 1-3 p.m. workshop for faculty who are new to traveling off-campus with students
   - 3-3:30 p.m. reception and refreshments
   - 3:30-4:30pm p.m. Syllabus workshop for all 2015 Extended Studies courses (on-campus and off-campus)

3. Now that we have the first application cycle under our belts, the Implementation Team will be working to develop an integrated timeline for all deadlines associated with Extended Studies next year (proposal submission and review, student application, financial aid, etc.)

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

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

There were no questions for DEC.

Written Announcements –

Since the last university faculty meeting, DEC crafted and sent a follow-up message to the campus community, started planning the various sections to be included in our end-of-year report, met with President Casey, and met with Terri Bonebright. We continue to work on our end-of-the year report.

Additional Business

15. Remarks from the President (Brian Casey)

Today I will provide an update on admissions. Our overall admit rate has been reduced from 61% to 56%. The academic credentials of the incoming class are stunningly high. The average high school GPA is 3.82 and the average ACT score is 28. These are significant moves. The average net tuition increased. The School of Music admitted 52 students. The honors and fellows programs admitted their target numbers. We are no longer

admitting students with high school GPAs below 3.2.

The incoming class is academically strong but is smaller than in previous years. Five hundred fifty (550) new students will arrive next year. This puts pressure on the budget. This is in line with what we talked about in February. The Board's response has been very positive. The Board will be meeting in the next couple of days to discuss the budget.

Question from a faculty member
Will we be receiving a raise?

Response from President Casey
Yes. We went to the Board with our hand out. I do not know what the percentage raise will be. I think there will be a raise.

Question from a faculty member
You said 550 new students are expected to arrive. How many committed students are there today?

Response from President Casey
We have received commitments from 530 students. The other variable is the Lilly awards. These have yet to be awarded this year.

Follow-up question from a faculty member
You have talked about the precipice admissions strategy for next year. This was identified as a risky strategy. Would it be fair to say that the risk taken this year has turned out to be disappointing?

Response from President Casey
Yes, in terms of number admissions, but in terms of quality of students, we're seeing definite improvement. We're also interested in national trends. We have been receiving data all weekend. This is a multi-year plan. The Board is remarkably happy about this outcome.

Question from a faculty member
Do you have any response regarding Title IX?

Response from President Casey
The White House released a statement and a series of protocols for how to deal with sexual violence. Fifty-five (55) institutions are currently under review. I think we will be dealing with this issue for a while. I think our process could be better. It isn't perfect, but we're working on it.

There were no other questions for President Casey

16. Remarks from the VPAA (Larry Stimpert)

Thank you to Bridget Gourley for her work as Chair of Faculty for three years, and thank you to Vanessa Fox for dutifully taking the minutes. I have been regularly attending three standing committees this year. I recognize that we can be more efficient with our committee work, but I thank everyone who has contributed to these efforts. I also thank everyone who participated in the admissions process this year.

I plan to send you a report of this year's Academic Affairs activities in the next couple of days. I inherited an extraordinary staff. I appreciate the work of the deans, Jane Griswold and the other dedicated staff members in Academic Affairs.

On Thursday and Friday this week, there are a couple of upcoming events. The faculty recognition event is on Thursday. On Friday, we celebrate one of the most important bookends to our careers at President Casey's home.

Regarding the multicultural course designation, we plan to proceed with this even as CAPP will consider putting together a formal proposal.

There were no questions for Larry Stimpert.

Comment from Terri Bonebright, Dean of Faculty
President Casey, at the last faculty meeting, asked us to look at the courses we currently teach to consider which courses fit the model of a potential "M" requirement. We also looked at other liberal arts colleges. We will share these data with everyone. We will work on this with department chairs. We have a set of categories for the types of courses: Race and Ethnicity, Sex, Religious and Spiritual Diversity, etc. We don't want the list of courses to be too broad or too narrow. I will send some information to department chairs later this week so that we can begin putting this in place next year.

17. Old Business

There was no old business to come before the faculty.

18. New Business

There was no new business to come before the faculty.

19. Announcements

A. Faculty and Staff Campaign (Michele Villinski and Erik Wielenberg)

The Faculty/Staff Campaign Executive Committee cordially reminds you that the campaign is on-going and extends our appreciation to all colleagues who have already contributed. You should have received an envelope of information in campus mail last month, including a pledge packet with details about the goals of the campaign and how to participate. As a reminder, three easy ways to be part of the campaign are: 1.) click on the "Giving" tab on the DePauw webpage, 2.) use payroll deduction, and 3.) select a DePauw license plate. As always, the campaign focuses on percentage of employees who participate. Questions about the campaign may be directed to any executive committee member or to Blake LeClair (blakeleclair@depauw.edu, extension 4086).

