

Faculty Meeting Minutes
April 8, 2019

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

Called to order at 4:03 pm.

2. Tribute to Gene Schwartz, Professor Emeritus of Chemistry – Prof. Bridget Gourley shared about the career of Professor Schwartz.

Remembering Eugene Perry Schwartz, Emeritus Professor of Chemistry
April 17, 1933-January 29, 2019
Submitted by Bridget Gourley, Professor of Chemistry and Biochemistry

In January, the Department of Chemistry and Biochemistry, and the University lost a colleague and friend. Emeritus Professor Eugene, or Gene, as he was known to his colleagues, Schwartz, 85, passed away at Mill Pond.

Gene was born in Freemont, Ohio. For college he matriculated to Case Western Reserve University where majored in chemistry and minored in both physics and mathematics. Gene continued his studies at Case subsequently earning an M.S. and Ph.D. in physical chemistry After completing his degree in 1959 Gene continued post-graduate research in electrochemistry.

Under the auspices of the U.S. State Department, in the midst of the Cold War, in 1960 Gene was sent to the Soviet Union as a scientific and cultural exchange scholar. He did research at Moscow State University where he worked in the Kafedra of Electrochemistry under Professor A. N. Frumkin. The exchange program was initiated by President Eisenhower as a means to foster goodwill between the two countries. His work with Professor Frumkin resulted in two publications in Russian scientific journals.

After completing his time in Moscow, Gene joined the faculty at DePauw in 1962. He served the University until the conclusion of the 1996-97 year when his retirement was celebrated along with the likes of Professor Weiss whose career we learned about last month at faculty meeting.

For many years Gene was part of the younger cadre in the department.

I was fortunate to have served together in the department with Gene for almost 10 years. He my colleague throughout my formative pre-tenure years. Gene set a wonderful example of a quiet, caring colleague thoughtfully serving both his students and the University. I remember going to talk with him about one particular frustration or another and always leaving the conversation having been helped to see the issue in a much more holistic perspective. I gained valuable perspectives about the length of a faculty career and, over the course of a career, the rich and varied things one would build expertise around.

This is evidence by the many ways Gene contributed to DePauw. In addition to his extensive work with the Honor Scholar program that I will mention later, he served on the Curriculum committee, served on and chaired the Committee on Faculty, now known as the Review committee. He worked in DePauw's office of International Studies for a decade. He was among several faculty who lobbied for the creation of a new major, Conflict Resolution Studies, a predecessor to our Peace and Conflict Studies program.

Gene served as resident faculty member of the Great Lakes Colleges Association's Oak Ridge National Laboratory Program in Tennessee supervising 34 students, including five from DePauw. He also taught a course in thermodynamics and conducted research on fluoride complexes of silicon in aqueous solutions. During a sabbatical at the University of Wales in Aberystwyth he conducted research on the far infrared and microwave spectra of metal-organo complexes. A sabbatical at Duke University focused on the history of technology.

Gene was a physical chemist who focused on precise measurements. As David Harvey reminded me, the attention Gene gave to careful measurements, a topic of importance to experimental physical and analytical chemists, was amazing. One of the laboratory items David inherited from Gene when he retired is a set of cells for UV/Vis work. One of the cells is a standard 10-cm cell. It has marked on it a careful measurement of its length as 9.9998, a correction of 2 parts in 100,000 or 0.002%; clearly Gene was interested in precise measurements.

Gene as a wide-ranging scholar, interested in careful, fundamental measurements on chemical systems, as described above, but also interested in the epistemology of science, which formed the basis of much of his teaching in the Honors Scholar program.

In fact, it might interest the faculty to know, Gene helped develop the Honor Scholar program and in 1979, with his colleague Bob Calvert, Professor of Political Science taught the first ever Honor Scholar seminar, "The Idea of Progress" to 21 students.

Another of our colleagues, Jeff Hansen, also had the privilege of being one of Gene's students. Jeff recalled that he took Physical Chemistry I from Gene, a place in the curriculum where we bring several semesters of mathematics and physics together to enlighten our understanding of chemical problems. Jeff describes that he remembers Gene's teaching being encouraging, methodical, and gentle, features that supported what to some students can often feel like a tour-de-force of a course. In retrospect, Jeff recalls that Gene was a very caring professor who would have done just about anything to help a student learn if they just asked.

While Gene was thoughtful and scholarly, he also had a playful side. I remember him sharing a story with me about his days in Minshall Laboratory building. There weren't enough offices in the building and Gene's was fashioned out of a janitorial closet. According to Gene in order to make an entrance to the office from the hallway an opening was cut into the wall. Once entering the new door, one had to step over a set of pipes as one left the hallway and entered the office. I have always wondered many students or colleagues tripped on the way to see Gene, yet to Gene it seemed just a story to share about his early days at DePauw. My guess is Gene entered and exited multiple times a day every day without ever tripping himself.

Everyone I spoke with as I was putting together my remarks today, recalls Gene as a gentle, quiet, and measured individual who approached issues, whether in the department or in the university, through careful reasoning rather than through rhetoric.

DePauw is a better place for having had Gene Schwartz as a long-standing member of our faculty. His passing reminds us that we build on the work of those who precede us. For those of us fortunate enough to work with Gene, he is missed.

3. Verification of quorum

Quorum verified by chair.

4. Consent agenda

A. Authorize the conferring of degrees on all candidates satisfying the graduation requirements at the end of the Spring Term 2019 and May Term 2019.

B. New Courses to be approved by the faculty (from Course and Calendar Oversight Committee with course descriptions in Appendix A):

German Studies 115 - *Science and Society in Modern Europe: Germany*

German Studies 116 - *Modern European Culture from a Global German Perspective*

German Studies 117 - *Societies Past and Future: Marxism, Fascism, and In-Between in German Culture*

German Studies 118 - *Germany Today*

German Studies 306 - *German Studies Through The Disciplines*

PHYS 210 - *EM Waves, Relativity & Thermal*

ITAL 197 – *First Year Seminar*

Consent agenda was approved.

5. Curricular Policy and Planning (David Alvarez)

As announced in the Agenda for the March faculty meeting, the Curricular Planning and Policy committee brought forward a motion for a vote today on a new major and minor in German Studies. The full description of the proposal was included in the March agenda and in the agenda for this meeting in **Appendix B.** .

Before proceeding with a vote on this proposal, I would like to note that an overview of the rationale and process for this curricular change is provided in our agenda in appendix E.

I'd like to highlight that the committee's key aim has been to raise the profile of language study at DePauw in connection with our Global Learning mission and learning goals by:

- 1) allowing for more points of entry for students to get exposed to learning about other cultures and languages, particularly by providing more lower-level cultural studies courses that we hope will inspire students to study these languages
- 2) Providing fuller autonomy to our colleagues in each program so that they can make the most of their scholarly and pedagogical expertise
- 3) connecting these programs to other disciplines by including cognate courses in other programs as requirements for these new majors.

A fuller explanation of the rationale and process can be found, as I mentioned, in Appendix E.

I would like to thank our colleagues in the Modern Languages Department for their assiduous and inspiring work on these proposals, the VPAA for leading this process over the last three years, and my colleagues on this and last year's curriculum committee, who have carefully contributed to the iterative process of developing these proposals. I would also like to thank the several faculty members who took the time to meet and develop this German Studies proposal over the course of several months.

There was no discussion on the motion. The motion was approved.

Also, as announced in the Agenda for the March faculty meeting, the Curricular Planning and Policy committee brought forward a motion for a vote today on a new minor in English Writing. A complete description of the new minor may be found in **Appendix C.** Prof Greg Schwipps will be fielding questions since I'm chair of the English department.

There was no discussion on the motion. The motion was approved.

Finally, as announced in the Agenda for the March faculty meeting, the Curriculum committee brought forward a motion for a vote today eliminating the minor in Global Health. A complete description of the request may be found in **Appendix D**.

Peter Graham - Why?

DA - Steering committee for the minor stated that it lacked rigor and they would like to address that.

Sharon Crary - Only course with control is global health so they have no control. The major has more control over which courses they take and they have major advisors.

