

**DePauw University Faculty Meeting Minutes
April 10, 2017**

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

The meeting was called to order at 4:01 p.m.

2. Verification of quorum

The chair verified that the quorum was met.

3. Consent Agenda

A. Approve Minutes from the February 6, 2017 and March 6, 2017 Faculty Meetings

B. New Courses

ANTH 261, Archaeology of the Body (1 credit, SS)

ASIA 190, Topics (1 credit)

COMM 215, Theatre, Culture and Society (1 credit, AH, PPD)

FREN 303, Topics in French and Francophone Literature and Culture (1 credit)

HONR 221, Media Fellows Practicum Experience I (.25 credit)

HONR 222, Media Fellows Practicum Experience II (.25 credit)

HONR 421, Media Fellows Practicum Experience III (.25 credit)

KINS 255, Human Anatomy and Physiology I (1 credit, lab, SM)

KINS 256, Human Anatomy and Physiology II (1 credit, lab, SM)

MATH 248, Basic Principles and Methods of Epidemiology (1 credit, SM)

PHYS 190, Topics

PHYS 300, Historical Astronomy (1 credit, lab, SM)

REL 190, Topics (1 credit)

UNIV 150, The Discovery Process in Science and Mathematics (1 credit, SM)

(Descriptions in Appendix A.)

C. Course Changes

MUS 001, Concert Attendance (title change)

D. Power, Privilege and Diversity Courses

FREN 201, Intermediate French 1

FREN 202, Intermediate French II

FREN 303, TPS: Queer Francophone Identities

EDUC 390, Border Pedagogies

HIST 275, African American History

E. International Experience Courses

WGSS 262, Transnational Feminisms

REL 258, Buddhism

REL 259, East Asian Religions

ARTH 135, East Asian Art Survey II

ARTH 232, Warrior Art of Japan

HIST 290, TPS: Latin America

The consent agenda was approved.

Reports from Core Committees

4. Faculty Priorities and Governance (Glen Kuecker)

Written announcement: Faculty Priorities and Governance Committee has been enjoying a significant uptick in its workload since the March meeting.

We now have a draft of Handbook language that will establish a formal processes for the recruitment, review, and retention of senior administrators, which include a clearly defined faculty role in the process. The draft is being worked by the committee, and we anticipate sending it to the President for review and consideration. The committee will use the draft as the basis for conversation with the President about final Handbook language. Our goal is to have the language ready for advance notice in the May faculty meeting, so that the faculty can vote on it in the September meeting. While the recruitment, review, and retention of senior administrators is the prerogative of the administration and Board of Trustees, the Handbook language is mutually agreed upon with the faculty. The committee also completed its consultative role in the selection of the Dean of the Faculty. We hope to move forward with establishing guidelines for university confidentiality policies.

The committee is engaged with President McCoy in discussions about shared governance, especially as they pertain to recent leadership changes in the School of Music. The President has called on the committee to support the VPAA and ASDOM (associate dean of the school of music) as they perform the Dean of School of Music function until an Interim Dean can be hired. The committee meet with President McCoy on March 22 to discuss the processes leading to the SOM leadership change, and to express its concerns about shared governance. The committee decided to include the meeting summary in the agenda as our reporting out.

*Faculty Priorities and Governance Committee
Summary Minutes for March 22, 2017*

As this meeting engaged confidential topics, the committee has opted for a summation of items covered during the meeting. The summary excludes material that has confidential content.

The Faculty Priorities and Governance Committee met with President McCoy. All committee members were present except for Elissa Harbert, who was away from campus. Regardless, She is recused from recent discussions concerning School of Music.

The meeting opened with a statement from the committee to President McCoy concerning the dismissal of the Dean of School of Music, the challenging state of the university, a request for the president to share his views about the current state of affairs, a call for enhanced shared governance in the recruitment, review, and retention of senior administrators and a reform of university confidentiality policies.

President McCoy provided an explanation to the committee about the context for the dismissal of the Dean of School of Music, which included his analysis of the internal issues within the School of Music, his experiences as Dean of School of Music, university processes for reviewing the Dean of School of music, and his view on how to move forward. President McCoy shared confidential information about the events and processes leading to the dismissal of the Dean of School of Music. The President shared that the decision was neither quick nor rash and was in response to concerns brought to him from various constituents within the music school.

Committee members explained that they had been under the impression that the School of Music was moving in positive direction, and therefore the leadership change came as a surprise. The committee stated how this surprise reflects deeper issues with university shared governance and confidentiality policies, and it advocated for continued work on shared governance.

President McCoy endorsed a process of mediation as a step forward with the School of Music. President McCoy also affirmed Dr. Adler's continuing faculty status.

