

**Faculty Meeting Agenda  
May 7, 2018**

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

**2. Report on Campus Master Plan - Warren Whitesell**

**3. Verification of Quorum**

**4. Consent Agenda**

**A. Approve Minutes from the April 9, 2018 Faculty Meeting**

**B. Approval of the following new courses (recommended by Course and Calendar Oversight):**

PSY 344, Health Psychology with Lab, 1 credit

Health psychology uses the biopsychosocial model to examine the interaction of health with physiological, psychological and behavioral processes and the social/cultural environment. Topics include the effects of stress on health, health protective factors, theories of health behavior change, coping, social support and chronic illness. The laboratory component of class allows students hands on experience designing and conducting health psychology research with single subject and group designs. Prerequisite: PSY 100.

MATH 348, Introduction to Statistical Computing, 1 credit, Language

This course is designed to provide students with an introduction to statistical computing using RStudio. This course will have two components. In the first part of the course, students will learn data manipulations, data structures, matrix manipulation, database operation, and functions. In the second part of the course, students will learn statistical computing topics including simulation studies and Monte Carlo methods, numerical optimization, Bootstrap resampling methods, and visualization. Students will be introduced to some packages and technologies that are useful for statistical computing. Through producing numerical summaries and creating customized graphs, students will be able to discuss the results obtained from their analyses and to generate dynamic and reproducible documents. Prerequisites: Math 141 (or ECON 350/BIO 375/PSY 214) and Math 151 (or MATH 135-136).

**C. Announcements of changes in distribution requirement designation:**

MUS 390, Music History Topics: Broadway Musicals and American Culture (Fall 2018: AH, PPD)

REL 370, Militant Muslim Movements (IE)

UNIV 183, Life After Mandela (WT 2019: IE)

**D. Approval of the summer Italian studies program at Grado for IE credit.**

**E. Motion to confer degrees on Spring Term and May Term 2018 Graduates**

**4. Student Academic Life (Rich Martoglio)**

**Motion to be voted on:**

In response to concerns related to student observances of religious holidays, the Student Academic Life committee notifies the faculty of proposing the following changes to the Academic Handbook language (**additions in bold, deletions in strikeout**):

RELIGIOUS HOLY DAYS

**DePauw University embraces the religious diversity of its students, faculty, and staff. Accordingly, faculty members are expected to accommodate students who are adherents of a religious tradition and wish to fulfill obligations of that religious tradition on ~~excuse students from class and be flexible with respect to deadlines for required coursework in order to enable students to observe religious holy days.~~ Faculty are also expected**

**to make it possible for students observing holy days to make up any work they miss, provided arrangements are made in advance.** Students are expected to notify their instructors of their intent to fulfill the obligations of their religious tradition well in advance of these days **observe holy days at least one week in advance of these days.** For the sake of this policy, "holy days" are defined as periods of time in which either:

- activities required by normal class participation are prohibited by a religious tradition, or
- a special worship obligation is required by a religious tradition.

**Students with questions or concerns about this policy should contact the Office of Student Academic Life.**

## **5. Faculty Priorities and Governance (David Worthington)**

### **A. Motion to be voted on:**

Change the membership of the Faculty Priorities and Governance Committee

Current Handbook language:

#### 2. Membership.

Faculty membership: One (1) representative from the Core Faculty Committees: Curricular Policy and Planning, Faculty Personnel Policy and Review, Faculty Development, and Student Academic Life; three (3) directly elected faculty members including one representative for the School of Music and the Chair of the Faculty, for a total of eight (8) faculty members.

New Handbook language

#### 2. Membership.

Faculty membership: Seven directly elected faculty members: one (1) representative from each of the four Curricular Areas, one (1) representative for the School of Music, and two (2) representatives at-large.