Motion approved.

Finally, I would like to reiterate that the committee seeks your questions, suggestions for its agenda, and input on the proposals it is considering as shared in the announcements.

Thank you.

Written Announcements:

The Curricular Planning and Policy committee met on March 11 and 18, and April 1. In addition to the items above, the committee met with RAS twice; met with the Spanish section to discuss the Hispanic Studies proposal; and met with Center Directors and Commitment leadership to discuss i) how curricular and co-curricular credit might intersect, ii) proposals for "Pathways," iii) "Themed Minors" and iv) faculty student-research data and opportunities. The committee has also agreed on a process for revising DePauw's general education requirements. Upcoming agenda items include consideration of a template for aligning Commitment "Engage" and "Connect" activities with academic program offerings, consideration of a proposal to make faculty-student research a part of the mission of some or all Centers, and a revision of DePauw's transfer credit policies, with a focus on general education courses.

Jim Benedix – Regarding the reorganization of the Modern Languages. It says the different duties of different people and who will administrate what. Would like to see the amount of reassigned time related to these changes. Are there increases/decreases/or stays the same. Would like to see current release time and restructured proposal.

6. Faculty Personnel Policy and Review (Jeff Hansen)

A. Revised guidelines for candidates and personnel committees. (Documents will be distributed to faculty later)

Jeff Hansen – presented a series of slides with these points:

- File sizes have become unwieldy. This is not good for candidates, PCs, or the Review Committee.
- As with most academic writing the new guidelines will include page limits.
- Candidates must select only the most compelling content to make their best case.

- Overall size of files will be substantially smaller.
- The review criteria are not changing.

Nayhan Fancy - Would the Review committee be required to read everything liked the DPC? Is there going to be an external reviewer to examine the file?

JH - neither one of those are in plan for this committee right now. The candidate is still allowed to add additional information into an appendix, the review committee might not look at that material. No plans on outside reviewers, that is still up to the personnel committee to decide.

Doug Harms - This will go into effect next year? Not something we vote on.

JH - Yes, Yes

Cindy O'Dell - Planning to shorten the documents but the questions won't be changed.

JH - No change to criteria, limitation to the size of document and how many pages.

CO - Criteria not changed but will the examples be changed? What about the model Jane Crimson report?

JH - Not at this time, but it might have small changes in the future.

CO - Might be difficult, when it is still listing and demanding what is to be included.

JH - Documents coming in the next couple of days that will help explain this.

Bridget Gourley - There is confusion between the criteria stated in the Handbook versus the content of the files that cover are all those items are listed. We used our expertise and say which of those are most helpful and that we don't need as much volume to address that.

CO - Making a choice that won't require volume, that is still a decision that might affect content.

Rebecca Bordt - On average files are one thousand pages, one file that is two thousand pages. Just to get rid of all the extra material. We ask for two courses and then we get all the other courses that the candidate taught.

HB - There was a limit on what size binders that you could use, and thus there was a limit. Now that it is electronic it's unlimited.

Karin Wimbley - Who will help decide what is appropriate and not appropriate?

JH - Many member of the Review Committee are willing to help with those decisions.

B. Call for volunteers to serve on Review Committee in 2019-20.

Anne Harris - It's the faculty personnel and policy committee, very important. Reviews for the faculty position, conversation about the criteria for the faculty position.

C. Advanced Notice of a Motion to change the handbook in regards to the Service Criteria for Decisions on Faculty Status, to be voted on at the May 2019 faculty meeting. See **Appendix H** for the changes in the Handbook language. Additional supporting information is found a separate report: **Service in the Faculty Position at DePauw University** which is being distributed electronically with the agenda.

Anne Harris - Take effect in the fall of 2019 for those hired to teach 2019/20, would take affect after there next satisfactory review.

7. Faculty Priorities and Governance - Angela Flury

Angela Flury - Dave Worthington informed members of the Priorities and Governance Committee yesterday that he resigned as chair and from the committee. The committee has asked me to step in as chair for the remainder of the semester. We have two more meetings scheduled.

I want to make a correction. Priorities and Governance is not withdrawing the motion concerning the *Adding Handbook Language for Recruitment, Review, and Retention of Senior Administrators* on today's agenda. Instead, we want to rework it to make it aspirational.

Here is why. On March 5, President McCoy and VPAA Harris attended Governance's meeting. President McCoy explained that the motion we had given advanced notice of at the last faculty meeting "violates our handbook" because decisions about reviews of administrators, according to the handbook, have to be "developed mutually" between administration and faculty. This is why we decided to make it aspirational, for the time being.

As there isn't much time left in the semester and this is an important motion, we think it good practice to let next year's committee take up the matter of faculty input in the review of administrators. We are not, however, abandoning the issue and will be working on the motion.

Jeane Pope - Explain what this means to us.

Howard Brooks – The Handbook has various sections. The Personnel Policies section language must be approved by both faculty and administration. The Faculty Governance Section is basically ours.

JP - Not seeing that as a point of clarity especially around that language.

Howard Brooks - Develop mutual language mutually with the administration/

Anne Harris -Everything is mutually agreed upon when it comes to employment.

Howard Brooks – Governance Committee can work on this with the VPAA

JP - Thank you for bringing the comments and quoting the comments. What is the source of the direct quote?

Angela Flury - Quoted from minutes.

JP - Doesn't seem clear that this would be a violation especially since handbook is vague.

Nahyan Fancy - Criteria or the procedures for interim and promotion reviews is that considered as mutually developed or only by the faculty?

AH - VPAA sits on the Review Committee and the decisions are mutual.

8. Student Academic Life (Doug Harms)

Written announcement: Student Academic Life committee has been discussing two policies this semester: The Demonstration Policy, and the Religious Holy Days Policy. Dorian Shager met with the committee and presented proposed changes to the demonstration policy, developed in consultation with representatives from several student groups. Dorian and student representatives on SAL also gave a presentation about the proposed changes to interested faculty at a faculty forum on March 21st. SAL notes that, although we have input on the demonstration policy, the policy itself is not under the purview of the committee.

The committee met with Kate Smanik to begin a discussion regarding the Holy Days Policy. The committee will continue this discussion.

The Common Read subcommittee is finalizing its recommendation for the common read for students entering in fall 2019.

Melanie Finney - Briefly describe the issues concerning the holy days policy?

Doug Harms - Developed last year and not any of the faculty were on the committee. A student asked for 10 days off for a holy day. Working through items like that. Do we only allow traditional traditions or how do we handle students who may have a very unique tradition?

9. Faculty Development (Erik Wielenberg)

Written announcement:

In light of the VPAA's February 26 letter to the faculty, FDC invited the VPAA to the the March 13 FDC meeting. At that meeting, the VPAA brought word that the BoT is intent on the faculty modifying DePauw's current course reassignment system for faculty research and pedagogical development. In particular, the BoT and VPAA believe that course reassignments for Faculty Fellowships should be eliminated. FDC's understanding is that the BoT and the VPAA have reservations about the current course reassignment

system, in particular, its financial cost, effects on stability of the curriculum within departments, students' access to courses, and perceived inequity among faculty receiving such reassignments.

The VPAA has asked FDC to explore alternative models that can be shared with the BoT in May. The VPAA suggested a triennial 3-2 model (3-3, 3-3, 3-2) that preserves current course reassignments for certain forms of service (such as for department chairs and program directors). We are also in the early stages of working with the VPAA to draw up a proposal for a standard 3-2 teaching load, which would require other significant changes, such as the reduction or elimination of course reassignments for service, elimination of most Faculty Development course reassignments, reconfiguration of the curriculum within some departments, standardization of enrollment limits, equal distribution of courses across timebanks and departmental contributions to general education requirements like W, Q, S, PPD, GL, and FYS. FDC is just one committee looking at the complex nexus of issues surrounding the restructuring. We invite thoughts from the faculty as this process moves forward; please email any comments you have to any member of FDC.

David Alvarez (DA) - What would be the savings from cuts to faculty development and course releases?