The committee and President McCoy agreed to continue working on creating formal processes for including faculty in the recruitment, review, and retention of senior administrators whose positions pertain to the academic mission of the university and to reform university confidentiality policies.

At the end of the meeting President McCoy requested that the Chair of the Faculty and Chair of Faculty Priorities and Governance Committee send an email to the Board Chairman advising that he had meet with the committee. The chairs sent an email that afternoon.

Submitted by Glen David Kuecker, Chair of Faculty Priorities and Governance Committee.

Later in the meeting, faculty asked for the opportunity to ask some questions to the Governance Committee. Professor Pam Propsom represented the committee.

Prof Dana Dudle: Who are senior administrators?

Prof. Pam Propsom (with assistance from the Chair of the Faculty) replied: President, VPAA, VPSAL, Dean of School of Music, Dean of Faculty, Dean of Student Academic Life, Dean of the Libraries

Prof. Dudle: Why did the Governance committee send a letter to the BoT chair?

Prof. Propsom: The president requested the letter to confirm the meeting and the discussion of process and shared governance with faculty concerning administrators with significant roles in the academic mission of the university.

Prof. Rich Cameron: I appreciate the need for confidentiality, however has the committee established a procedure for handling confidentiality?

Prof. Propsom: Nothing has been established at this time.

Prof. Cameron: Did the committee investigate the dismissal of the Dean of the School of Music?

Prof. Propsom: The committee did not investigate. MM did share an explanation for the dismissal.

Prof. Cameron: Did the committee receive any specific documentation from other sources about the dismissal?

Prof. Propsom: No, the committee did not receive documentation from any other source.

5. Curricular Policy and Planning (John Caraher)

The Curricular Policy & Planning committee offers two proposed handbook changes to be voted on at the April meeting.

A. Pass/Fail: Catalog Change

The Committee on Curricular Policy and Planning moves to change the catalog language regarding Pass/Fail courses as follows (deletion in ~~strikethrough~~):

The credit received applies toward the degree for which the student is working as elective credit only, and, with the exception of PE activity courses, does not fulfill any specific graduation requirement. Grades for a Pass/Fail enrollment are on a P-D-F scale, with P indicating performance at the C- level or above, D passing performance below the C- level, and F failure.

Rationale: In the course of preliminary consideration of the possibility of adjusting the pass/fail policy, obsolete handbook language emerged. The clause in the second paragraph is no longer relevant as PE activity courses are no longer a graduation requirement.

The motion was approved by a show of hands.

B. Suspension of Jewish Studies and European Studies programs

The Committee on Curricular Policy and Planning moves to suspend indefinitely two interdisciplinary minor programs, Jewish Studies and European Studies. References to these programs shall be deleted from the catalog.

Rationale: The committee makes this motion not in the belief that these are unworthy programs intellectually, but because neither is sufficiently vibrant and compelling in its current form with current faculty involvement to justify maintaining in the catalog. Jewish Studies has had neither a coordinator nor a steering committee since the 2008-2009 academic year. European Studies does have a steering committee and students do occasionally complete the minor, but the program no longer supports its original vision. Suspending both programs allows our catalog to reflect more accurately the interdisciplinary minors that receive active faculty support.

Additional information is found in Appendix B.

The motion was approved by a show of hands

6. Faculty Personnel Policy and Review (Meryl Altman)

Written announcement: The regular work of the Review Committee continues.

7. Faculty Development (Jim Mills)

Written announcements: In response to faculty interest, and to provide increased flexibility in Faculty Fellowships, FDC will now consider proposals for two-year Faculty Fellowships (in addition to the usual three-year fellowships). Using the same on-line form, interested faculty may propose projects that are appropriate for a two-year time frame.

Extended deadline to April 19 for Power, Privilege and Diversity Summer Stipends.

Prof. Jeff Kenney informed the faculty of changes in the Faculty Achievement Celebration event and recognition of significant accomplishments.

8. Student Academic Life (Tim Good)

Student Academic Life Committee Report to Faculty 4/10/2017

The Office of Student Academic Life gave a presentation to the committee on alcohol trends at DePauw. Some areas of note include:

- 1 - DePauw student drinking rate is higher than the national average for college students, higher than other Indiana colleges, and trending upward among students as a whole and among underage students.
- 2 - Future research will try to identify factors to reduce high-risk drinking. For example, increasing the number of classes meeting Friday mornings; banning alcohol at sporting events (e.g., tailgating); enforcing the 21YO drinking age with citations; working with IFC on beverage serving procedures; working to allow kegs (since high BAC's usually come from hard alcohol); alcohol screening during health care visits.
- 3 - Students seem not to realize how much they are drinking, nor how long it takes for their BAC to return to zero.

The Student Academic Life Committee proposes having an open faculty meeting with this presentation and to discuss strategies to counter over-drinking & encourage departments to have more classes before 10, especially on Fridays.

