<table>
<thead>
<tr>
<th>1.</th>
<th>Call to Order – 4 p.m. Union Building Ballroom</th>
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<tbody>
<tr>
<td>2.</td>
<td>Verification of quorum</td>
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<td>3.</td>
<td>Consent Agenda</td>
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<tr>
<td>A.</td>
<td>Approve Minutes from the September 11, 2017 Faculty Meeting</td>
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<td>B.</td>
<td>Approval of International Experience designation <em>(recommended by Course and Calendar Oversight)</em></td>
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<td></td>
<td>ASIA 140, Introduction to Chinese Culture</td>
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<td>ASIA 290, Classical Chinese Literature in Translation</td>
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<td></td>
<td>HONR 102, Managing the Chinese Empire</td>
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<td>UNIV 290B, Mathematics Across Cultures</td>
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<tr>
<td>E.</td>
<td>Approval of Power, Privilege and Diversity designation <em>(recommended by Course and Calendar Oversight)</em></td>
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<td></td>
<td>CLST 300A: Sex and Gender in Greco-Roman Antiquity</td>
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<td>HIST 100B, Sex and Society in Modern America</td>
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<td>4.</td>
<td>Faculty Priorities and Governance (Glen Kuecker)</td>
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<td>Written Announcements: Faculty priorities and governance committee had its first meeting of the academic year on September 19. The VPAA participated in the first 45 minutes of the meeting. We discussed the VPAA’s agenda for the academic year. The committee held an election for the new chair. However, nobody on the committee volunteered to serve as chair. One committee member did nominate another committee member, but that individual did not want to serve as chair. Last year’s chair agreed to continue as chair on a temporary basis, and will be very glad once a new chair is selected. The committee discussed the possibility of sharing the chair duties. The committee continues to work on Handbook language for faculty voice in the recruitment, review, and retention of senior faculty members, as well as Handbook language for confidentiality policy.</td>
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<td>5.</td>
<td>Curricular Policy and Planning (Scott Spiegelberg)</td>
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<tr>
<td>A.</td>
<td>Advance notice of a motion to be voted on at the November 6, 2017 faculty meeting: “The faculty approve the museum studies minor.” Details of the minor are found in Appendix A.</td>
</tr>
<tr>
<td>B.</td>
<td>Report from the Writing Curriculum Committee (Rebecca Schindler)</td>
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<tr>
<td></td>
<td>1. The WCC has approved revised writing guidelines for the FYS (see Appendix B).</td>
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<td></td>
<td>2. The WCC has a proposal for a new model for designing FYS content, &quot;The Decus Seminar.&quot; Those interested in participating a pilot for 2018 should contact Rebecca Schindler by Nov. 1 (see Appendix C).</td>
</tr>
<tr>
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<td>3. The WCC reminds the faculty to please reply to the survey about the FYS. We would like to hear from as many colleagues as possible. The deadline is Oct. 13.</td>
</tr>
<tr>
<td>6.</td>
<td>Faculty Personnel Policy and Review (Clarissa Peterson)</td>
</tr>
</tbody>
</table>
7. Faculty Development (Angela Flury)

Written Announcements: FDC would like to announce upcoming deadlines for faculty development opportunities, encourage faculty to apply, and offer the assistance of committee members in the application process:

- Faculty Fellowship October 4
- Fisher Course Reassignment November 1

8. Student Academic Life (Rich Martoglio)

Presentation of Sexual Assault Assessment Review - Wendy Wippich (Director of Sexual Assault Education and Prevention Program) and Sarah Ryan (Women’s Center Director and Sexual Assault Survivor Advocate)

Written Announcements: Wendy Wippich (Director of Sexual Assault Education and Prevention Program) and Sarah Ryan (Women’s Center Director and Sexual Assault Survivor Advocate) attended the Student Academic Life (SAL) Committee meeting and presented information from the Sexual Assault Assessment Review.