Anne Harris - Broad issue of course reassignments at the institution. Faculty Development has the largest critical mass of course reassignments. Chair reassignment is standard at all benchmark universities. Course releases for faculty development is not done at all other places. Cite precise cost of course reassignments at the university. It varies on if the course reassignment is replaced. I do not have a precise number right now.

DA- Useful to have more precise numbers to know what they are sacrificing for the sake of the university.

AH - Reconfiguration and more equitable solution. Can look at the cost of the last 5 years.

DA- Stabilizes curriculum between departments, what evidence was provided? This has not been on the agenda of the Curriculum Committee.

AH - Conversations with chairs every semester. Can present curriculum inventories, can have FDC present the information. Provide quantitative the number of times to work with Dave Berque to move students around. Looking at several other places besides faculty development.

DA - Number of students affected, cost amount needed. Perceived inequity? Is the inequity actual or perceived. How many faculty are negatively affected by the current way and how many will be affected when it is solved?

AH - 40% of faculty teaching a 3-3, one department that holds 20% of course releases now. If all 193 current tenure lines and the term all teach a 3-3 we wouldn't be able to fill courses especially in humanities. FDC rotation, reconfiguration? 20 fewer tenure lines, fewer majors and minors, operate in a 3-2. More equitable distribution among the faculty.

DA - The announcement indicates that it is the BoT driving this change, have they communicated with FDC?

EW - Not directly. It's not entirely clear what is coming from whom.

AH - Equity piece is from VPAA. BoT is open to a student focused approach. Ability to sign up for the courses that they want. We need to address to their sense of access. We keep hearing about student complaints about not have classes and not getting in classes. Looking for curricular stability.

Karin Wimbley - Clarification for faculty fellowship, how many junior are able to take these?

AH - None

KW - That is equity.

EW - Try to stand firm and maintain or should we come up with models? The committee is somewhat divided. If FDC stands firm the BoT might just take over. Support the idea of sharing the evidence for the underlying problem. Email thoughts and concerns.

Carrie Klaus - Thank you for working on this issue. Equity issue is very important. Faculty Fellowship serve an important mission in getting work accomplished. Suggest that course reassignments for faculty fellowships should be eliminated. Funding might still exist but course reassignment might not exist which is pointless.

EW - FDC agrees.

AH - Use the cash to buy the time off, that doesn't address all the concerns.

Goeff Klinger - Does the committee or VP recognize that faculty fellowship is only of many different inequities, such as summer research funding. Feedback regarding the assignment of endowed chairs for example. The fact that involving the faculty personnel review committee regarding chairs but not associate chairs? Not just a FDC committee decision, but many committees.

AH - A full equity review of the institution might come out of this.

Kent Menzel - The number of faculty who were in this room with me more than twenty years ago when faculty fellowships came into being. These were not something the faculty worked so hard to achieve, they were forced on to the faculty by administrative decrees. Faculty were resisting, the administration was wanting merit pay. Some faculty would be elevated above other faculty. Inequity follows. People do research on campus with faculty fellowships and people do research on campus without faculty fellowships. It's inequitable that one receives a course release and another does not. This is part of our load to begin with.

Dave Guinee - Forced on us by the BoT which wanted to jigger statistics with how our salary looked, so it looked like we were paying all our faculty more. It was put in for merit pay so some are higher. What is the point of the faculty development program overall? If that pool of money were available we could think about using it different ways. What if we did everything completely different and come up with something better.

Cindy O'Dell - Also in that room, instituting that systems because people were getting raises from the VPAA based on friendships. FDC has a huge challenge and loves and respects what they are doing. Issue is student centered learning, if I go off and make photographs and at a workshop, I bring that back to the classroom. How we can strengthen our curriculum and how we can we give the students the courses they need.

AH - Is this the only way to do that? With temporary merit that is afforded in three year chunks.

CO - Have things slow down and have smaller changes for a while?

Melanie Finney - Echo what Cindy just said. Concerned that this is the first time that we are receiving this message? What is the urgency? Until they can come to us with the issues that need addressed we need to slow down. Position was we don't care what the faculty said and they issued the merit pay. No open criteria about how merit pay decisions were made. Why can't you raise money for faculty salaries? Dealing with an inequitable campus.

AH - Proposal is not a done deed, it's an exchange of ideas. Urgency is the equity.

Jim Benedix - Clarification of historical comments. When merit pay was instituted it happened for a while, faculty were unhappy, BoT took it away, and asked how they can do better. Faculty fellowships, distinguished professors, and university professors came out of a faculty committee that decided how they can do it better.

Kent Menzel - Committee on Administration and the Emison Working Group worked on this. Strongly driven by VP Abraham at that time and trustees.

President McCoy - The board's responsibility is visible long term health. They aren't going to come down and micro-manage at this level. We can slow this down, beginning of a conservation. Faculty to sit down with VPAA and figure out the inequity. Look at those places where there are challenges.

Eugene Gloria - At meetings, I brag about the gem of the university and it is professional development. I ask the administration to please slow your roll.

EW - FDC is united on the commitment about preservation of faculty fellowships. Make the case for the importance of time for faculty research.

Mary Kertzman(MK) - Good chance there won't be the course reassigned time. Happening at the same time that our sabbatical times are being reduced, both affect how one puts time to put into their research.
EW - Yes we are looking into this.

MK - Reassigned time gives faculty accountability to get the project done. Sustained over three years and not little pieces.

EW - Committee is looking at different models and how they would work.

MK - More accountability on the scholarship side.

EW - Looking at many different aspects.

Unknown – Our goal use to be a national recognized college. It seems like we have gotten rid of that aspiration. Can anyone speak to what the BoT is thinking? Do they not want us to be a nationally recognized school? Chipping away at research, we will never be nationally known.

EW - We all believe that we are nationally known because of the exceptional work over the past years. All of the chickens have come home to roosts, those things that have been ignored can no longer be ignored. This makes a fiscal challenge. Our deferred maintenance is over 200 million at this point. Over the past many decades we have not been doing the sound practices to move forward. Not they are feeling hemmed in by the iminent need fromt hings that are needing done now. We are in a financially challenging position.

Anne Harris - Look at critera in rankings, reputation, and acceptance rate are also looked at. Nationally ranked instituion for all faculty. The invitation that more equitably distribute the funding.

Howard Brooks – When we moved from regional to national rankings we were 38th in the country and we are now 57th in the country after approximately two decades.

Jeanne Pope - Thank you to EW and the committee. Put forth specific ideas to the faculty.

EW - Will try and get more specific models out to the faculty.

Tamara Beauboef

Faucly summer stipend deadline this WEdnesday and additional Tenzer funds.

4/17 Asher applications dues

Entering 4th year of seed seminars, three years with peer led discussions. 63 people participated, more men participated this year. Next year they are going to have two SEED seminars. She will send an email.

10. Strategic Planning Committee (Jeane Pope)

Written announcement: The SPC is drafting an annual report that summarizes the committee's work this year; we plan on presenting key points from this report at the next faculty meeting.

Nahyan Fancy - Was SPC made aware of the changes that were coming?

JP - Yes SPC was made aware as of the January Board Meeting. The difference is that the decisions were not decisions at that time. Charged the executive committee to review the financial challenges and the moral. Both were discussed at the meeting. Different models presented, do nothing different, another option to have voluntary retirement across the board. Meeting with the president on the Thursday prior to the announcement. SPC is ½ administrators ½ faculty. The committee as a whole did not have information on financial or schools looked at. Wish that SPC was consulted in developing the criteria for the schools we were going to compare ourselves to.

11. Diversity and Equity Committee (Karin Wimbley)

Announcements

In the process of finishing up and updating and launching our 5-year diversity and inclusion plan. More transparent way to have the 5-year inclusion plan. No where we stand as a University on where we stand.

Update on BIRT listening sessions.

12. Honorary Degrees and University Occasions Committee (Brooke Cox)

Announcement: The voting booth for the approval prospective Honorary Degree recipients will be available later this month. The descriptive material will be accessible from within the voting booth. Please do not reveal the names of any of the candidates.