3. Discussion of changes to New Student Orientation with Dave Berque, which he will cover later in this meeting. The Student Academic Life Committee offered input into the common reading choice. This committee may take on responsibility for forming an ad hoc common reading committee in the future.

Student Body President and committee member Claire Halffield continues her progress with the student group working on a new statement of shared values.

Based on a short survey was e-mailed to faculty and students, the student working group has a provisional list of ten or so shared values. They will offer a draft for the April 27 meeting of the Student Academic Life Committee.

Initial categories the student group is working with include, in no particular order:

- 1 – Social consciousness/inclusion/open-mindedness;
- 2 – Morality/work ethic
- 3 – Diversity
- 4 – Unity/connectedness/collaboration
- 5 – Solidarity/compassion/empathy
- 6 – Trust
- 7 – Dedication/commitment
- 8 – Genuineness/authenticity
- 9 – Support/accommodation/service
- 10 – Exploration/creativity/intellectual curiosity
- 11 - LOVE

Dorian Shager, Dean of Campus Life, and Renee Madison, Senior Advisor to the President for Diversity and Compliance and Title IX Coordinator, offered updates to the Campus Demonstration Policy. The Student Academic Life Committee confirmed that the updates concurred with our earlier comments and concerns.

Reports from other Committees

9. University Strategic Planning Committee (Jackie Roberts)

Written announcement: The Strategic Planning Committee continues to work with President McCoy, the Cabinet, and Credo on the new University Strategic Plan. The four elected faculty members will be attending a full day meeting with Credo on Wednesday, April 12th with open meetings to follow. We also continue to work on a revised charge and membership structure for this committee.

Communications

11. Remarks from the President (Mark McCoy)

President McCoy provided an update on the admission season. He thanked the faculty for their participation in the accepted student visitation day on April 8. The changing variables: housing incentive, change in FAFSA application, etc., make it difficult to compare admitted students year-to-year. Our numbers are down from last year at this time, but we had a lot of melt over the summer. Our admitted number is higher than in many earlier years.

President McCoy announced that the Strategic Planning Committee would be participating in the work with Credo on our strategic map on April 12.

President McCoy addressed the challenges facing our community, and the Student Academic Life committee, dealing with high-risk behaviors associated with alcohol. Alcohol is a problem everywhere, but we have higher than the average number of alcohol related problems. There is a need to address kegs on campus, especially since kegs help to reduce the consumption of hard liquor.

The President acknowledged some significant financial gifts to DePauw. Luis and Deborah Davila gave the \$750,000 for global engagement. Tim and Sharon Ubben gave \$12 million for the Robert G. Bottoms

Development and Alumni Building. Don and Barbara Daseke agreed to direct a portion of their pledge to complete the necessary funding for the library, currently estimated to be \$18M million.

At the conclusion of his remarks, the President responded to questions.

Prof. Cameron – Did the change of the Dean of the School of Music impact the incoming class size?
President McCoy– Small numbers make it hard to compare. Currently down from last year, but equal to the year before. Final class size was larger two years ago.

Prof. Cameron - What will be the process for selecting the Interim Dean?
President McCoy - The process will be through the VPAA, who is currently working with the ADSOM to maintain operations for the rest of this year. The administration is listening to the SOM faculty for their input.

12. Remarks from the VPAA (Anne Harris) – Remarks from Jeannie Pope –

1) Jeane Pope discussed the Ullem Farm gift –

I am here to follow up on the announcement that Mark made in a Friday email about an incredible gift that Scott and Beth Ullem have made to DePauw. This is going to provide new opportunities for innovation across the disciplines and will be both connective and inspiring for students, faculty, and ultimately the Greencastle community. Before I provide more details about those opportunities, I'd like to both thank the team that developed the proposal for the Ullems and provide a little bit of the history of DePauw's farm for those of you who don't know it.

First, I want to acknowledge the great work of what was truly a University-wide effort from Anthony Baratta, Dick Vance, Warren Whitesell, Malorie Imhoff, Chris Hoffa, Dorian Shager, Andy Cullison, Emily Chew, Anne Harris, Brad Kelsheimer and Melanie Norton, and myself. Secondly, for those of you who don't know, I just want to highlight that the farm is a **student-originated project**. Several years ago, students interested in sustainability & local food worked with faculty and staff to get this started. And for the last several years, hundreds of volunteers have enjoyed made it possible to produce the hundreds and hundreds of pounds of fruits and vegetables that have been served by Bon Appetit. I think that as we consider the future, it's important to remember that all of this came to be because of the passion of students because offering opportunities for student empowerment is one of the key features of sustainability at DePauw. Finally, thank you to Jim Benedix, Lili Wright and Peter Graham, and other early faculty supporters of the farm concept.