DePauw Student Government (DSG) is discussing the tiles discovered during the recent Asbury renovations and potential actions regarding these discoveries, access to transportation for students who do not have access to a vehicle or a driver’s license. Students have concerns that the student who discovered a “back-door” into student e-services might face sanctions. DSG will also be electing new first-year senators. The SAL committee asked DSG to consider the next steps to take with regards to the Statement of Shared Values.

The SAL Committee reminds faculty to please provide textbook information in a timely manner for courses scheduled for upcoming semesters.

The SAL Committee discussed ways that faculty can help address drinking culture which includes scheduling more morning classes, providing positive role models for alcohol usage by networking or meeting with students more informally and encouraging students to attend athletic events instead of just “tailgating”. Hard alcohol is supposed to be banned unless an event has been registered through Student Life.

The group charged with selecting a common reading for incoming students continues their work.

Reports from other Committees

9. University Strategic Planning Committee (Howard Brooks)

Advance notice of a motion to be voted on at the November 6, 2017 faculty meeting:

The faculty approves the following amendment to the Academic Handbook:

“To replace the Function and Membership of the Strategic Planning Committee as found in Article IX. University-Wide Committees, Section A. University Strategic Planning Committee

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

2. Membership. Composed of five (5) senior administrators (Vice President for Finance and Administration, Vice President for Academic Affairs, Vice President for Development and Alumni Engagement, Vice President for Student Life, and Associate Vice President for Facilities), seven (7) faculty members, three (3) students, and two (2) staff representatives, and staffed by the Associate Vice President for Finance. Faculty membership: Chair of the Faculty, member of the Curricular Policy and Planning Committee, member of the Faculty Development Committee, and four (4) faculty members elected directly, for a total of seven (7) faculty representatives. Administrative members: Voting: Five (5) senior administrators: Vice President for Finance and Administration, Vice President for Academic Affairs, Vice President for Development and Alumni Engagement, Vice President for Student Life, and Associate Vice President for Facilities. Student members: Three (3), appointed by Student Government. Staff members: Two (2), appointed by Human Resources in consultation with the President of the University.

with the following:

1. Function. This committee will consider long-term initiatives and priorities of the University in service of its mission and strategic plan through the joint membership of faculty representatives and senior administrators. With the endorsement of the Board of Trustees, the President has created the University Strategy Map that established initiatives and metrics that support the work of Enrollment and Visibility, Culture and Community, Engagement and Learning, and Student Success. The primary work of the Strategic Planning Committee is to work with the Administrative Council and other Cabinet members to implement the University Strategy Map by reviewing identified initiatives and metrics, guiding the execution of the initiatives, and inviting new initiatives for consideration at the appropriate time in the service of making considered recommendations to the President for inclusion in the Strategy Map. To do so, the University Strategic Planning Committee may need to consider topics that broadly encompass the themes of the Strategy Map, including Enrollment and Visibility, Culture and Community, Engagement and Learning, and Student Success. Regularly, the University Strategic Planning Committee coordinates an information session for faculty core committees at the beginning of the academic year that offer information about the operations of the University.

2. Membership. Five (5) senior administrators (Vice President for Academic Affairs, Vice President for Student Academic Life, Vice President for Enrollment Management, Senior Advisor to the President for Diversity and Compliance/Title IX Coordinator and Vice President for Strategic Initiatives), five (5) faculty members, and three (3) students. The Vice President for Strategic Initiatives and the Chair of the Faculty will co-chair the committee.

Ex Officio (without vote) : Dean of the School of Music

Faculty membership: Chair of the Faculty, and four (4) faculty members, one from each curricular area, elected directly, for a total of five (5) faculty representatives.

Student members: Three (3), appointed by Student Government.

Rationale: The function and operation of the committee has changed with the change in the President of the University and the work completed during the 2016-17 Academic Year that developed a comprehensive set of strategies for the University. The committee, jointly created by the faculty and the administration, sees this new function statement as the best fit for the work of the committee. In an effort to recognize the workload of this committee and the workload of faculty on core committees, it was agreed that there would no longer be the expectation to have faculty representatives from selected core committees. The University
Strategic Planning Committee may be asked to consider topics, such as, student enrollment targets, tuition rates and student financial aid, faculty and staff salaries and benefits, faculty development academic program support, student life and residential programs, the physical plant and deferred maintenance, sustainability, auxiliaries, and the library and information services.