In addition to the written announcement, Michele Villinski with Jim Benedix standing in for Erik Weilenberg reminded us of the faculty/staff campaign – on-going through the end of June.

She indicated that, If you have misplaced your participation envelope, they were available from one from the tables near the door of the Ballroom on your way out.

And she gave three creative possibilities to consider for inspiration regarding an amount:

1. This year's graduating class has approximately 550 graduates. Put a dollar sign in front of that: $550.
2. Seem like too much? What's your department's GPA? Probably somewhere between 2.70 and 4.00 – perhaps that's doable for a donation?

3. Or, go ahead. Make Brian Casey's day and give an amount equal to the indoor square footage at DePauw – about 2.5 million!!

B. Committee Elections for AY2014-15 (Bridget Gourley)

Please consider volunteering for the remaining committee vacancies. The last round of balloting will be out Wednesday. If you have questions about a position please let me know I'd be happy to address them. If you are considering a position and want to know more about it look at the current committee roster and ask a member of the committee, the chair or the administrative liaison, all would be additional good sources of information. Think of committee service as a way to learn about another area of campus and colleagues you might not otherwise get an opportunity to know.

Written Announcements

Final committee rosters will be posted to the faculty governance web pages over the summer.

20. Adjournment

Appendices

Appendix A: Rationale for Proposed Minor in Astronomy
(condensed from documents provided by the Department of Physics and Astronomy)

For many years the Department of Physics and Astronomy has discussed the possibility of offering a minor in astronomy. The motivation for developing such a minor is based on student interest. We always have a few students in the general education astronomy sequence (Phys 103 and Phys 104) that want to take more astronomy and have expressed interest in having an astronomy minor. In addition to these non-science majors we often have several physics majors who have an interest in pursuing astrophysics and take the astrophysics courses we regularly offer. Kertzman was awarded a Faculty Fellowship in 2009-2012 to develop two new courses in astronomy/astrophysics with an ultimate goal of designing a minor in either astronomy and/or astrophysics.

One of our challenges was to craft a minor program that will serve the needs of the different groups of students who will be interested in this minor. The majority of students in PHYS103 and PHYS 104 are non-science majors and are unlikely to have had any college level physics. Our guiding principle was that the minor should not require college physics. We firmly believe that the study of astronomy is a valuable experience for the liberal arts student and that an astronomy minor should be accessible to all students, not just those with experience in physics. On the other end of the spectrum are physics majors with an interest in astrophysics, some of whom will pursue astrophysics in graduate school. While a separate astrophysics minor might better serve those students, we feel it would not be practical to staff the needed courses with our current faculty.

As part of her Faculty Fellowship, Kertzman surveyed astronomy and astrophysics programs at several universities. A common feature of the programs for minors was a course in Observational Astronomy. As part of the fellowship she developed an Observational Astronomy course which was taught in the spring of 2012 (under PHYS 390A: Topics in Astronomy). The course enrolled 15 students; four of the students were science majors (two in physics and two in geoscience). Four of the students had previously taken one or both of PHYS103 and PHYS104. This course will be one of the core courses for the proposed minor.

Our current course offerings in Astronomy and Astrophysics are: Moons and Planets (PHYS 103), Stars and Galaxies (PHYS 104), Cosmology (PHYS 203), Intro to Astrophysics (PHYS 300) and Gravitation and Cosmology (taught under PHYS 390P: Topics in Physics) and an occasional astronomy related FYS (e.g. Exploring Mars, Fall 2012). Both Astrophysics and Gravitation and Cosmology have the prerequisite of one year of Physics (i.e. PHYS 120 and PHYS 130). PHYS 103, 104 and 203 have no prerequisites. We are proposing to MAO the additional of two new courses that were developed as part of Kertzman's Faculty Fellowship and have been taught under PHYS 390A: Topics in Astronomy. These two courses are Observational Astronomy (PHYS 310; no prerequisite) and Astrophysics II (PHYS 330; prerequisite Intro to Astrophysics). Gravitation and Cosmology has been taught several times as PHYS 390P: Topics in Physics. We propose to number it PHYS 360. With these courses we believe we have designed a minor program with multiple pathways that will be accessible to the non-science major as well as the physics major.

No new faculty will be needed in order to regularly offer the courses in the astronomy minor. The majority of the courses are already offered on a regular basis. The two new courses (Observational Astronomy and Astrophysics II) developed by Kertzman on her Faculty Fellowship will be woven into our regular offerings on a rotating schedule whether or not the minor is approved.