Now, turning to the future of the farm, I'm excited to say that next summer (2018) we will be planting in a new location that is much more accessible. Additionally, it offers more space in the near term and more room for significant expansion in years to come. The reason we are waiting until next year is because this summer Facilities will be building a barn and a multi-use, indoor-outdoor teaching space for farm and sustainability classes and programming. As part of their gift, the Ullems have provided funds for faculty develop to help better integrate the farm into the academic culture. So, for example, plans are in the works for a summer workshop in 2018.

So, come fall, there will be multiple opportunities for faculty and students to think and dream about the possibilities of food and growing. In the meanwhile, the Office of Sustainability is hosting two listening sessions at the end of this month. The first will be Monday, April 24 at 4 in Julian 147 and the second will be Wednesday, April 26 from 11:30 – 12:15 in the Student Organization space downstairs in the UB.

2) VPAA Harris discussed the Asher and Davila gifts

- promising horizon lines for us and our students
- Many thanks to Melanie Norton for her partnership, wonderful conversations with Dr Asher which affirm his past gifts:
 - Asher Psychology Fund, Asher Social Science Fund, Asher Humanities Fund, Asher Science Fund, and now the Asher Office of Undergraduate Research
 - Dr. Asher will be here on May 1 at 3 p.m. for a reception in his honor – we look forward to honoring this most steadfast benefactor to our academic enterprise
- Many thanks to Steve Setchell for our partnership for the DaVila gift – its support of the on-going work of the International Experience requirement and the Global Citizenship conference, as well as support of students who have never been out of the country.
- When our energies align, we are a powerfully transformative institution, and I am moved to think of the students whose lives will change, whose own horizon lines will expand, as the result of these concerted efforts.

3) Announcement of Faculty Development Co-ordinator

First, I would like to thank **Jeff Kenney** for

- inaugurating the 1st and 3rd Wed. lunches which brought us together in unprecedented ways, w/ broad support throughout our professoriate for teaching & research
- connecting us to each other and to opportunities within the effervescent complexities of the GLCA (Global Crossroads, Teagle grant and more)
- unflagging advocacy, modeled in his own expansive and driven research and teaching, for faculty development and a sustained trajectory of excellence for all faculty

Thank you also to the Faculty Development Committee – based on their recommendation and strong endorsement for

Nahyan Fancy as the next Faculty Development Co-ordinator, bringing ideas forward for

- a new faculty orientation that lasts throughout the year
- a commitment to Faculty Forums and centralizing our academic events
- interdisciplinary work
 - from Commons Project for Science and Religion in 2006
 - to the March 2017 Science, Technology, Medicine and Society Undergrad. Conf.
- fostering the existing partnership with W, Q, S co-ords, Grants Director, and the Dean of Faculty – one of the most robust faculty development programs in the GLCA
- I very much look forward to working with Nahyan, to supporting the partnerships he will foster and develop, and to furthering all aspects of faculty development with him.

4) Announcement of Dean of Faculty

First, I would like to thank **Carrie Klaus** for

- Working with me and so many others in strong and communicative partnerships that have seen so many initiatives through (from the OURSCA to Diversity and Inclusion work to the successful search for our grants director)
- Connecting faculty with opportunities and developing applications and preparations, and smoothing out bureaucracies to make Fulbrights, ACLS grants, SEED workshops, Anti-Racist Pedagogy Across the Curriculum workshops and so much more possible
- Approaching her time and purpose with every faculty member with full attention and focus, and a complete commitment to his or her success – she has been advocate, champion, creative problem solver, companion, and expert in all she has done, and I thank her deeply.
- As Carrie prepares for a long-delayed and most-welcome sabbatical, I have been seeing the stack of Interlibrary Loan books growing appreciably in her office, and I am as deeply glad for her as I am deeply grateful to her for all that she gives to DePauw and its faculty.

Many thanks to the Governance Committee for our partnership, for their hosting an open faculty meeting about the Dean of Faculty position and providing the candidate that emerged with an interview. Two weeks ago, Glen communicated the Committee's (in his words) "unanimous endorsement" of **Tamara Beauboeuf** as the next Dean of Faculty

She brings the following experience and commitment to the position:

- participation in the HERS Institute (Higher Education Resource Services) workshop

- a commitment to faculty trajectories and to faculty community both – in terms of labor, wellness, time, fulfillment (all issues you may have heard her discuss over the years) – staying engaged in our shared endeavor, for our students
- the organization of many conversations on campus, last year: American Whiteness series
- most recently, she has shaped the role of Faculty Career Mentor, which she will build upon as Dean of Faculty, looking to the long-term thriving of faculty at every stage of their career
- I invite you to hear her research on mid-career faculty this Thursday, April 13 at 4 p.m. (chairs and directors and others with commitments, we will record it for you).
- I am thrilled to enter into this partnership with a community organizer, a faculty advocate, a transformative teacher, an accomplished scholar, a committed colleague, and a constant source of inspiration and encouragement, whom I now invite to address you.