<table>
<thead>
<tr>
<th>Communications</th>
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<tbody>
<tr>
<td>11. Remarks from the President (Mark McCoy)</td>
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<tr>
<td>12. Remarks from the Vice President for Academic Affairs (Anne Harris)</td>
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<tr>
<th>Additional Business</th>
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<tr>
<td>13. Unfinished Business</td>
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<tr>
<th>14. New Business</th>
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<th>16. Announcements</th>
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<th>17. Adjournment</th>
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Appendices

Appendix A: Museum Studies Minor proposal

The Department of Art and Art History proposes a minor in museum studies, to be administered by faculty of the Art History program in consultation with the Director/Curator of Galleries and Collections.

The purpose of this minor is to offer a comprehensive set of courses that will prepare liberal arts students to work in entry level positions in art museums and other cultural institutions, or to enter graduate programs aimed at preparing them for careers in museum and cultural management. As more and more of our majors go on to pursue careers in museums, galleries, auction houses, and other cultural management fields, we wish to offer a course of study that will help guide and prepare them for professions closely allied with the majors we offer.

The minor will consist of a foundations course, one half-credit practicum course, a capstone course for seniors (also .5 credit), a requirement for three art history courses, and one cognate course. The foundations course will be taught by art history faculty in rotation, and will introduce students to the historical origins and civic mission of museums and to the ethical, intellectual, and practical considerations that museum professionals face in their work. The capstone course will involve working closely with the DePauw Art Galleries staff to produce a professional exhibition drawn from the permanent art collection along with a small publication. The requirement for the half-credit practicum course can be met in a variety of ways, including courses offered by the gallery staff, and off-campus practica.

It is to be desired that the next full-time member to join the art history faculty will have expertise in museum studies in addition to his or her primary field, will sometimes teach the introductory course, and will add courses to the list of possible classes that fulfill the requirement of three art history courses. However, the minor will not require additional staffing in and of itself. The foundations course will be a 100-level course open to all students, and will be taught once a year. We anticipate having this course approved as a PPD course. The practicum will not be a stand-alone course, but will be met through Extended Studies, internships arranged in consultation with the minor advisor, Prindle reading groups, or independent study courses. The capstone course will be offered in the spring semester each year. All courses can be taught entirely with existing faculty, and the minor proposal has been vetted and endorsed by the VPAA.

Required courses:
Foundations course
.5 credit practicum
.5 credit capstone course
one 100-level art history course
two of the following:
ARTH 226 Contemporary Art and Theory
ARTH 231 Prints & Print Culture of Early Modern & Modern Japan
ARTH 232 Warrior Art of Japan and the Ryukyus
ARTH 233 Monumental Art of Japan
ARTH 234 East West Encounters
ARTH 331 Kyoto
ARTH 332 Representation in Japanese Visual Culture
ARTH 333 Supernatural in Japanese Art
ARTH 334 Women and East Asian Art
ARTH 350 Van Gogh, Gauguin, Post-Impressionism
ARTH 360 Picasso and Matisse

and one cognate course in consultation with the student’s minor advisor from any of the following: ANTH, CLST, COMM, FILM, REL, HIST, PHIL, SOC, or WGSS.

Our proposed minor, with an emphasis on the intersection of museum studies and art history, is distinctive in that many programs do not pair a focused discipline with an accredited museum program (accreditation pending). At present, there is low market saturation for undergraduate museum studies within our state and region. This is especially true within small liberal arts institutions. Yet our students exhibit strong interest in
such a program. When asked in a recent survey (designed with input from the Office of Institutional Research), 63% of students (36 of 57) enrolled in art history or studio art classes who responded to the survey indicated that they would be somewhat or highly likely to declare a museum studies minor, and 40% (23 of 57) indicated that they would be likely or highly likely to pursue graduate studies in arts administration, museum studies, or curatorial studies. See appendix below for raw data. The following chart indicates the number of students who have in recent years participated in the museum program at DePauw, as interns, as work-study students, or as students enrolled in courses offered by our museum and galleries staff.