Proposed minor in Astronomy

Total Courses Required:	Four
Core Courses:	Stars and Galaxies (PHYS 104) or Intro to Astrophysics (PHYS 300); Observational Astronomy (proposed PHYS 310)
Additional Courses:	Two of: Moons and Planets (PHYS 103), Cosmology (PHYS 203), Intro to Astrophysics (PHYS 300), Astrophysics II (proposed 330), Gravitation and Cosmology (proposed PHYS 360), Topics in Astronomy (PHYS 390A)

A typical astronomy minor for a non-science major would be: 103, 104, 203, and 310. Students with at least one year of college physics have more paths to the astronomy minor. A physics major might take: 300, 310, 330 and 360. A science major with a year of physics might take: 104, 203, 300, and 310.

Appendix B: Rationale for the Women's Studies Program name change to Women's, Gender, and Sexuality Studies Program

MOTION TO CAPP – submitted by Anne Harris, Director of Women's Studies, on behalf of the Women's Studies Program Steering Committee and Affiliated Faculty

The Women's Studies steering committee, with the support of its affiliated faculty, proposes that the program's name be changed to Women's, Gender, and Sexuality Studies (with an SOC designation of WGS) to more accurately reflect the history of the program and its current curriculum. We wish to build on the twenty-year history of the program at DePauw and acknowledge developments in the curricular offerings of Women's Studies courses by its faculty. The many contributions to the program from multiple disciplines over the past twenty years have shaped the curriculum and discussions of Women's Studies. This motion is not so much a change in the program (it proposes no changes in graduation requirements for the major or minor) as an acknowledgement of the history and commitment to issues of women, gender and sexuality throughout its curriculum. In the spring of 2012, changes to the Women's Studies major and minor, prompted by expanding course opportunities for students, were approved by the faculty. Now is an opportune time to acknowledge the diversity of issues that the Women's Studies program addresses by a change to the program name. We have worked on the name change throughout the year, considering multiple options and soliciting feedback from our program's shareholders. With 2.5 full-time faculty positions in place, a varied and vigorous assembly of affiliated faculty, and a sustainable and diverse curriculum that addresses multiple conditions of women and engages in critical thinking about the operations of gender and sexuality, the program is in a good position to recognize the multiplicity of its curriculum and the rich tradition of its history. In seeking this name change, the program at DePauw is in line with other GLCA schools which host a variety of program titles articulating issues of gender and sexuality. We present this motion to CAPP following its review by the program's affiliated faculty. This name change reaffirms the program's long-standing commitment to examining the structural role of gender and sexuality in society in their intersections with political and personal identities.

Appendix C: Rationale to allow Italian to be counted as a secondary language for the major in Romance Languages

From the department of Modern Languages
"Now that the Italian minor has passed, the Department of Modern Languages would like to make a small change to the Romance Languages major that would allow the inclusion of Italian as a secondary language for the major. French and Spanish are still the only possible primary languages for the RL major, since there is no major in Italian.

Revised catalog language we propose for the Romance Languages major, with changes noted:

Students must meet the requirements for a major in either French or Spanish and take at least three courses at the 300-level or above in ~~the other~~ language another Romance language (French, Italian, or Spanish) (~~including at least one literature and one~~ language ~~course)~~ or two courses at the 300-level or above in another Romance language plus one course at any level with an ML prefix on a topic related to the secondary language.

Final version of catalog language:

Students must meet the requirements for a major in either French or Spanish and take at least three courses at the 300-level or above in another Romance language (French, Italian, or Spanish) or two courses at the 300-level or above in another Romance language plus one course at any level with an ML prefix on a topic related to the secondary language."

Appendix D: Proposed Changes to the Film Studies Major

Proposed additions to the major in **bold** and underlined.

Total courses required:	9**.25**
Core courses:	FILM 100 (ENG 167), FILM 200 (COMM 237), **FILM 429,** FILM 430
Other required courses:	One additional course in each of the following areas: • Film theory, criticism, and history courses • Production or screenwriting courses • Topics courses in film cultures and traditions
Number 300 and 400 level courses:	4**.25** (including the Senior **Prep and** Project)
Senior requirement and capstone experience:	Successful completion of **FILM 429 and** FILM 430

Appendix E: Proposed Changes to the Senior Capstone Requirement in both the Communication and Theatre majors

Proposed additions in **bold** and underlined.