Tamara's Comments:

I am very excited to begin this work. It's new in some regards but not in all. I've long been interested in the faculty life cycle -- how we grow as teachers and scholars over the many years and stages of our careers. As I move into the Dean of Faculty role, I will be building on my faculty career mentor work. This has been my outreach to pre- and post-tenure faculty peers through individual meetings, group conversations, and writing communities. It's been my place of joy over the last two years..

My work as Faculty Career Mentor has been deeply shaped by the research I've undertaken with two peers at Kenyon and Grinnell. Participating faculty have provided much insight into the post-tenure period, which is the longest and least-charted part of our career. We are traveling to each of the campuses to present our preliminary findings, solicit feedback, and say thank you for your investment in our work. On behalf of my collaborators, I invite you -- whether or not you participated, and whether or not you are post-tenure -- to join us in the Wallace-Stewart Commons this Thursday, April 13, at 4:15 p.m. Cookies and coffee provided.

13. Exemplary Teaching Award (Carrie Klaus)

United Methodist Exemplary Teaching Award 2016-2017

[Prof. Jason Fuller]

The recipient of the 2016-2017 United Methodist Exemplary Teaching Award for “excellence in teaching; civility and concern for students and colleagues; commitment to value-centered education; and service to students, the institution, and the community” has been a faculty member at DePauw University since 2004.

Colleagues praise his important contributions in teaching and in service both to his home department, which he currently chairs, and to the interdisciplinary program that he directs. Even more impressive, and humbling, are the words of his past students, who submitted powerful letters in support of his nomination.

One past student comments, “As I write this, I am in Kuala Lumpur, Malaysia. I am only here due to [this professor] recommending one day after class that I should apply for a Fulbright scholarship. [. . .] Whenever I am asked, ‘Why did you apply?’ by fellow English Teaching Assistants, I always discuss how DePauw and [this professor] opened doors for me. He gave me the courage to go after goals that I did not consider I had the potential to achieve.”

A past student now a faculty member at Ithaca College writes, “Beyond just the subject matter, his teachings moved me to become more of an introspective and reflective individual. [He] made me a better human being.”

Another past student, currently in a master’s program in Advanced International Studies at Johns Hopkins University writes similarly that “His engagement with the class (and with me personally) was like no other. I became interested and passionate about a subject I had no knowledge of. [. . .] I had to prepare for a new challenge at every lesson, and this process accelerated my development as a student and [as a] person.”

Students describe transformative experiences in his classrooms. A DePauw alum currently interviewing at medical schools writes that, through the courses he took with this professor, he went from “seeing religion as fundamentally misguiding people to [seeing it as] a way of knowing about the universe and seeking knowledge.”

A recent recipient of a Master of Theological Studies from Harvard Divinity School writes that “[This professor] is a brilliant, eloquent, and thoughtful instructor. His ability to translate [. . .] concepts from South Asian religious traditions for a general audience is unparalleled. An excellent judge of intellectual ability, he astutely tailors his expectations to students’ capacities, motivating them to achieve their next potential level of intellectual understanding. He also possesses an extensive breadth of knowledge, not only across religious traditions, but across multiple disciplines and theoretical approaches to the study of religion.” This student concludes, “I have had the privilege of studying with many impressive professors at DePauw, Harvard, and elsewhere, and [this professor] continues to be my benchmark for teaching excellence.”

Another student who went on to Harvard, in this case for a master’s degree in South Asian religions, recalls that this professor “was never too busy to assist me. Whether it was a question dealing with the semantic minutiae of a translated text, a last-minute plea for a recommendation letter, or more nebulous advising conversations about where to go post-graduation, [he] always found the time despite juggling numerous obligations. Without hyperbole, the number of recommendation letters he has authored for me [. . .] must be nearing the triple digits.”

Students report that this professor’s teaching exemplifies the idea that studying the liberal arts means learning about oneself. One past student writes, “ultimately, we weren’t sitting in a classroom on the third floor of the Julian Science Center to learn about strangers in a strange land. We were learning about Hinduism, Sikhism, Islam, and Buddhism to learn about ourselves.”

Another remarks, “If given the option I would give him a medal for [being] the kindest and most caring professor I have had the privilege to study under.”

A 2016 graduate of DePauw recalls that “He not only taught the importance of understanding other religions and cultures, but also appreciating them. When the two are combined, there is a greater sense of community among people, and [this professor] helps create community amongst his students.” This student adds that “This was really important and beneficial for me especially during my senior year dealing with so much racial division on campus. I could always go to [this professor] to have open and honest conversations about campus climate and ways of navigating through those hard times.”