*Rationale:* Having appointed members of the committee from other Core Faculty Committees is problematic. These individuals are in fact subject to significant workloads on two Core Committees. In most cases, the faculty members selected to fill these appointed positions are only available for one year. Having half of the committee members being one-year positions hampers the work of the committee from one year to the next. This year we were fortunate to have three individuals returning. However, based on the current situation, there might be only one returning member for AY 18-19. Additionally, the Core Faculty Committee appointees were not elected by the faculty to serve on Governance. The appointed process also carries the risk of unbalanced representation, either in curricular area, or other identifiers. The new membership insures faculty representation from all curricular areas. The committee believes that direct election is preferable. The direct election of faculty to this committee, instead of appointments from the Core committees, insures that the faculty are aware and intentionally elect the members of the committee.

In proposing these changes, Faculty Priorities and Governance Committee discussed and debated its impact on its steering committee function. It concluded that steering committee charge can be met without direct representation from the core committees as long as committee chairs communicate with the chair of Faculty Priorities and Governance Committee. If particular issues raise to a level the merit Faculty Priorities and Governance Committee deliberation and/or action, a representative from the committee can meet with Faculty Priorities and Governance Committee to consider the issue. Likewise, if an issue comes before Governance that merits consideration of a particular committee or committees, then Faculty Priorities and Governance Committee can request the committee(s) to send a representative to its meeting for discussion.

### **B. Motion to be voted on:**

Faculty Priorities and Governance and the Writing Curriculum Committee ask the faculty to vote on the creation of a working group on the first year seminar.

**Rationale for/Request to form a Working Group on the First-Year Seminar**

Discussions in AY 2017-18 about the curriculum, staffing, and oversight of the FYS program have indicated that the current administrative structure of the FYS is not efficient or effective. Currently, the WCC oversees all aspects of the FYS, including the curriculum (particularly the writing component), the requests for and processing of faculty proposals for new seminars, and the assessment of the program. Given that the WCC has significant responsibilities beyond FYS, a revision to curricular/programmatic oversight is needed.

**Charge for the FYS Working Group:**

The Working Group will determine the best model for management and oversight of the FYS program and make a recommendation to the faculty. The working group should take into consideration the curricular goals of the FYS program, staffing FYS courses, and advising in the first year, as well as the role of the standing committees in the oversight of the program.

**Membership in the FYS Working Group:**

4 faculty representatives from the four broad disciplinary areas

1 representative from the WCC

1 representative from the advising committee

1 representative from the curriculum committee

1 representative from the SOM

The Registrar *or representative*

The Dean of first-year students *or representative*

The FYS coordinator

The VPAA *or representative*

In appointing faculty members to the Working Group and in selecting representatives from the Curriculum, Advising, and Writing Committees, the Governance Committee should strive to ensure that at least two faculty members on Working Group have knowledge of the history of the FYS and Writing programs.

**Coordination and Duration of the Working Group:**

By the end of the fall 2018 semester, the working group should have a proposal for revising the administrative structure of the FYS program. The proposal should be brought to the Governance committee and the VPAA. The Governance committee may grant an extension, if necessary.

**C. Advanced notice of a motion to be voted on at the September 10, 2018 faculty meeting:**

The following language is to be added to the Academic Handbook under Personnel Policies.

**Section IX. Faculty Participation in Recruitment/Appointment of Senior Administrators**

This policy applies to the following senior administrators: President; Vice President of Academic Affairs; Vice President of Student Academic Life; Dean of the Faculty; Dean of School of Music; Dean of Academic Life; and Dean of Libraries. This list is to be amended as administrative roles, titles, and positions change. The Faculty Priorities and Governance Committee (or its successor should a new committee structure be adopted) has the primary function of amending this list, in consultation and agreement with the administration.

Faculty participates in the formation of job description and serves on search committees. Faculty Priorities and Governance Committee reviews job descriptions, and appoints faculty to search committees through a call for volunteers. Faculty has the opportunity to hear from candidates and ask questions of them, either

through open meetings or through elected representatives, normally selected by the Faculty Priorities and Governance Committee. For both internal and external recruitment processes, there is an open call for faculty applicants.