<table>
<thead>
<tr>
<th>AY</th>
<th>5th-Year Fellow</th>
<th>Work-Study</th>
<th>Volunteer</th>
<th>WT</th>
<th>MT</th>
<th>Prindle Topics</th>
<th>IS</th>
<th># of students engaged</th>
</tr>
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<tbody>
<tr>
<td>2011-12</td>
<td>1</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>(spring only)</td>
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<tr>
<td>2012-13</td>
<td>1</td>
<td>0</td>
<td>10</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td>2013-14</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>2014-15</td>
<td>1</td>
<td>0</td>
<td>13</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>24</td>
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<tr>
<td>2015-16</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>8</td>
<td>0</td>
<td>1</td>
<td>15</td>
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<tr>
<td>2016-17</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>12</td>
<td>0</td>
<td>10</td>
<td>1</td>
<td>32</td>
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<tr>
<td><strong>Subtotals</strong></td>
<td><strong>5</strong></td>
<td><strong>2</strong></td>
<td><strong>53</strong></td>
<td><strong>32</strong></td>
<td><strong>8</strong></td>
<td><strong>10</strong></td>
<td><strong>2</strong></td>
<td><strong>112</strong></td>
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</tbody>
</table>

Students will further benefit from the gallery program’s forthcoming accreditation commission review by the American Alliance of Museums—a distinction afforded to just 16% of all academic museums and galleries nationwide. Accreditation ensures that our students will learn alongside gallery staff who employ museum best practices in all aspects of our operations, including: governance, strategic planning, collections care, exhibitions, and interpretation. With the opportunity to hire a new art history line and forthcoming accreditation for the gallery program, both the department and galleries are well positioned to implement a new minor and exhibit the institutional readiness required for increased student capacity, teaching, and mentoring.

APPENDIX – Google Survey Data
This survey was offered to all students enrolled in an art history or studio art course during fall 2016. Students completed this optional survey during their regular course evaluation time.

Museum Studies Survey

“The research in which you are about to participate will ask you to answer 10 multiple choice and one open-ended question about your interests in future course offerings at DePauw University. In particular, the survey will ask if you have prior museum/gallery internship experience, familiarity with campus resources related to museums and galleries, and if you would be interested in enrolling in a museum studies minor should one be offered in the future. The procedure in the study is very simple, and participation should take no longer than 4-7 minutes.

Note: The Museum Studies Survey is anonymous, completely voluntary, and is *not* connected to the student opinion survey given at the end of each course. You may withdraw from this survey at any time without penalty.”
Would a full-semester Introduction to Museum Studies course with the learning objectives listed below interest you? Choose all that apply.

(54 responses)

- Learning Objective 1: Integration of theory and hands-on museum practice in a series of workshops with gallery staff.
- Learning Objective 2: Read, discuss, debate, and demonstrate familiarity with current museum theory.
- Learning Objective 3: Learn about career options and graduate school training in the museum field.

Have you taken any of the following courses at DePauw? (Select all that apply)

(11 responses)

- Intro to Museum Studies (offered periodically by gallery staff)
- Independent Study related to museum topics (offered by gallery and/or art history faculty)
- Museum Exhibition Workshop (offered periodically by gallery staff)
- Prindle Readings Courses related to museum topics (offered periodically by gallery staff)
- Public History / Museums (offered before 2015 by Professor Schlotterbeck)
- Who Owns the Past? (offered periodically by Professor Schindler)
Were you aware of the courses offered in the preceding question? (57 responses)

- Yes: 57.9%
- No, but I am interested: 31.6%
- No, and I am not interested: 10.5%

Have you interned or volunteered in an off-campus museum or gallery while a student at DePauw? (57 responses)

- Yes: 87.7%
- No: 12.3%

Would you be interested to intern or volunteer in an off-campus museum or gallery while a student at DePauw? (57 responses)