In addition to his teaching, this faculty member has worked closely with students outside the classroom, perhaps most notably with the Yoga and Meditation Club and the South Asian Student Organization.

I will conclude with two last comments from students. First, from the student in Kuala Lumpur, who writes, “I hope whoever reads this knows that [this professor] is pure gold [. . .] I’m forever thankful for his presence in my life and hope that he is able to impart wisdom and friendship indiscriminately for years to come at DePauw.”

And, finally, from the student with a master’s degree in South Asian religions from Harvard, “Ultimately, I feel that the experiences I have had with [this professor] are emblematic of why a young person would choose to go to a rural liberal arts college.

[. . .] Much as a third Michelin star denotes that one should travel to a country just for that restaurant, so should a young person go to DePauw just [to study with] **Jason Fuller.**”

Please join me in congratulating Professor Jason Fuller.

14. Update on New Student Orientation and Course Selection (Dave Berque)

**Update on New Student Orientation
April 10th, 2017**

I am happy to provide a high-level update of several key changes that are planned for new student orientation for the class of 2021.

The group that plans new student orientation each year is called the "Transition Team" and is chaired by First year Class Dean, Cara Setchell. I want to start by thanking Cara and the other team members for their work in planning orientation. I also want to thank the Advising Committee, The Writing Curriculum Committee and the Student Academic Life Committee, and several administrative offices and areas for providing representatives and/or input to the Transition Team.

We will provide more detailed information by email soon, but for now I want to alert you to five changes at a high level.

1. One of our key goals in revising new student orientation was to provide more time during orientation to better frame DePauw values, both academic values and community values. Another goal was to avoid making a tight orientation even tighter. Toward this end, we have lengthened orientation by one day. **New students will move in on Friday instead of Saturday.** We will still have a convocation for new students, families and faculty on move-in day (which is now Friday). One way to think about this: Friday is the new Saturday.
2. As you know, for years, Faculty Institute has taken place on the Friday morning before classes start. More recently, a Staff Institute has been held the day before on Thursday. To recognize and develop the partnership between faculty and staff, and to provide opportunities for us to discuss areas where we can collaborate, we are inviting faculty and staff to their choice of the Thursday Institute and Friday Institute. The programs will be identical and you will be asked to choose the day you prefer to attend. We realize some faculty members will prefer to continue attending institute on Friday, and that is fine. We also realize some staff members will choose to attend institute on Thursday, since move-in day is Friday. That is also fine. And... it is even fine if faculty members want to attend institute on Thursday and help with move-in on Friday! You won't be turned away.
3. For the past two years, the Writing Curriculum Committee has organized a writing assessment for all incoming students. Students have read a common set of essays and then responded to a writing prompt about their reading. While details are being finalized, we will build on this short tradition by providing time during new student orientation for faculty and staff volunteers to lead discussions of the common reading. As we continue to find ways for faculty and staff to work together, it would be wonderful to find a faculty volunteer and a staff volunteer for each discussion group. You are welcome to volunteer as a faculty/staff team if you wish.
4. In recent years, most students have requested a First Year Seminar course over the summer and then have registered for their other three courses after arriving on campus. This has been a hurried process, and does not give us much time to help ensure students have balanced schedules. In a shift, this summer, we will provide online webinars and phone support so that students can request three of their four courses, including their FYS, over the summer. They will work with their advisor to select a fourth course, with an eye toward developing a balanced schedule, after they arrive on campus.
5. Finally, the University will be celebrating the opening of the academic year on Tuesday ahead of classes starting on Wednesday morning. Stay tuned for details on this and the other items I mentioned.

You are welcome to send input and suggestions to me or to Cara Setchell.

Additional Business

15. Announcements

A. Doug Harms –

As everyone should be aware by now, April is Sexual Assault Awareness month, and there are several events that Code TEAL has organized this week to raise awareness about the problem of sexual assault and ways to help

address it; these activities are listed in the meeting agenda. I would like to take this opportunity to briefly elaborate on two events that I think would be of particular interest to faculty.

Tomorrow afternoon from 4:15-5:00 in Julian auditorium, there will be a session for faculty and staff to help us recognize some of the signs of sexual assault, and help us find ways we can all be better allies for, and supports of, survivors of sexual assault.

On Thursday at 7:00 in Ubben Quad, sexual assault survivors will share their stories. Nine survivors will either share their own story or have a friend read their story. I know this will be a moving event, and will help survivors heal, show survivors that there is a support system for them, and help allies and supporters better understand the personal impact of sexual assault.

I encourage everyone to participate in as many Code TEAL events as you are able, and to encourage your students to participate.