Searches are open for the final, “on-campus” phase. Faculty are to have access to the finalists for hearing and question the candidate.

Faculty participate in presidential recruitment by serving on the Presidential Search Committee. Faculty Priorities and Governance Committee issues a call for faculty volunteers to serve on the search committee and selects the representatives from the resulting pool. Faculty participates in the creation of the job description.

*Rationale:*

*The Board of Trustees, President, and Vice President of Academic Affairs each have prerogatives and authority regarding the recruitment/appointment of senior administrators. Best practices in shared governance, however, include faculty participation in the decision-making processes. Best practices also invite having language about faculty participation in recruitment/appointment in the Academic Handbook. With regard to university practices and processes for the recruitment/appointment of senior administrators with significant role in the academic mission of the university, the following principles apply: a spirit of shared governance guides policies, alignment of prerogatives between faculty and administration is desired, and except for confidential information transparency is to be maintained. The Faculty Priorities and Governance Committee is guided by AAUP policies, including: Statement on Government of Colleges and Universities (1966); Faculty Participation in the Selection, and Evaluation, and Retention of Administrator.*

*Links to AAUP policies*

Statement on Government of Colleges and Universities (1966)

<https://www.aaup.org/report/statement-government-colleges-and-universities>

Faculty Participation in the Selection, Evaluation, and Retention of Administrators.

<https://www.aaup.org/report/faculty-participation-selection-evaluation-and-retention-administrators>

Statement on Presidential Searches (November, 2015)

[https://www.aaup.org/sites/default/files/AAUP\\_Statement\\_on\\_Presidential\\_Searches\\_0.pdf](https://www.aaup.org/sites/default/files/AAUP_Statement_on_Presidential_Searches_0.pdf)

**D. A letter to be sent to the Board of Trustees**

**Written announcements:**

In addition to its regular bi-weekly meetings, the committee has held two special meetings to address the concerns raised by the AAAS and other issues.

**6. Curricular Policy and Planning** (Scott Spiegelberg)

**A. Motion to be voted on:**

Proposal to change Language Requirement for Graduation

**GENERAL POLICIES FOR ALL UNDERGRADUATE DEGREE PROGRAMS**

- Students must complete distribution requirements appropriate to their degree objective. ~~Satisfactory performance in language proficiency examinations may count toward meeting distribution requirements.~~

## THE DEPAUW CURRICULUM

### DISTRIBUTION REQUIREMENTS

#### GLOBAL AND LOCAL AWARENESS

#### LANGUAGE REQUIREMENT

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

Students will complete two semesters of a language other than English, beginning at an appropriate level according to a placement exam and in consultation with the coordinator of the language program. Students may choose to complete this requirement with a language they have studied previously (by testing into the appropriate level), or they may choose to begin a new language at the first-semester level.

Students may take one semester of the language in an off-campus program with the approval of the relevant language coordinator.

Students whose first language is not English may be certified as meeting this requirement through the Office of the Registrar, **and in consultation with the director of English for Academic Purposes.**

#### Rationale

The Department of Modern Languages self-study process has coincided fortuitously with the University's development of a Global Awareness (IE and PPD) component in the general education program. As new programs such as the Global Health Major and the International Business Minor emerge, and as Interdisciplinary Studies develop, it has become clear that the university must offer a language requirement that can consistently do justice to its prioritization of a more globally-minded and cross-culturally driven academic program. If we are to help provide a credible and worthy Global Awareness experience for students, an option for students to "test out" of a university language requirement is counterintuitive. While most students at DePauw do pursue language study at some level, the exemption of even some students is glaring, especially when all other general education requirements call for coursework in areas in which students have had some exposure prior to their DePauw arrival. Our two semester requirement brings languages into proper alignment with the Arts & Humanities, Science & Math and Social Sciences graduation requirements. The university's commitment to language study over the last twenty years is manifest in the development and staff support for eight language programs and a breadth of study abroad options. It is time to reaffirm that commitment by solidifying expectations for students in the general education program and beyond.