13. Athletic Board (Kent Menzel)

Announcement: The Athletic Board chair (Kent Menzel) and Chair of Faculty (Howard Brooks) are requesting nominations for the position of male Faculty Athletics Representative to begin August 2019. Deadline to submit nominations is May 17. Please email nominations directly to Athletic Director Stevie Baker-Watson (steviebaker-watson@depauw.edu). A description of FAR duties is below:

The current athletic conference requires each institution have one male and one female Faculty Athletic Representative (FAR), who also have duties specified by the NCAA. The goal is to promote community between athletics and academics through education and communication. FAR responsibilities are to attend athletic conference and NCAA meetings; promote communication between students, faculty and coaches so that the student athlete experience can have the optimal academic and athletic impact; be a liaison for students, faculty, coaches and athletic directors with regard to conflicts between academics and athletics; participate in NCAA governance activities; assist in processing NCAA bylaw violations; assist with NCAA membership requirements; and manage NCAA surveys and postgraduate scholarships. Each new FAR is appointed to a five-year term by the Athletic Director, with confirmation from the Chair of the Faculty and the President. Faculty will be notified in advance by the Athletic Board and the Chair of the Faculty when a new FAR term comes up. FARs are appointed to staggered five-year terms, and can serve consecutive terms; there are no term limits.

14. Communication from the Center for Diversity and Inclusion (Karin Wimbley)

Results of BIRT listening sessions and recommendations for the BIRT communication process

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

70th anniversary of WGRE (1949!) – first broadcast is on a Facebook page.

I come before you with thanks for your teaching as we approach the end of the semester, and for your advising sessions this week and last week, and all of the counsel and guidance that you are sharing with students. I will also provide updates on those matters deep in our academic system that will benefit from your attention and energy (for which I also thank you), namely on several conversations that address the changes and possibilities before us in light of staff restructuring and faculty retirements, as well as our continuing work in inclusive pedagogy and accreditation – also filled with potential for thinking through our practice, our craft, and the meaningfulness of our work.

Retirements and Tenure-Lines

As President McCoy mentioned in his e-mail last week, the April 5 eligibility deadline has passed and there are sufficient funds from the endowment to accommodate the number of faculty members interested in considering retirement.

Paramount to our process concerning retirements this spring is to maintain a **principle of privacy** for the colleagues who are considering retirement so that they may make their decisions individually – as a retirement decision is an individual decision. This means at least two things procedurally.

- First, any colleagues that view the process of considering retirement institutionally, or at least departmentally, are welcome to speak with me and/or their colleagues about questions of continuity and legacy – but not the other way around. Do not ask your colleagues of their intent about retirement; please afford them the privacy to make this important decision.
- Secondly, it means that, until the 45-day consideration period is over, the institution and its representatives will continue to protect the privacy of the individuals considering retirement and necessarily speak in generalities.

Once the consideration period is over and final agreements are signed, then RAS will be notified and begin its work planning for 2019-20 conversations. I would like to thank Dave Berque for his partnership and David Alvarez for his leadership of RAS, as well as the members of the RAS, as they bring all of their care and expertise to discerning a process for tenure lines. A process is still being worked out to provide chairs and directors with existing RAS proposals with a response to any retirement announcements after June 7 (the date after which signatures on incentivized retirement agreements are finalized).

The opportunities here are both curricular and institutional. What are the opportunities for rethinking? New partnerships? Reconfiguration of majors? How do we meet our prospective students with all of the potential of our academic program? How does 2019-20 become a year in which we both celebrate the faculty members who are retiring and who have contributed so much to the institution, *and* anticipate what is to come in partnership with the 2019-20 RAS, the Curriculum Committee, the Admissions and Enrollment Management division, and the Communications and Marketing division so that we meet our students and our mission?

FDC and Course Reassignment (for Research)

Here is a debrief about the course reassignments conversation with FDC – with my thanks to the FDC Committee and Dave Berque for the thinking we have been able to do together thus far.

1. lack of access to classes for students (student complaints)
2. inequitable distribution of course reassignments overall (among depts.)
3. curricular stability (lessening the need to hire term faculty)

I have asked FDC to reconfigure the course reassignment system for Faculty Fellowships with the following principles in mind:

1. student access to courses
2. curricular stability within departments
3. and equity among faculty colleagues.

Our work remains, and our students are present even as we seek to see and know, re-shape, and perhaps re-learn the shape of the institution and the labor of the liberal arts endeavor in this next chapter. I want to thank Dave Berque for his steadfast presence, his meticulous care, and his profound expertise as he prepares his partnerships and collaborations for next year. At the root of the word “attention” is the core verb “to tend” – and the attention that Dave is giving to people, processes, and principles assures me deeply that this community we both love will be well tended to. Thank you, Dave.

I am happy to take any questions.

No Questions

16. Communications from the President (Mark McCoy)

I would like to thank everyone who wrote and called legislators and those who supported our shared work on the hate crimes bill that was recently signed into legislation. While not as detailed as we had hoped, it is a significant step forward and it took a collective effort to get the state farther than it has ever been with legislation like this.

This is our April meeting and as is the case each April, our admissions team continues to work to bring in the class. If you have worked with an individual prospective student I encourage you to feel free to reach out to them directly or to share any information you may have gathered about them with our admissions team so that they can continue to bring the best and brightest to your classrooms and majors.

While I thank all of you for the significant work you do within your departments and schools and especially work on the various committees, I want to highlight and thank the Review, FDC, and Curriculum committees and the RAS subcommittee for their significant recent work in planning DePauw's future. This type of faculty leadership is necessary to a thriving DePauw and I applaud the good work of everyone involved. I restate my commitment to work with the governance committee and restate my availability to meet with them whenever they allow to build the strong governance structures necessary to thrive. I look forward to our work together for the good of each constituent of DePauw.

Our fundraising efforts continue and after a recent conversation in Chicago I am pleased to announce that in September we will celebrate a newly endowed chair in English. More good news on the fundraising front will be forthcoming as we strive to close our campaign on June 30 on a very high note.

As I mentioned in an e-mail this week, we believe that we are on track to achieve, within the next two years, our projected financial stability goal. Once the final faculty participation deadline has passed in June, we'll provide another update for you and further clarity on our progress. Every decision we make is made in the long-term interest of the institution and I want to remind everyone that this is completely optional and designed to honor long and noble service with the best package we could offer. We value our faculty and want to assist in transitioning those who wish to move onto other opportunities.

Finally, I am happy to announce that to honor our hardworking staff, we will again implement the DePauw Summer Friday program in which our valued staff members can get a head start on their weekend by leaving early on Fridays. Details about this will be forthcoming via email.

Best of luck to each of you as you wrap up another transformative semester.

Jeane Pope - Howard wrote about an exchange with Kathy Vrabeck about the connections between faculty and board being in the faculty court. There was a resolution from the January board meeting where the board had asked the administration to work on this.

MM - Work on faculty governance and faculty morale. Happy to meet with Governance Committee when they are available.

JP - One charge was to VP and Academic Chair Justin Christian, and the other was a charge to you.

Anne Harris - Who speaks for the faculty? SPC will be hearing about attending the May BoT meeting during the academic affairs.

JP - Surprised that the board chair considers this a faculty matter when they charged the administration.

Joe Heithaus - How are our recruiting effort for students?

MM- Currently running behind. Hard to tell in the month of April.

JH - Is retention okay?

MM - Retention is from many different situations.

Gary Lemon - Significant melt for the first year students between fall and spring in excess of twenty and that is historically high.

Bob Leonard - Financially we are not going to see a big hit from that this year.

MM - Some of the efforts we are making on the high risk behavior is not going well for some of our students. People are not recommending DePauw as a party school and it is not the place to come to party. Numbers are lower 50% or more on things we are measuring in terms of alcohol related incidents.

David Gellman - Given a list of admitted students with interest in the major, have not received anything yet in the departments.

MM - Large melt last summer, getting early deposits last year didn't help us any because people just double deposited. Everything is happening a little bit later this semester. Feel free to reach out to students you have spoken to. Asking for more information when those will be sent out.