Communication Major Senior Requirement and Capstone Experience (Fourth Paragraph)

In preparation for these options, all students are required to take one of the following 300-level courses prior to enrolling in senior seminar: COMM 314 Theatrical Theory and Criticism, COMM 315 Topics in Theatre History and Criticism, COMM 322 Rhetorical Theory and Criticism, COMM 323 History of Public Discourse, COMM 326 Communication in Organizations, COMM 327 Communication and Cultural Identity, COMM 334 Media Criticism, **COMM 335 Media Law, COMM 337 International Media,** or COMM 350 Research Methods. Priority for placement in a fall seminar is determined in three ways: 1. Completion of all other required courses in the major; 2. Completion of at least two of the required 300 level courses with priority given to those students who've completed one of the required seminar preparation courses within the major; 3. The existing university registration sequence. Coursework completed in meeting the senor requirement can be applied toward meeting the 300-400 level course requirement.

Theatre Major Senior Requirement and Capstone Experience (Fourth Paragraph)

In preparation for these options, all students are required to take one of the following 300-level courses prior to enrolling in senior seminar: COMM 314 Theatrical Theory and Criticism, COMM 315 Topics in Theatre History and Criticism, COMM 322 Rhetorical Theory and Criticism, COMM 323 History of Public Discourse, COMM 326 Communication in Organizations, COMM 327 Communication and Cultural Identity, COMM 334 Media Criticism, **COMM 335 Media Law, COMM 337 International Media,** or COMM 350 Research Methods. Priority for placement in a fall seminar is determined in three ways: 1. Completion of all other required courses in the major; 2. Completion of at least two of the required 300 level courses with priority given to those students who've completed one of the required seminar preparation courses within the major; 3. The existing university registration sequence. Coursework completed in meeting the senor requirement can be applied toward meeting the 300-400 level course requirement.

Appendix F: Course Descriptions for MAO Consent Agenda Items

Related to Consent Agenda Item I – New courses

CLST 351 – Airs, Waters, Places: Classics and the Environment (1 credit) – This course repurposes the title of 'Airs, Waters, Places,' a Hippocratic treatise on the influence of place upon human health. In line with the Hippocratic investigation into the relationship between environment and human health, this course explores how ancient Greek and Roman thinkers and artists conceive of the environment and its role in shaping human culture and how the environment, in turn, informs the ideas and art of ancient Greek and Roman writers. Topics may include ancient conceptions and representations of the cosmos (ecology), wilderness, farming, and pastoral poetry.

COMM 292 – Project in Communication (0.5 – 1 credit, variable) – A. Interpersonal Project, B. Interpersonal Course Teaching Assistant, C. Theatre Project, D. Theatre Course Teaching Assistant, E. Media Studies Project, F. Media Studies Course Teaching Assistant, G. Rhetoric Project, H. Rhetoric Course Teaching Assistant, J. Communication Course Teaching Assistant. *Prerequisite: permission of department. No more than two course credits may be taken as projects. Not open for Pass/Fail credit.*

FILM 429 – Film Studies Senior Project Prep (0.25 credit) – The Film Studies Senior Capstone Experience is the culmination of the Film Studies major, designed to provide students with a challenging final project of significant length and complexity, spanning fall and spring semester of senior year at DePauw. Whether the final project is a scholarly thesis paper of significant length and scope or a creative/production-oriented venture (such as a feature-length screenplay, short narrative film or documentary), the capstone project requires extensive planning, on-going organization, persistence and dedication, along with the ability to meet deadlines and work closely with a faculty advisor. To this end, the Film Studies Senior Project Prep (FILM 429) is a .25-credit prelude to the Film Studies Senior Project (FILM 430). In consultation with the Director of Film Studies and a faculty project advisor from the program, students prepare and submit proposals and supporting documents to the FS faculty committee. Once proposals are approved, students complete additional preparatory work, including research, extensive outlining, and/or preliminary pre-production, which is submitted to their advisor for evaluation. These phases of the project provide a solid base from which to begin the second, full (1) credit semester, and the more intensive writing/production phases of their capstone projects.

GEOS 290 – Topics (variable credit) - An exploration of selected topics in the geosciences. May be repeated for credit with different topics.
GEOS 390 – Topics (variable credit) - An exploration of selected topics in the geosciences. Prerequisite: Sophomore standing. May be repeated for credit with different topics.

HIST 190 – Topics (1 credit) - An introductory study of a special topic with an emphasis on discussion and participation. Descriptions of HIST 190 courses offered in a given semester are available on the History department Website or in the History department office prior to registration for that semester. May be repeated for credit with different topics.
HIST 233 – British Empire (1 credit) – At its apogee, the British Empire incorporated nearly one-quarter of the world's landmass and population. This course examines the British imperial "world system" from the granting of the East India Company charter through imperial liquidation, with a particular emphasis on events during the nineteenth and twentieth centuries. The course's geographic range includes considerations of British imperialism in South Asia, Asia, the Pacific, Africa and the Americas. The class analyzes important historiographical debates, the differences between formal and informal imperialism, competing visions of Empire, indigenous responses, and the cultures of imperialism.