While students may well have developed language skills prior to enrolling to DePauw, our revised language program will more directly help them attend to the university's greater mandate for international and cross-cultural competence. In addition, the new requirement is designed to help students adequately prepare themselves for meaningful off-campus study and study abroad, not simply by exposing them to a given language, but by helping them experience and negotiate the otherness that they will experience off campus. This is particularly important when in the last academic year, one third (33.3%) of DePauw students sought off-campus study and language study in a region where one of our languages is spoken.

ML recognizes the seriousness of a commitment to language study in the general education landscape, and proposes this revised requirement as a means of ensuring that further development of global and international programming DePauw at curricular, co-curricular, and experiential levels may flourish.

**B. Advising Committee** – Invitation for Commitment Advisors

**C. Learning Goals for Power, Privilege, and Diversity courses and International Experience courses**

Curriculum Policy and Planning has developed learning goals for PPD and IE, based on work done by the 2016 PPD summer workshop and 2017 IE summer workshop. We started the discussions last fall, and finished polishing the learning goals on March 12.

A. For Power, Privilege, and Diversity courses, we want PPD courses to directly address issues of difference and marginalization in the United States.

Learning Goals:

1. **Recognition:** Demonstrate your recognition of the barriers to inclusion for groups that experience marginalization in the United States.
2. **Historical/structural analysis:** Understand and analyze the structures and institutions of power that have historically created and sustained marginalization in the United States.
3. **Lived experiences:** Understand and assess inequities, perspectives, and lived experience for groups that experience marginalization in the United States.

B. For the International Experience courses, we want to rename this General Education requirement as Global Learning (GL).

Learning Goals:

1. **Engagement with cultural difference:** Gain a critical understanding of perspectives and voices of specific peoples and places outside of the U.S..
2. **Historical/structural analysis:** Understand and analyze the complex historical relationships between cultures and identities in a globalized framework.
3. **Recognition and development of cross-cultural skills:** Develop a self-reflective sensibility towards cultural difference through the critical understanding of your globally-situated identities and responsibilities.

**7. Faculty Development** (Angela Flury)

**Announcements: from FDC and from the Dean of the Faculty**

**8. Faculty Personnel Policy and Review** (Clarissa Peterson)

**9. Honorary Degrees** (Deborah Geis)

**10. Preliminary Report on Extended Studies Program** (Dave Berque)

**11. Communications from the Vice President for Academic Affairs** (Anne Harris)

**12. Communications from the President** (Mark McCoy)

**Additional Business**

**Unfinished Business**

**New Business**

**Announcements**

**A. NSF Curricular Reform Award Winners**

The Science and Math Liaisons would like to congratulate the following individuals who have been awarded funding through a DePauw National Science Foundation grant for STEM Curricular Reform Awards.

- Bridget Gourley, Hilary Eppley and Selma Poturovic for pedagogical changes to Chem 130
- Janet Vaglia for creating a new Bio 290 (Topics: The Survival Paradox: Organism development in a changing environment) course
- Suman Balasubramanian for developing a new course in Mathematics titled Mathematical Modeling I

**B. Faculty Meeting Dates for 2018-19**

2017-18	Faculty	Chair	Open
Sept	10	13	27
Oct	1	11	25
Nov	5	8	29
Dec	3	13	None
Feb	4	14	28
Mar	4	14	21
Apr	8	11	25
May	6	9	None

**C. Committee meeting schedule for AY18-19, at 4 pm**

**Monday – Curricular**

**Tuesday – Governance (1<sup>st</sup> and 3<sup>rd</sup>)**

**Wednesday – Review, Faculty Development, Student Academic Life, Course and Calendar Oversight**

**Thursday – Strategic Planning, Chairs and Directors**

**Adjournment**