United DePauw:

The annual Drag Ball will be held on Saturday evening, April 15th, from 9:00-10:30 in the UB Ballroom and will feature local student performers as well as performers from Chicago. The student organizers are excited about this event and want to make sure faculty know that we are all invited to attend. I think this is a good opportunity for us to support and celebrate with our LGBTQ+ community.

Upcoming Events sponsored by Code TEAL

April 10 (Monday)

Coffee and Conversation - Holton Academic Quad, 4pm-5pm

Open discussions about anything related to sexual assault on campus, open to students and faculty.

April 11 (Tuesday)

Faculty Information Session - Julian Auditorium, 4:15pm-5pm

Overview of the Title IX system at DePauw (led by Renee Madison and/or Wendy Wippich) as well as brainstorming of how faculty can be more involved.

April 12 (Wednesday)

Movie Night, screening of It Happened Here - Peeler Auditorium, 6pm-8pm

Screening of It Happened Here, a newer documentary focusing on several college women's stories of assault. Popcorn bar will (hopefully) be provided by Bon Appetit.

Consent is Sexy Night at the Duck

Bartenders and/or members of IFC will pass out "consent-friendly pick-up lines" on little handouts, will hopefully also have coasters with consent terminology

April 13 (Thursday)

Survivor Stories - Ubben Quad, 7pm.

Listen to survivors tell their stories or have their stories read.

April 14 (Friday)

Solidarity Walk - Holton Academic Quad, 4pm-4:30pm.

Silent march through campus with students and faculty, holding signs that will be made during tabling.

B. Elections - Results from March election cycle:

University Strategic Planning : Julia Bruggeman, Rick Provine

Faculty Priorities and Governance: David Worthington

Curricular Policy and Planning: Humanities area: David Alvarez

Faculty Personnel Policy and Review: Math, Comp. & Nat. Sciences: Rob West, **At-Large:** Jeff Hansen

Faculty Development Committee: Arts area: Cindy O'Dell, **Math, Comp. & Nat. Sciences:** Naima Shifa

Student Academic Life: Rebecca Bordt, Rich Martogolio

Grievance Committee (for 2/1/18 through 1/31/19):

Representatives: Jeremy Anderson, Mary Kertzman, Mark Kannowski

Alternates: Inge Aures, Beth Benedix, Manu Raghav, Randy Salman

17. Executive Session: to consider candidates for Honorary Degrees

18. Adjournment The meeting adjourned at 5:20 pm.

Appendix

Appendix A.

New Courses with Description

ANTH 261, Archaeology of the Body (1 credit, SS)

This course examines archaeological and physical anthropological research on the human body. The course considers how such research is carried out, what it contributes to our understanding of ancient societies, and the ethical issues unique to the study of human remains. Topics discussed include mortuary ritual, the relationship between the living and the dead, prehistoric warfare, and skeletal markers of disease. Prerequisites: ANTH 151, ANTH 153, sophomore standing, or permission of instructor.

ASIA 190, Topics (1 credit)**COMM 215, Theatre, Culture and Society (1 credit, AH, PPD)**

Theatre, Culture and Society explores representations of social identity, culture, and ideology in live performance and film with special emphasis on issues of race, gender, class, and sexual identity. Live performances and historical performance descriptions are considered as texts to be 'read' within cultural contexts, alongside mediated events, such as film, television, or novels, with special focus on performance traditions of non-dominant social groups from cultural, critical, historical, and theoretical perspectives. The course also explores the role of the audience, historical performance, and strategies for recognizing, reinforcing, or subverting conventional depictions of power and ideology.

FREN 303, Topics in French and Francophone Literature and Culture (1 credit, may be IE or PPD)**HONR 221, Media Fellows Practicum Experience I (.25 credit)**

Project-based practicum experience for Media Fellows sophomores. Students work in groups with university and community organizations on media-related projects such as: marketing, public relations, video production, audio production, podcasting, etc.

HONR 222, Media Fellows Practicum Experience II (.25 credit)

Project-based practicum experience for Media Fellows sophomores. Students work in groups with university and community organizations on media-related projects such as: marketing, public relations, video production, audio production, podcasting, etc.

HONR 421, Media Fellows Practicum Experience III (.25 credit)

Project-based practicum experience for Media Fellows seniors. Students work as project leaders for projects with university and community organizations such as: marketing, public relations, video production, audio production, podcasting, etc. These seniors will oversee Media Fellows sophomore students taking HONR 221.

KINS 255, Human Anatomy and Physiology I (1 credit, lab, SM)

An integrated study of the normal function and structure of organs and organ systems in the human organism with some exploration of comparative/ pathophysiology to reinforce concepts of normal physiological function. Topics include examining the fundamental principles of homeostasis, biochemistry, cell biology, and energy metabolism, followed by histology, integumentary, skeletal, muscular, and nervous systems. Includes laboratory. Prerequisite: one course in biology or KINS 100.