Alan Hill - Talk about mental health problems, there is an uptick this year. The number of students is up that have missed a lot of classes and some have now withdrawn. Make them aware if you have not seen a student for a while so they can follow up with the students.

MM - Major donor who is interested in helping with the mental health of students. Talk about additional proactive ways of reaching out to Generation Z.

Melanie Finney – The incident of a student having a gun on campus last week leads me to feel like we avoided a real tragic situation on campus. Student services reach out to faculty so we could have better information to prepare ourselves and our classroom in case of an active shooter. Work with security and other places to provide us with information so that we can be prepared.

Alan Hill - We have an example of a case review that we will be able to do a review of our campus and see what we can put in place and implement a strategy.

Rebecca Schindler - Emergency plan we used to receive information from Doug Cox and asked to distribute to our faculty. We haven't seen that in many years. Retention see an uptick in students who were already saying to me mid semester that DePauw is not the place for me and I'm thinking of leaving. Helpful for the data of how many students are leaving, and wanting to know why they are leaving. Not the party school they are expected, although that's not what she hears. Not getting support, or not academic offerings they thought. Would like to see some information.

Dave Berque - We do exit interviews, and we will work on getting a report out.

MM – At the national level, all of the reasons that lead to attrition seem to be rising. Financial picture, restructured things a bit we aren't bringing students in who are barely getting by. Need to speak about the good things with the challenges that we put out front.

Bob Leonard - Acknowledge that I answered a financial question about the melt. Recalculation we were fortunately that we are not taking a financial hit.

17. Old Business None

18. New Business None

19. Announcements

A. Course Calendar and Oversight Committee announces the following approved course changes

Course Code and Name	Change(s) Asked
CLST 101 – Introduction to Ancient Greek I	Name change
CLST 102 – Introduction to Ancient Greek II	Name change
German Studies 115 - Science and Society in Modern Europe: Germany	Adding GL designation

German Studies 116 - Modern European Culture from a Global German Perspective	Adding GL designation
German Studies 117 - Societies Past and Future: Marxism, Fascism, and In-Between in German Culture	Adding GL designation
German Studies 118 - Germany Today	Adding GL designation
LACS 100 - Introduction to Latin American Studies	Adding GL designation
UNIV 183 – Peace Players	One time GL designation
COMM 237 – Film and Culture (cross-listed with FILM 200)	Adding PPD designation
MUS 390 – Music and the Vietnam War	One time PPD and AH designations
HIST 300B - Law and (Dis)Order in Latin America	One time GL and AH designations
SOC 301 - Gender in Global Perspective	One time GL designation
HIST 264 – Nineteenth-Century United States	Adding AH designation
HIST 108 – Modern China and Japan	Adding AH and GL esignations
HIST 107 – Introduction to China and Japan	Adding AH and GL designations
HIST 252 – United States-East Asian Relations	Adding GL designation
HIST 110 – Modern Africa	Course description change
HIST 109 – African Civilizations	Course description change
UNIV 184J - Leadership for a Socially Just Society	One time PPD designation
UNIV 183IJ - (North) Koreans in Tokyo: Colonialism and Education	One time GL designation
UNIV 183 - From Paris to Morocco: Orientalist Expressions	One time GL designation
UNIV 183ID Leading Change: A Design-thinking Challenge in Cairo	One time GL designation
ENG 282: British Writers II	One time GL designation
ARTH 333 - The Supernatural in Japanese Art	Adding GL designation
UNIV 184 - Scientific Revolutions	One time GL designation
ARTH 231 - Prints & Print Culture of Early Modern & Modern Japan	Adding GL designation
EDUC 390A - Critical Theory/Critical Pedagogy	One time PPD designation

B. Off-campus Courses Approved for GL Designation (from Course and Calendar Oversight):

Name of the Course	Institute Offering the Course
Discover Australia	La Trobe University
Sociological Topics in Contemporary Korea	Ewha Womans University

C. Courses losing their PPD designation (from Course and Calendar Oversight):

ART 236 - Eccentrics & the Exotic in 17th & 18th c. China & Japan
ART 256 - Intermediate Painting: The Contemporary Figure
ART 356 - Advanced Painting: The Contemporary Figure

COMM 210 - Performance Studies I
GLH 101 - Introduction to Global Health
HIST 245 - The Holocaust
HIST 257 - Ethnicity and Conflict in South Africa
ML 302 - Discussing Difference: Diversity in Post-Colonial France
ML 333 - Spanish for Heritage Speakers

D. The chair of the Board of Trustees has asked the Chair of the Faculty to identify matches between Trustee committees and Faculty committees to enhance the direct communication between the faculty and the trustees. The Chair of the Faculty will be asking the Faculty Priorities and Governance Committee and the University Strategic Planning Committee to confirm the matches. It is anticipated that some members, minimally the chairs of the faculty committees, will be meeting with their matched Trustee committee during the May Board of Trustees meeting on campus. The faculty members of the Strategic Planning Committee will continue attending the meetings of the entire Board.

Additionally, the Trustees are planning an open gathering with faculty on Wednesday, May 8. Details to follow.

E. Elections – The first round of elected positions will conclude on Thursday, April 11. Candidates are still needed for the following positions: (All are two-year terms except where noted as one-year)

University Strategic Planning- Arts, Humanities, and one At-Large

Faculty Priorities and Governance- Arts, Mathematical, Computational and Natural Sciences, At-Large and One- year for Social Sciences

Curricular Policy and Planning - Humanities and Social Sciences

Faculty Personnel Policy and Review – Humanities and 3 At-Large plus 2 one-year At-Large

Student Academic Life – 2 At-Large

20. Adjournment

Adjourned 6:21 pm

Appendix A. Course descriptions for new courses

German Studies 115 - *Science and Society in Modern Europe: Germany*

The German-speaking world, known today for its ecological awareness, was also the origin of much of the modern science and technology which dominates the structure and thinking of our contemporary lifeworld: from public health to heroin, from automobiles to sustainability, from the theory of relativity to the “science” of race and sexuality. In this class, we will discuss various topics in the history of selected disciplines of natural science in modern times against the backdrop of their social and cultural contexts along with the moral issues they raise. Students will learn to see and evaluate the rise of natural science and technology as part of wider cultural developments of modernity. Course offered in English.

German Studies 116 - *Modern European Culture from a Global German Perspective*

“All that is solid melts into air”... Thus, Karl Marx describes the massive technological, political, social, artistic, and spiritual transformations which have shaken the modern world and which show no signs of abating. This course critically examines how modern European contributions in literature, philosophy, and the arts (with a

German focus) have engaged these changes, from the perspective of 21st century global culture and its discontents. By examining modern Europe's unprecedented emphasis on individual fulfillment both in spiritual awareness and social change as well as seeing the triumphs of cultural achievement against the horrors of colonialism, students will explore models of interpreting a world of constant change, of seeking orientation in times of rapidly changing values, and negotiating a multilingual, multicultural universe. Topic units will vary by semester and may include: the "Project of Enlightenment" and European Imperialism, Romanticism and the "Oriental Renaissance," Contemporary Religion and Spirituality in Transcultural Context. Course offered in English.

German Studies 117 - *Societies Past and Future: Marxism, Fascism, and In-Between in German Culture*

Not long ago, it seemed that the world's future was destined to be a version of US-American culture, what some called "the end of history." Today we need to look farther afield to understand the decline of democracy and liberalism; the history of German politics and culture gives us important insights to the attractions and pitfalls of social movements in the post-American century and questions of transnationalism. In this course we will look back (via history, literature, film, and philosophy) at German-cultural ways of thinking communal living. We will examine societies which had multiple different forms of government and social organization in a single century (Empire, Republic, Fascism, Communism, Social Market Democracy, European Union) and ask questions such as: What are the attractions of totalitarianism? How are national and post-national identities formed? How do imaginative visions of the future comment upon and shape the way modern societies are organized and transform themselves? Course offered in English.