- Yes: 45.6%
- No: 21.1%
- Maybe: 33.3%
Did you know that volunteer, work-study, and a paid 5th-year fellow position in collections and exhibitions are available at the Peeler Galleries & Collections on-campus?
(57 responses)

- Yes: 31.6%
- No, but I am interested in learning more: 15.8%
- No, and I am not interested: 52.6%

Choose any of the following career options which might be of interest to you or that you would like to learn more about:
(35 responses)

- Archivist: 7 (12.7%)
- Auctioneer or Au.: 7 (12.7%)
- Collection Manage...: 19 (34.5%)
- Commercial Gallery: 15 (27.1%)
- Conservator / Art.: 12 (21.8%)
- Cultural Resource...: 9 (16.4%)
- Curator / Resear...: 21 (38.2%)
- Director / Admini...: 18 (32.7%)
- Educator: 25 (47.3%)
- Exhibition Designer: 7 (12.7%)
- Fine Art Apprais...: 9 (16.4%)
- Museum Studies...: 8 (14.5%)
- Preparator (exhib...: 11 (20%)
- Shipping, Craft...: 6 (10.9%)
- None of these op...: 10 (18.2%)
- I would like to lea...: 14 (25.5%)
- Other: 1 (1.8%)

Would you consider a career in museums and galleries interesting for you?
(57 responses)

- Yes: 28.1%
- No: 21.1%
- Maybe: 19.3%
- Haven't considered it before this survey: 31.6%
1. How they function, what they look for in art
2. How you decide where to put certain pieces and the way lighting should be set up to best show the work
3. Contemporary art
4. I would hope to learn about the history of museums and galleries and their relevance today.
5. Honestly, I am not really sure. I suppose I would like to learn how museums decide what exhibits to host and how they go about selecting pieces for their galleries.
6. If a minor was created for museum studies I would hope to learn about the history of black or African American art museums and the possibility to further the development of their existence.
7. How the larger museum exhibits plan and set up the final product
8. I would like to have a more comprehensive and global understanding of the relationships between different museums and the exchange and ownership of pieces amongst museums and galleries (etc).
9. I would like to learn about how the presentation of objects may in itself be biased: in Cubism, I enjoyed our discussion about placing African art in the nineteenth century ethnographic museum and not along next to European art.
10. How the pieces are chosen to be displayed in the museums and how the layout is significant.
11. I would hope to learn about both the hands on skills that are necessary, the business transactions, and the more abstract theory behind it.
12. What exactly one can do with such a minor.
13. not sure
14. I would hope to learn about the processes of how information in museums are conveyed and exhibited and who makes that decision.
15. With the little I know on the subject I hope I would learn all the aspects that pertain to museum studies and the career paths it offers.
16. I would want to learn about different public spaces. galleries, and etc.
17. There inner workings of museums. How they receive their collections, storage options, history, benefits, possible critiques, different forms that a museum could take.
18. How to work with artifacts found in museums and focus on all museums not just art museums
19. Needs to not just be focused on art but also archaeological artifacts.
20. I would hope to learn more about exhibition installation and the history and see different types of exhibition set-ups, as well as work more with caring for and cataloging objects as I would say I am at an intermediate level. I would also like to learn more about prepping objects for installation. I have installed and de-installed exhibitions here at Peeler for two years and would love to know more about how they get from the museum or artist to Peeler and then prepped (if they are even prepped, I do not know) and then into the gallery to be installed.
21. n/a
22. I would hope to learn more about what the field entails at the professional level.
23. I never really knew about Museum Studies until I saw this survey. I would assume that with this kind of minor students would hope to learn how a museum works and all that is essential to running a museum themselves and as well as taking care of the exhibits.
24. Museum theory (the purpose of a museum, educational theory, responsibilities of a museum within their community) and an overview of museum careers. Practical experience (volunteer opportunities, chances to work with the Peeler’s collection) would also be good.
25. I would want to learn more about possible future careers, and have more hands-on experience with objects.
26. Learn more about the inner workings of museums and where to look for jobs/internships.