MATH 340 – Topics in Statistics (1 credit) – An exploration of selected topics in mathematics. May be repeated for credit with different topics.

MUS 288 – Named Chamber Ensembles (0.25 credit) - Based on an audition, selected students will be assigned to a specific named chamber ensemble. Students will rehearse as a group independently and under the tutelage of a chamber music coach. Ensembles will perform on and off campus representing the School of Music.
MUS 240 – State of the Art (1 credit) –State of the Art gives students a thorough overview of the challenges and opportunities facing professional musicians and music organizations in the current marketplace. Starting with an exploration of high-profile contemporary situations, the course then examines the economics of professional classical music, using NEA arts participation data and various articles and online resources as texts. As the course moves to an exploration of successful arts organizations, small ensembles, and individual performers, students develop case studies of successful current musical enterprises. *Course not open to first-years.*
MUS 340 – Music Entrepreneurship (0.5 credit) – A project-based introduction to the attitudes, skills, and habits needed for musicians entering the marketplace to create their own opportunities rather than (or in addition to) seeking employment from existing musical organizations. Topics include entrepreneurial mindset; authentic motivation; portfolio/project-based career models; importance of marketplace distinction; networking and relationship building; developing a personal (or group) following; promotional writing (biographies, press releases, etc.); traditional and electronic marketing, including social media and video; funding models; and basics of personal finance. *Open to first-years and sophomores by permission only. Open to CLA students by permission only.*
MUS 380 – 21CM Topics (variable credit) – Investigations of specialized topics in entrepreneurship and music business. These courses expand upon other courses offered in the 21CM curriculum.
MUS 440 – Practicum (0.5 credit, may be repeated) – A workshop-format course in which students individually or in small groups conceive, develop, and execute a project or projects involving 21CM skills in areas such as creative programming and presentation; alternative venues; effective promotion, marketing, and audience development; and community engagement. In addition to their own planning, students, working with the faculty member, will be responsible for finding an external or internal professional adviser. Prerequisites: Music Entrepreneurship (MUS 340) and State of the Art (MUS 240), or permission of the instructor.

PHYS 190 – Topics (variable credit) - A. Astronomy. P. Physics. Selected topics in astronomy or physics. May be an independent study project.
PHYS 290 – Topics (variable credit) - A. Astronomy. P. Physics. Selected topics in astronomy or physics. May be an independent study project. Prerequisite: depends on the topic.
PHYS 310 – Observational Astronomy (1 credit) - Includes Laboratory. The overall goal of this course is to develop the skills needed to become knowledgeable life-long observers of the night sky. It includes the study

and understanding of celestial coordinate systems, motions of the Sun and stars, seasons, phases of the moon, motion of the planets, systems of time keeping, and similar phenomena. The course teaches the skills necessary to observe objects our Solar system (the Moon, the planets, the Sun, comets, and asteroids), and well as objects outside of our solar system (stars, galactic nebulae and external galaxies) through observing with the naked eye, binoculars and telescopes. It includes the use of astronomical reference tools such as star charts and planetarium software. Digital recording of astronomical observations through astrophotography and CCD imaging will be covered.

PHYS 320 – Astrophysics I (1 credit) – In astrophysics the concepts of classical and modern physics are applied to the study of astronomy, providing a physical basis for understanding the components and structure of our universe. The focus of Astrophysics I is stars. Topics to be covered include: spectroscopy, stellar classification, stellar properties, binary stars, stellar structure, stellar evolution, and the end states of stars (white dwarfs, neutron stars, and black holes).

PHYS 330 – Astrophysics II (1 credit) – In astrophysics the concepts of classical and modern physics are applied to the study of astronomy, providing a physical basis for understanding the components and structure of our universe. Topics covered in Astrophysics II include: the Milky Way, galaxies and galactic structure, active galactic nuclei, high energy phenomena, dark matter, and an introduction to cosmology.

PHYS 360 – Gravitation and Cosmology (1 credit) – This is a course about gravity: its description as spacetime curvature, its effect on the motion of bodies, and its role in shaping the evolution of the universe. The first part of the course is devoted to a discussion of the main features of General Relativity, with an emphasis on the behavior of light and matter in the vicinity of black holes. Part two of the course constitutes an introduction to Big Bang cosmology. Topics covered include the physics of the early universe, the cosmic microwave background, the evidence for dark matter and dark energy, and inflation.