German Studies 118 - *Germany Today*

This course will introduce you to contemporary German culture and society. What does it mean to be a German? Is there such a thing as German culture? By closely examining a variety of texts and other media (film, music, contemporary art) we will try to understand what it means to live in today's Germany. How do Germans and recent immigrants perceive daily life in Germany? What are the societal issues Germans are confronted with (migration, gender roles, power structures, family life, environmental pollution, etc.)? Are these issues specific to Germans and Germany or are these global issues that impact people around the world? How does life in Germany compare to life in the USA? By closely examining contemporary German culture and society, we will also gain new insights into our own culture and society. You will be introduced to a wide variety of topics, some of which you will study in more detail in upper-level courses. Course offered in English.

German Studies 306 - *German Studies Through The Disciplines*

An investigation that situates knowledge from other disciplines within a German cultural and linguistic context. Close analysis of a case study or case studies of places where other disciplines touch German Studies, in their origins, development, or application. Depending on enrollment, can meet either individually or seminar-style as a group, but in any case with a significant independent and interdisciplinary research component. Examples include the notion of sustainability (in its original and/or present German context), the economics of the German social market economy, Weimar Republic Film, Kantian philosophy, Neuroscience research in Germany, etc. German texts will be included consonant with the German ability of each student. Prerequisite: German 212 or approval of instructor.

PHYS 210 - *EM Waves, Relativity & Thermal*

This course provides an introduction to fluids, thermal physics, electromagnetic waves and special relativity. It continues the coverage of fundamental physics begun in PHYS 120 and PHYS 130. Topics to be covered include the laws of thermodynamics, Maxwell's equations, and Einstein's theory of special relativity. Includes laboratory Prerequisite: PHYS 130. Pre- or co-requisite: MATH 152

ITAL 197 – *First Year Seminar*

The (new) FYS of the Italian Cultural Studies

Appendix B. Complete Description of the Proposal for a New Major and Minor in "German"

Proposal:

The German Studies major and minor have been developed as part of the curricular restructuring of the Modern Languages program. German Studies, with its interdisciplinary approach to German-language cultures, supports DePauw University's global learning goals. The program will be centered around the critical investigation of major ideas in German Studies, such as self and society, modernity, and the global. Through the study of German language and culture(s) in the broadest sense -- canonical, popular, and marginalized -- students will explore how the past, with its explicit moments of extreme violence, informs the present within the German context. By studying German-language culture in a global context and within an interdisciplinary critical framework, students will learn to look at their own lives through a transcultural lens, to see their own societies in a more critical light, and to interrogate their own belief and value systems. By developing analytical abilities through different disciplinary lenses, German Studies provides students with the tools to successfully maneuver our increasingly intercultural world and open doors to many professions.

Rationale:

Rationale: How does the proposed major and minor fit within the mission of the university?

The new German Studies major is based on two particularly important aspects of a rigorous liberal arts curriculum: interdisciplinarity and global learning. Accordingly, it has been designed to: (a) foster interdisciplinary learning and collaboration among the many DePauw faculty members with expertise in German-language culture, (b) offer our students new entry points into the study of German language and culture (as the presence of German language programs in high schools declines), (c) increase the visibility of the study of German culture on campus through courses taught bilingually or in translation, (d) and add another dimension to DePauw's diverse, inclusive, and global educational offerings. German Studies courses taught in English will be open to all DePauw University students, regardless of their German language background. While German Studies could be seen to lack a ready-made critical framework, in its confrontations with Germany's past, it offers influential approaches to the study of self and society and a self-reflexive critique of modernity. By developing linguistic and intercultural competence in our students, German Studies prepares them to engage as self-reflexive leaders in their own communities and beyond.

Learning Goals:

The new German Studies major/minor aligns with DePauw University's new global learning general education goals: "engagement with cultural difference", "historical/structural analysis", and the "recognition and development of cross-cultural skills." German Studies majors will develop German proficiency (300-level minimum) while at the same time gaining in-depth knowledge about the German-speaking world and its influence within a global context. Through the close examination of a variety of texts and other cultural forms—taught both in German and in English—students will learn to analyze and interpret human experiences and interactions. The interconnectedness of language and culture will open their eyes to new ways of thinking and empathizing with others. The analytical skills students develop will be transferable to other areas of study, will help them to adapt to an ever-changing world, and will cultivate self-reflexive global citizens in today's interconnected world.

Questions:

1. Why does the "German Studies" major require a course in German at the 300-level?

The development of language proficiency sufficient to perform the tasks required by the upper-level and capstone courses of the curriculum is an integral part of the instruction in German Studies. Such proficiency is not developed until students reach the 300-level of courses offered in the German language.

2. There are several courses listed under "Other required courses" that include the note "with approval of the Director of "German"." How often are such courses taught? Will "German" majors have enough course options to allow them to complete their majors in a timely fashion?

History classes have been taught regularly, as have classes in translation by the German staff. Given that several of these courses are offered every year and that only one is required by the major, we anticipate no difficulty. In addition, one of the purposes of the program is to encourage the development of more such classes.

3. Status of Collaborative Conversations: Please list the faculty involved in the design of the major and provide a description of the conversations with cooperating programs.

We had a series of meetings about the development of German Studies and participation of faculty from a variety of departments and programs. After regular conversations starting from the beginning of this academic year with Anne Harris, David Alvarez, Inge Aures, and Howard Pollack-Milgate, we invited possible affiliate faculty to a series of planning meetings in which the program description was drafted and cognate courses were discussed. The following faculty members attended one or more meetings, in addition to the organizers:

Julia Bruggemann (History)
Angela Flury (English)
Matthew Balensuela (Music)
Karin Wimbley (English)
Amity Reading (English)
Henning Schneider (Biology)
Mahdis Azarmandi (Conflict Studies)
Carrie Klaus (Modern Languages / Global French Studies)

4. How will the proposed new major affect current majors?

The new major will be offered in addition to the current German major and minor; as all existing German courses will count for both majors, students in the current program may simply continue with their studies in the major.

5. What is your plan or timetable for implementing the minor/major? Will there be a period in which you have minors/majors operating under two sets of requirements?

Due to upcoming sabbaticals over the next two years, the full implementation will occur in 2021-2022 (unless a full-time sabbatical replacement is granted for 2020-2021, in which case we can begin a year earlier).

6. Do the new "German Studies" major and minor carry staffing implications?

The new major and minor have been designed to take advantage of the courses we are already teaching, in addition to being open to courses taught in other departments. We will be able to offer all the courses required for the new programs in addition to the courses offered for our current major without hiring additional staff.

7. How does the "German Studies" major differ from the current German major?

The new German Studies degrees offer more points of entry than our current program; it is designed to be a far more interdisciplinary major; and it opens up the possibility of taking courses in several other departments for major credit.

First, students who enter the current major with no background in German must take five sequential courses (111 – 112 – 211 – 212 – 300) in order to continue with other courses required by the major. In the new program, students can start and continue with a variety of classes, while simultaneously or subsequently developing their German proficiency (they are also encouraged to study in a German-speaking country).

Second, students in the new major are required to pursue interdisciplinary study through two new course requirements: first, a history class and second, a class on German through the disciplines, where they will apply their knowledge of German language and culture to a different field of inquiry.

Third, the requirements for the current major only accept courses taught in the German language, which effectively limits them to courses offered by the German faculty in the Modern Languages Department. In the German Studies major, they will be able to take courses in other departments that support the learning goals of the major.

MAJOR / MINOR

German Major and Minor Templates

Total courses required

Eight

Core courses

- Introduction to German Studies 115, 116, 117, or 118
- Intermediate German I (211), Intermediate German II (212)
- A course in German history (HIST 244 “Modern Germany,” HIST 245 “The Holocaust”)
- One 300-level German course GER 307 “Introduction to German Literature”, or 314 “German Cultural Studies” and a Bridge Course (German Studies 306, “German Studies Through the Disciplines”). The bridge course is an independent-study seminar, with treatment of texts in German, in which students learn deeply about a German aspect of one of their other courses.)
- A Senior Thesis (GER 448, “Advanced Readings and Projects in German.”)