KINS 256, Human Anatomy and Physiology II (1 credit, lab, SM)

An integrated study of the normal function and structure of organs and organ systems in the human organism with some exploration of comparative/ pathophysiology to reinforce concepts of normal physiological function. Topics include examining the cardiovascular, endocrine, lymphatic, respiratory, urinary, digestive and reproductive systems. Includes laboratory. Prerequisite: Anatomy and Physiology I or with instructor permission.

MATH 248, Basic Principles and Methods of Epidemiology (1 credit, SM)

This course provides liberal arts students with the concepts and principles of epidemiology, the basic scientific discipline of public health. Students review the basic logic of epidemiologic studies, learn mathematical skills needed in epidemiology, find out about the ongoing collection of epidemiologic data, and consider the criteria of causality. Students also study the various epidemiologic study designs from a theoretical and practical point of view. This course emphasizes on analytic inference. We point out the strengths, limitations, and applications of these study designs. Also, we address the sources of error, particularly the biases that may invalidate epidemiologic studies. Reviewing epidemiologic studies introduces the principles and methods of epidemiologic investigation, including the patterns of illness in populations and research designs for investigating the etiology of disease. Analytical skills introduce students to quantitative measures to determine risk, association and procedures for standardization of rates. And research methods include the development of research questions; overview of epidemiologic study designs; sampling, sample size, and selection bias; techniques for data collection, sources of secondary data and the evaluation of measurement and information bias; confounding; techniques for simple and stratified analyses; and an introduction to mathematical modeling in epidemiology. Prerequisite: One course from Math 136, Math 151, Math 141, ECON 350, PSY 214 or BIO 375.

PHYS 190, Topics

PHYS 300, Historical Astronomy (1 credit, lab, SM)

This course explores the development of mankind's understanding of the universe. We will follow the development of astronomical thinking from ancient cultures to the time of Newton. This course places emphasis on the tools, techniques and discoveries relevant to the development of astronomy. Topics include calendars, sundials (we'll spend some time making some of our own), astrolabes (we'll also make some of these), lunar and solar eclipses, the use of a quadrant and a horologium nocturnum, precession of the equinoxes and the Ptolemaic and Copernican planetary models. There is an accompanying evening lab for the course which will often involve observing the sky. The only prerequisite is high school algebra and trigonometry.

REL 190, Topics (1 credit)

UNIV 150, The Discovery Process in Science and Mathematics (1 credit, SM)

This course introduces students to multiple scientific disciplinary perspectives in the context of exciting discoveries in science and their impacts. The course has multiple modules taught by different faculty members from at least three different science and math departments. Each module examines a disciplinary approach to hypotheses, data collection, and interpretation so students can experience and understand the discovery process. Faculty members coordinate transitions between these modules as well as assessment across modules, and students compare and contrast the disciplinary approaches to gain a more sophisticated understanding of how science is conducted in different fields. The course also emphasizes the relevance of the discoveries to students' lives.

Appendix B.

Supporting Materials concerning Jewish Studies and European Studies

We provide the current catalog language for Jewish Studies and European Studies in order to keep a record of these in the faculty meeting minutes. Should a group of faculty in the future wish to revive either program this catalog language may serve as the basis for these offerings.

Current Jewish studies catalog language:

Jewish Studies

DePauw University offers an interdisciplinary minor in the area of Jewish Studies.

Requirements for the minor are: 5 courses including REL 244 and at least one course at the 300-400 level. One course should be chosen from approved courses in each of the following three areas: a) social science and history or archaeology; b) literature and the arts; and c) religious studies and philosophy. Two of these courses, in addition to REL 244, should be core courses. See website for additional information.

Current European Studies catalog language:

European Studies

DePauw University offers an interdisciplinary minor in the area of European Studies.

Requirements for the minor include language proficiency in a modern Western European language other than English (minimum 4th semester proficiency) that suits the logical and coherent grouping of the five courses for the minor. The language requirement can be fulfilled by coursework, placement tests, or approved off-campus study programs. The five courses for the minor must include a minimum of 2 core courses from ARTH 131, 132, 201, ENG 261, HIST 100, 111, 112, 201, 342, PHIL 215, 216, POLS 150, 230, 254; and a minimum of 3 elective courses in at least two different disciplines in Art History, Classical Studies, Communications, Economics, English, History, Modern Languages, Music, and Political Science. Contact the program director for specifics.

In cases where a student wishes to propose a modern Western European language not taught at DePauw at the 4th semester level, the student must arrange for proficiency testing (and cover any cost involved) with the Modern Language department. If needed, such testing may be arranged (with approval) from <http://www.languageTesting.com> or another off-campus resource.