Related to Consent Agenda Item K – Change in course title and description

Text to be deleted is struck through text to be added in bold.

COMM 200 ~~Communication Theory~~ **Foundations of Communication Studies**

~~Designed to introduce students to the theoretical foundations of the discipline, this course examines the interdisciplinary nature of communication studies.~~ **This course introduces students to the interdisciplinary field of communication studies. Drawing on primary and secondary source material, the course encourages students to explore a variety of theoretical and methodological approaches to the study of human communication.** Emphasizing the department's commitment to an integrated program of study, this course provides students with the foundational concepts and skills necessary for successful completion of majors in Communication and Theatre through the study of primary and secondary source material.

COMM 491 ~~Project in Communication~~ **Advanced Project in Communication**

A. Interpersonal Project, ~~B. Interpersonal Course Teaching Assistant,~~ C. Theatre Project, ~~D. Theatre Course Teaching Assistant,~~ E. Media Studies Project, ~~F. Media Studies Course Teaching Assistant~~, G. Rhetoric Project, ~~H. Rhetoric Course Teaching Assistant~~, ~~J. Communication Course Teaching Assistant,~~ K. Co-Curricular Project, M. Senior Capstone Thesis or Project. *Prerequisite: permission of department. No more than two course credits may be taken as projects. Not open for Pass/Fail credit.*

Related to Consent Agenda Item L – Change in course number and description

BIO 135 Organismal Biology – Includes laboratory. Introduces concepts of structure-function relationships in representative multicellular organisms (plants and animals). Aspects of organismal maintenance, environmental response, growth, and reproduction are related to structure, and comparisons made between specializations in representative plants and animals. *Students with advance placement in biology may receive credit for this course.*

changed to:

BIO 235 Organismal Biology – Includes laboratory. With an emphasis on land plants and animals, this course

provides an introduction to the evolution of the structure-function relationships that characterize these organisms. Topics covered include the evolution of adaptations associated with nutrition, internal transport, gas exchange, water and ion balance. *Prerequisite: BIO 101 and 102.*

Related to Consent Agenda Item M – Change in course number, distribution group, prerequisites, and description

ECON 335 – Environmental and Natural Resource Economics
This course uses economic theories and concepts to explain behavioral causes of environmental and natural resource problems and evaluate policies for addressing them. Topics vary and may include sustainable development, allocation of natural resources, pollution control measures, effects of environmental regulation on U.S. competitiveness and environmental justice. *Prerequisite: ECON 294*
changed to:
ECON 245 – Environmental and Natural Resource Economics (added SS distribution)
This course uses economic theories and concepts to explore environmental and natural resource problems and evaluate policies for addressing them. Topics vary and may include energy, water, agriculture, sustainable development, environmental justice, and other timely issues. *Prerequisite: ECON 100*

Related to Consent Agenda Item N – Change in course number, title and prerequisite change

BIO 444 – Population Genetics and Evolution
Normally includes laboratory. An examination of the role of evolution as the central organizing concept in biology and role of population genetics as the core of evolutionary theory. *Prerequisite: BIO 135, 145 and 215, or permission of instructor.*
changed to
BIO 344 – Ecological and Evolutionary Genetics
This course examines how interactions among organisms and their biotic and abiotic environments influence the quantitative and molecular genetics of natural populations. Following a brief introduction to theoretical population and quantitative genetics, students make extensive use of the primary literature to examine current research in this area. *Prerequisite: BIO 101 and 102.*

Related to Consent Agenda Item O – Change in course description and prerequisite

FILM 430 – Film Studies Senior Project
This capstone course will be taken during senior year and will be a culmination of the Film Studies major. With the help for the Film Studies director and faculty advisors, students will design and complete an original project, either scholarly or creative. Candidates will then be interviewed by an interdisciplinary faculty committee.
changed to
FILM 430 – Film Studies Senior Project
This course is the culmination of the Film Studies Senior Capstone Experience, building on the work completed in FILM 429. Working closely with their FS faculty project advisor, students immerse themselves in intensive writing and revision, and/or the progressive filmmaking phases of pre-production/production/post-production. Three deadlines must be met over the course of the semester: the first installment; completed first draft or edit; and the final draft or edit. (A failing grade on any project development phase results in course failure; and students must earn a C- or above in the course to graduate.) At year's end, students present their work to a faculty and student audience. *Prerequisite: FILM 429*

Appendix G: Proposed Changes to the Class Attendance and Absences portion of the Academic Handbook
Text to be inserted is underlined at the bottom of the policy, where it would be added.