Other required courses

- One cognate course taught in English, or an additional German course, or an additional bridge course

Number 300 and 400 level courses

- Three

Cognate Courses

- ART 225 (“Modern Art and Modernity”, ART 275 (“First World War and Modernist Culture”), ARTH 290 (“Art & Lit / Paris & Berlin”), ENG 255 (“The Literature of Existentialism,” “German Jewish Literature,” “German Romantic Literature,” “Reality, Fantasy, and In-Between: Fiction and Modernity,”), ENG 261 (“Modern Continental Literature”), ENG 392 (“The Bildungsroman”), GER 115, GER 116, GER 117, GER 118 (“Introduction to German Studies”), HIST 244 (“Germany from Unification to Unification, 1870-1989”), HIST 245 (“The Holocaust”), HIST 342 (“Europe of Dictators”), HONR 300 (The Legacy of Nietzsche and Kafka), ML 295 (“Holocaust and Exile in Film,” “20th-Century German Through Film,” “Beyond Good and Evil: Romanticism and Radicalism in German Culture,” “Wor(l)ds of German Music: Text and Tones in Opera, Lied, and Song,” “Deep Thinking: Psychoanalysis and the Search for a More Meaningful Life”), MUS 265 (“History of Western Music I”), MUS 266 (“History of Western Music II”, MUS 390 (“Bach and the Baroque”, “Mozart”, “Beethoven”, “The Early Romantics”), PHIL 220 (“Existentialism”). Topics courses with German content with the approval of the program.

Senior requirement and capstone experience

- A Senior Thesis (German 448, “Advanced Readings and Projects in German.”)

Additional information

- Semester-long internships in Germany and/or courses taken during study abroad in Germany may count up to 2 credits toward the requirement for the major.

Writing in the Major

Students may satisfy the Writing in the Major requirement for German Studies either with German Studies 306, “German Studies Through the Disciplines” or German 448, “Advanced Readings and Projects in German.”

Total courses required	Five
Core courses	<ul style="list-style-type: none"> • Introduction to German Studies 115, 116, 117, or 118 • Two semesters of German language above the 100-level
Additional courses	<ul style="list-style-type: none"> • Two cognate or German courses or a combination (one at the 300-level) • ART 225 (“Modern Art and Modernity”, ART 275 (“First World War and Modernist Culture”), ARTH 290 (“Art & Lit / Paris & Berlin”), ENG 255 (“The Literature of Existentialism,” “German Jewish Literature,” “German Romantic Literature,” “Reality, Fantasy, and In-Between: Fiction and Modernity,”), ENG 261 (“Modern Continental Literature”), ENG 392 (“The Bildungsroman”), GER 115, GER 116, GER 117, GER 118 (“Introduction to German Studies”), HIST 244 (“Germany from Unification to Unification, 1870-1989”), HIST 245 (“The Holocaust”), HIST 342 (“Europe of Dictators”), HONR 300 (The Legacy of Nietzsche and Kafka), ML 295 (“Holocaust and Exile in Film,” “20th-Century German Through Film,” “Beyond Good and Evil: Romanticism and Radicalism in German Culture,” “Wor(l)ds of German Music: Text and Tones in Opera, Lied, and Song,” “Deep Thinking: Psychoanalysis and the Search for a More Meaningful Life”), MUS 265 (“History of Western Music I”), MUS 266 (“History of Western Music II”, MUS 390 (“Bach and the Baroque”, “Mozart”, “Beethoven”, “The Early Romantics”), PHIL 220 (“Existentialism”). Topics courses with German content with the approval of the program.
Additional information	Internships in Germany and/or courses taken during study abroad in Germany may count up to 1 credit toward the requirement for the minor.

Description of Required Courses:

A list of the Department Course Number, Title, and description for all required courses, including optional courses and courses in other programs or departments.

German Studies 115. Science and Society in Modern Europe: Germany

The German-speaking world, known today for its ecological awareness, was also the origin of much of the modern science and technology which dominates the structure and thinking of our contemporary lifeworld: from public health to heroin, from automobiles to sustainability, from the theory of relativity to the

“science” of race and sexuality. In this class, we will discuss various topics in the history of selected disciplines of natural science in modern times against the backdrop of their social and cultural contexts along with the moral issues they raise. Students will learn to see and evaluate the rise of natural science and technology as part of wider cultural developments of modernity. Course offered in English.

German Studies 116. Modern European Culture from a Global German Perspective

“All that is solid melts into air” ...Thus, Karl Marx describes the massive technological, political, social, artistic, and spiritual transformations which have shaken the modern world and which show no signs of abating. This course critically examines how modern European contributions in literature, philosophy, and the arts (with a German focus) have engaged these changes, from the perspective of 21st century global culture and its discontents. By examining modern Europe’s unprecedented emphasis on individual fulfillment both in spiritual awareness and social change as well as seeing the triumphs of cultural achievement against the horrors of colonialism, students will explore models of interpreting a world of constant change, of seeking orientation in times of rapidly changing values, and negotiating a multilingual, multicultural universe. Topic units will vary by semester and may include: the “Project of Enlightenment” and European Imperialism, Romanticism and the “Oriental Renaissance,” Contemporary Religion and Spirituality in Transcultural Context. Course offered in English.

German Studies 117. Societies Past and Future: Marxism, Fascism, and In-Between in German Culture

Not long ago, it seemed that the world’s future was destined to be a version of US-American culture, what some called “the end of history.” Today we need to look farther afield to understand the decline of democracy and liberalism; the history of German politics and culture gives us important insights to the attractions and pitfalls of social movements in the post-American century and questions of transnationalism. In this course we will look back (via history, literature, film, and philosophy) at German-cultural ways of thinking communal living. We will examine societies which had multiple different forms of government and social organization in a single century (Empire, Republic, Fascism, Communism, Social Market Democracy, European Union) and ask questions such as: What are the attractions of totalitarianism? How are national and post-national identities formed? How do imaginative visions of the future comment upon and shape the way modern societies are organized and transform themselves? Course offered in English.

German Studies 118. Germany today

This course will introduce you to contemporary German culture and society. What does it mean to be a German? Is there such a thing as German culture? By closely examining a variety of texts and other media (film, music, contemporary art) we will try to understand what it means to live in today’s Germany. How do Germans and recent immigrants perceive daily life in Germany? What are the societal issues Germans are confronted with (migration, gender roles, power structures, family life, environmental pollution, etc)? Are these issues specific to Germans and Germany or are these global issues that impact people around the world? How does life in Germany compare to life in the USA? By closely examining contemporary German culture and society, we will also gain new insights into our own culture and society. You will be introduced to a wide variety of topics, some of which you will study in more detail in upper-level courses. Course offered in English.

German 211: Intermediate German I

General preparation in German for personal, academic and professional use. Exercise in speaking the language and in writing brief original compositions. Reading from modern literary and cultural sources; selected topics about contemporary German life and the German tradition. *Prerequisite: GER 112 or qualifying score on the placement test.*

German 212: Intermediate German II

A continuation of GER 211. *Prerequisite: GER 211 or qualifying score on the placement test.*

German Studies 306. German Studies Through The Disciplines

An investigation that situates knowledge from other disciplines within a German cultural and linguistic context. Close analysis of a case study or case studies of places where other disciplines touch German Studies, in their origins, development, or application. Depending on enrollment, can meet either individually or seminar-style as a group, but in any case with a significant independent and interdisciplinary research component. Examples include the notion of sustainability (in its original and/or present German context), the economics of the German social market economy, Weimar Republic Film, Kantian philosophy, Neuroscience research in Germany, etc. German texts will be included consonant with the German ability of each student. *Prerequisite: German 212 or approval of instructor.*

German 307: Introduction to German Literature

Experience in the study of literature and German literary history through texts from the 18th century to the present. Students will gain an overview of the historical development of the German tradition. *GER 212 or permission of instructor.*

German 314: German Cultural Studies

Emphasis on aspects of popular, artistic, intellectual, religious and social tradition from selected periods. *Prerequisite: Ger 212 or permission of instructor. May be repeated for credit with different topics..*

German 447: Advanced Readings and Projects in German

Open to advanced students in German with permission of chair. May be repeated for credit.