Appendix B. FYS Seminar Guidelines Draft 2017
"Writing is a Constant Conversation"
Writing in First-Year Seminars

LEARNING OUTCOMES
The first-year seminar serves as the gateway to a student's writing experience at DePauw. In this course, students work on developing their writing skills and habits with the understanding that writing is a process that must be practiced over time in many different contexts, for different audiences, and in different genres. The first-year seminar is the beginning of that process.

By the end of the first-year seminar, students should:
• understand writing projects as a series of tasks, including finding, evaluating, summarizing, analyzing, and synthesizing sources.
• understand that writing is social and collaborative.
• appreciate how readers perceive and respond to different forms of writing.
• possess flexible strategies for generating ideas, proof-reading, editing, and revising.
• understand how to document both primary and secondary sources and why that is important.
• understand that the skills and habits learned in the first-year seminar can and should be transferred to other courses and writing contexts.
• be passionate about writing as a means for thinking, communication, expression, and action.

GUIDELINES AND SUGGESTIONS FOR FACULTY
Every first-year seminar is different and there is no one way to design the course or to integrate writing assignments. The following are general guidelines and suggestions that both research and practice have demonstrated are effective in achieving the learning outcomes outlined above.

1. Course content
In choosing readings and other assignments, please consider the relationship between your course goals and your goals for student writing. First-year students are still developing their critical reading skills and need guidance and time to engage with the material. Ideally, some reading assignments should provide students with examples of good writing in a particular discipline and, thus, encourage students to appreciate the relationship between critical reading and developing their own writing.

2. The Writing Process
Faculty should guide students through the writing process, helping them develop good habits, by scaffolding assignments and building in staged revision as much as possible. To help students engage with the process, it is recommended that students reflect on their writing process during the semester. This may be done through class discussions and/or writing prompts that ask students to describe their approach to a particular assignment and what they consider to be their strengths and weaknesses as a writer.

3. Critical Thinking, Genre, and Audience
To the extent possible, students should engage with a variety of source material, practicing the evaluation and analysis of sources, as well as summary, paraphrase, and citation. Attention to genre and audience can help students hone their own rhetorical strategies.

Instructors are encouraged to coordinate with the library liaison assigned to their FYS for sessions on finding, evaluating, and documenting appropriate sources.

Revised by the WCC September 2017

Appendix C. Proposal for a new FYS model "The Decus Seminar"
Course Description:

DECUS LUMENQUE REIPUBLICAE COLLEGIUM
"The College is the splendor and light of the common good."
"What does it mean to be an educated global citizen in the 21st century? From its foundation in 1837, DePauw’s mission has been to educate young people who will go on to be leaders and community members who make a difference in the world. DePauw maintains its commitment to that mission. In this seminar, students read, debate, and write about essential works for active participation in global citizenship. Each semester, faculty leaders choose works from across disciplinary boundaries that they consider essential to being an educated global citizen. Together, the professor and students explore challenging topics and ideas that prepare us to be leaders who will transform the world."

Syllabus Design Process:
The content of the Decus Seminar will change each year based on who is teaching the course. Faculty leaders will convene in the spring to choose the course content based on the question: "Right now, in your discipline, what should students be reading, listening to/watching to become educated global citizens?" Ideally this will generate a range of works from across disciplinary boundaries that will engage students with the liberal arts endeavor and prepare them to look and think critically at the world.
Faculty leaders will then generate a common syllabus focused on discussion and written communication. Assignments would strive to address threshold concepts and skills, such as critical reading, thinking, and writing, and would be developed by the faculty teaching the course. Each faculty member would teach their own group of students but there would also be opportunities to come together for shared lectures and/or performances.

An Opportunity for Faculty:
- Work with colleagues from across our curriculum
- Read/listen to/watch a range of works from philosophy, literature, and art, etc.
- Mentor students as scholars on the process of inquiry and communication (without the pressure of being the expert)

Those interested in participating or learning more about developing this common FYS syllabus, should contact Rebecca Schindler (rschindler@depauw.edu) by November 1, 2017.

Note: The VPAA has generously agreed to provide faculty development funds during the spring semester for those engaged in piloting this course for 2018.