Class Attendance and Absences

Regular attendance at class, laboratory and other appointments for which credit is given is expected of all students according to the guidelines established by individual faculty members. There are no "allowed cuts" or "free" absences from class sessions. Faculty members may drop students from their classes or other appropriate action may be taken if absences are too frequent.

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

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

Absences for personal or psychological reasons: Occasionally Student Life staff will encounter students who must miss class for personal or emotional reasons. These cases include such events as death or illness of a family member or emergency psychological crisis. When possible, Student Life staff will ask the student to notify faculty members and indicate that faculty members may call Student Life staff for confirmation if such validation is deemed necessary. In some of these cases, the Student Life staff member has no real way to validate the student's statement. Maintaining such information over a period of time, however, could help determine possible patterns of dishonesty for an individual student. In some extreme emergencies, Student Life staff may notify faculty members directly.

Early departure or late return from breaks: Faculty members are expected to hold class on the days immediately before and after breaks. Students will not be excused from class attendance or from taking examinations at their announced time to accommodate travel schedules. It is the responsibility of students and their families to make travel arrangements accordingly.

<u>Conflicts with other courses: Whenever possible out of class requirements should be specified in the syllabus and/or the schedule of classes and the faculty member should provide options, or an alternative time, for students who have another class obligation scheduled at the same time. If there is conflict between two course-related activities, the faculty members should resolve it. The Dean of Academic Life will be responsible for the resolution, if an agreement is not reached.</u>

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

Proposed Language:

Satisfactory Academic Progress for Financial Aid and Academic Standing

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

There are four SAP statuses:

- Satisfactory
- Warning
- Suspension
- Probation

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

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

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

Semester	1	2	3	4	5	6	7	8
Minimum GPA	1.5	1.7	1.9	2.0	2.0	2.0	2.0	2.0
Major GPA				2.0	2.0	2.0	2.0	2.0
Minimum Credits Earned	2	6	10	14	18	22	26	29
Percent of Attempted Earned	50%	75%	75%	75%	75%	75%	75%	75%

Semester Minimum

Full-time students must earn at least 2.0 course credits and at least a 1.0 semester GPA each semester. Students who fall below these semester minimums are suspended.

SAP Process

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

Students who have been doing satisfactorily and then fall below any of the above standards are given a **warning** to improve performance. If they fail to meet the benchmark for the next semester [or perform below the semester minimum], they are **suspended**. They may appeal the suspension (see Appeals Process below) or apply for readmission after spending some time away from DePauw.

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

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

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

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

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

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

Students who achieve below a 2.0 in two consecutive semesters, receive less than a 1.3 any given semester or do not make satisfactory progress are subject to academic suspension. Students are also subject to suspension if the cumulative GPA at the close of the:

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

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

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

- student's insight into what caused the original academic difficulty
- evidence that the things that prevented successful academic performance previously have changed

positively

- the amount of time spent away from DePauw and how productively it has been used (statements from employers or others may be requested)
- academic achievement that, if undertaken, has improved substantially.

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

Appendix I. Proposed Changes to the Personnel Policies section of the Academic Handbook regarding the review of Librarians

Deletions are ~~struck through~~ and additions are in **bold**.

Personnel Policies Section

Periodic Evaluation (Article Written and Approved by the Faculty)

Evaluation of Librarians Serving in Renewable Term Faculty Positions

~~Beginning in the third year of service (and then in the seventh year, twelfth year, and every five years thereafter),~~

Effective with the 2014-15 Academic Year, librarians shall be evaluated as follows:

- **3rd Year Term Review**
- **7th Year Term and Promotion to "with rank of Associate Professor" review**
- **After completing seven years in "with rank of Associate Professor," a librarian is eligible for timely promotion review to "with rank of Professor"**
- **After promotion to "with rank of Professor," librarians are no longer subject to a formal review**

The Vice President for Academic Affairs appoints a review committee consisting of the ~~library director~~ **Dean of Libraries**, all full-time professional librarians (excluding the candidate under review, and those in their first year of service), and two faculty **members** from outside the library. The librarian develops a file for review in the same way as do ~~other~~ **full-time** faculty members. The committee submits a report and recommendation to the President through the Committee on Faculty and the Vice President for Academic Affairs. The ~~library director~~ **Dean of Libraries** and ~~assistant~~ **associate** director are reviewed in this manner to evaluate their work as librarians; the Vice President for Academic Affairs separately reviews their administrative performance.

If a librarian has taught a credit-bearing course, the annual report shall include reflection about the teaching of that course which will be reviewed by the VPAA in consultation with COF if necessary.

Appendix J. Proposed Changes to Disruptive Student Policy found in the Academic Handbook
Text to be inserted is shown underlined and **bold** and text to be deleted ~~struck through~~.

~~**Disruptive Student Policy**~~ **Classroom Atmosphere Policy**

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

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

Notes: There are two exceptions to the broad discretion given to faculty members above.
(a) The Americans with Disabilities Act gives students the right to use assistive technology or a suitable alternative if this has been determined to be an appropriate accommodation for their disability. ADA procedures require that such accommodations be reached by the campus ADA coordinator in consultation with the student and that they be communicated in writing to the instructor with the student's consent. Instructors may work with students and the ADA coordinator to determine the most effective way to implement the accommodation. Whenever possible, students should be allowed to use the assistive technology without disclosing their disability. For advice and guidance please consult with DePauw's ADA Coordinator.
(b) DePauw University uses an electronic notification system to distribute campus emergency alerts via text messages. When class policies require phones to be stored out of sight and/or reach during class, phones should still be set to vibrate. Emergency messages will cause multiple phones to vibrate at nearly the same time.

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

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

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

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

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

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

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

II. Steps for Faculty Members

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

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

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

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

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

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

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

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

Appendix K: Proposed revisions to the Academic Handbook to accommodate a Consent Agenda
(Text to be deleted is shown in ~~strike-through~~; text to be inserted is shown in **bold**.)

Changes under Faculty Meetings:

3. Voting
   a. Full-time faculty members holding positions with academic or nominal rank, including those on sabbatical, pre-tenure, or academic leave, may vote. (See Article I.B of the Personnel Policies for a definition of full-time faculty positions.) The President, the Vice President for Academic Affairs and the Registrar also have voting privileges.
   b. 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.
   c. A quorum shall consist of 40% of the faculty eligible to vote and not on approved leave (rounded to the nearest whole number). This number shall be determined for each semester by the Vice President for Academic Affairs, using the faculty roster as of the Friday immediately preceding the first faculty meeting of each semester. Immediately after the call to order at the first faculty meeting of each semester, the Vice President for Academic Affairs shall announce the quorum requirement for that semester. The next order of business after the call to order at each faculty meeting shall be the verification of a quorum by the Chair of the Faculty; (for the first meeting of the semester, the quorum verification shall occur after the Vice President for Academic Affairs has announced the requirement).
   d. All voting in meetings, unless otherwise stipulated, shall be by show of hands. However, at the request of any faculty member the vote shall be by secret ballot.
   e. Any voting faculty member may object to including an item on the Consent Agenda. Such an objection will result in full debate of the item under the appropriate order of business.

4. Order of Business

At all regular faculty meetings the following items must be included in the order of business:

1) Call to order and verification of quorum,
2) ~~Correction and approval of minutes,~~ **Consent Agenda,**
   a) Approval of minutes
   b) Approval of new courses and announcement of course changes (as needed)
   c) Approval of election results (as needed)
   d) Conferring of baccalaureate degrees (as needed)
   e) Other (as needed)
3) Reports from coordinating committees,
4) Reports from other committees,
5) Remarks from the Vice President for Academic Affairs,
6) Remarks from the President,
7) Old business,
8) New business,
9) Announcements, and
10) Adjournment.

5. Parliamentary Procedure
   a. The following shall be circulated at least three days before each faculty meeting: copies of the minutes of the last meeting and an agenda including the specific committee motions to be voted on at the next meeting **including the exact text of the consent agenda**. All committee motions on which there is to be a vote at a faculty meeting must have been announced in the agenda circulated before that meeting.
   b. All business shall be conducted according to proper parliamentary procedure as set forth in *Robert's Rules of Order*.

Appendix L: **Proposed revisions to the Academic Handbook to accommodate a change in the name of the Faculty Development Committee**
(Text to be deleted is shown in ~~strike-through~~; text to be inserted is shown in **bold**.)

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

Faculty Development Committee

1. Function. ~~This committee shall plan and execute faculty development programs within the University and coordinate institutional programs with faculty development programs of outside agencies. The committee will cooperate with the Committee on Faculty in establishing policies for faculty development.~~
   This committee shall make recommendations to the President of the University concerning the granting of institutional research and development ~~funds,~~ **resources and** leaves of absence, ~~and selection of institutional nominees for grants or awards given by outside agencies~~. Policies and procedures of ~~faculty development~~ **internal funding** programs are outlined in detail ~~in~~ **on** the **Academic Affairs website**. ~~Faculty Development Handbook which is available online or from the Academic Affairs Office~~.
2. Membership. Six elected faculty members (one elected from each division and two elected at-large) of which no more than two may be from one division and no more than one from each department. The chair for this committee shall be chosen from among the elected faculty members.

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