German 448: Advanced Readings and Projects in German

A continuation of GER 447. *Prerequisite: Open to advanced students with permission of chair*

History 244: Germany from Unification to Unification, 1870-1989

Germany has played a central and disruptive role in the recent history of Europe. The domestic and foreign conflicts that have dominated the country's history with such far-reaching consequences will provide the focus of the course. The course covers the political, social and cultural developments that shaped the course of German history from the creation of a unified Germany in 1871 to the reunification of Germany in 1990. It examines the Imperial period, World War I, the Weimar Republic, the Nazi experience, the division of postwar Germany and its reunification in our own times.

History 245: The Holocaust

The Holocaust was one of the defining experiences of the 20th century and the memory of its horrors continues to haunt our imaginations. In this course we will examine the background, development, and the historical and moral impact of the Holocaust in Europe. We will use historical documents and historical scholarship, but also literature, autobiography, films, etc.

Appendix C. Description of Proposed English Writing Minor

The English department proposes a minor in English Writing. We have regularly offered a minor in English Literature, and due to requests from students and in response to declining enrollments in Arts and Humanities courses, we would now also like to offer a minor in English Writing. DePauw students want to engage with writing. But not all of them can commit to a major, and English would like to offer those students an additional option. An English Writing minor could provide a clear complement to other academic programs (e.g. Studio Art major/English Writing minor, Philosophy major/English Writing minor, etc.) or supplement work in STEM fields (e.g. Computer Science major/English Writing minor, Biochemistry major/English Writing minor). Also, for School of Music students, a consistent number of whom would like to engage more fully with writing but for whom a double-major is a significant challenge, the proposed minor will offer a more viable alternative.

Proposed English Minor requirements:

- 1 (one) Literature course (at any level)
- 1 (one) ENG 149, Introduction to Creative Writing
- 1 (one) ENG 349, Form and Genre
- 2 (two) 300-level writing workshops (from):
 - ENG 232, News Writing and Editing
 - ENG 301, Creative Writing II: Fiction Workshop
 - ENG 302, Creative Writing II: Fiction Topics
 - ENG 311, Creative Writing II: Poetry Workshop
 - ENG 312, Creative Writing II: Poetry Topics
 - ENG 321, Creative Writing II: Nonfiction Workshop
 - ENG 322, Creative Writing II: Nonfiction Topics
 - ENG 331, Creative Writing II: Advanced Reporting Workshop
 - ENG 332, Creative Writing II: Advanced Reporting Topics
 - ENG 341, Creative Writing II: Playwriting Workshop
 - ENG 342, Creative Writing II: Screenwriting Workshop
 - ENG 343, Creative Writing II: Dramatic Writing Topics

With permission of the department and associate chair, a course in a related department could count towards one of the minor requirements.

Total Courses: 5 (five)

Through these five courses, the English Writing minor will engage students in literary study through the course requirement in literature (taught by a member of the Literature faculty), the "Form and Genre" course (an upper-level literature course taught by members of the Writing faculty), which explores various stylistic forms within two genres (e.g., fiction and screenplays, poetry and fiction, screenplays and plays), and the literary works taught as models in each of the required writing courses. The three required writing courses include an entry-level creative writing course (149, "Introduction to Creative Writing"), which introduces students to a writing workshop setting and asks them to begin reading and then writing poems, short stories, and short plays or creative nonfiction essays. At the upper level, students deepen their level of exploration and the development of their writing skills by taking two intensive writing workshops that focus on one genre, which can be chosen from courses in fiction, screenwriting, poetry, creative nonfiction, or playwriting.

The minor will not require additional staffing. Students who minor in English Writing would not be able to major in English Literature. Our goal is to use our existing course offerings to provide students with another pathway for studying English and to reward students for the focused study of writing at DePauw outside of the Writing major.

Appendix D. Request to eliminate the Global Health Minor

The Fall 2018 Global Health Steering Committee (Rebecca Alexander, Lynn Bedard, Matt Beekley, Sharon Crary, Colleen McCracken, Naima Shifa, and Christina Wagner, in consultation with Rebecca Upton who is on leave) is requesting that the Global Health (GLH) Minor, as currently defined, be eliminated.

The Current Global Health Minor

Students must currently complete five courses to earn a GLH minor, according to the following criteria:

- GLH 101
- One statistics course to be chosen from: MATH 141, BIO 375, PSY 214.
- Two courses at the 200-level*
- One course at the 300 or 400-level*

**These last three courses are to be selected in coordination with the minor advisor from the list of courses approved for the Global Health major. These courses must come from two academic disciplines.*

Rationale for Elimination of the Global Health Minor

The interdisciplinary nature of the GLH major pushes our students to cross boundaries in how they conceptualize and tackle health challenges in today's world. This same interdisciplinary nature is problematic for the GLH minor.

Introduction to Global Health (GLH 101) sets the stage for thinking about global health for students in the GLH program at DePauw. Students who major in GLH have incentive to take GLH 101 early in their academic careers, as it is a prerequisite for two upper level courses required in the major: the global health practicum course (GLH 301) and the global health senior seminar course (GLH 401). During these courses, student majors are required to consider and tie together material from all their major courses in light of global health. This is essential because their major courses are by definition not global health courses per se. In contrast, none of the courses that comprise the GLH minor require Introduction to Global Health (GLH 101) as a prerequisite. Therefore, while GLH 101 should help students conceptualize global health, many students who are minoring in GLH do not take this course until the end of their academic careers. In practice, we have found that too many students are not gaining new insights 2

from participating in the GLH minor, but rather are able to claim a minor too easily by piecing together courses they have previously taken without considering them in light of global health.

Consider an example of a student who is a biology major and planning on attending medical school when she graduates from DePauw. She might take Microbiology (Bio 250) and Immunology (Bio 361) as part of her biology major, and Structure and Function of Biomolecules (Chem 240) as part of her pre-medical studies. She might have taken Stats for Professionals (Math 141) because it is a popular, useful class for many students. She then only needs to take GLH101 to be a GLH minor, and if she does not enroll in this class until after she took all the others, she will not be encouraged to think of the global health impact of the knowledge she gained in these different courses.

Summary

The GLH Steering Committee has come to the conclusion that the GLH minor is not rigorous enough at this moment in time, due to the interdisciplinary nature of the program combined with the fact that we rely heavily on courses in other departments for the majority (4/5th) of the minor. We imagine there might be a time, if more courses are offered within the GLH program, when we could re-establish the minor. However, we do not have a plan in place or in discussion, so it is unlikely to be the case for at least five years.

Appendix E. Curricular Changes in the Department of Modern Languages and the Creation of Global Language Studies programs: A Background and Overview

Over the past three years, faculty members of the Modern Languages department have engaged in a sustained examination and study of their curricula following a self-study in 2014-15 and external review and report in 2015-16. Two prominent goals of this work were to 1) acknowledge and valorize the distinct disciplinary identity of the study of each language and 2) to provide students with engaging and issues-based analytical frameworks for language study. The resulting curricular proposals researched and designed in 2016-17 and fall of 2017 have been reviewed by the Curriculum Committee starting in the spring of 2018, when a template for the curricular changes of each language program was designed by the Committee (see below). Each of the six language programs (Chinese, French, German, Italian, Japanese, Spanish) have presented a new curriculum to the Committee, which has engaged in in-depth discussions and repeated revisions with all language programs throughout the fall of 2018. The Curriculum Committee is bringing the proposals forward to the faculty, with its endorsements, over a period of three months as proposals are finalized. The distinct identity of each language studies program will necessitate administrative changes, which are described below, and, following University precedent, will be voted upon after curricular proposals have been approved by the faculty.

I. TIMELINE

- 2014-15: Self study and preparation for external review
- 2015-16: Discussions of external review report within department and with VPAA
- 2016-17: Departmental discussions and retreats about mission, curriculum, structure
- 2017-18: Further discussions, retreats, workshops about missions, curriculum, structure
- 2018-19: Curricular proposals and request for reconfiguration to Curriculum Committee

II. RATIONALE FOR CURRICULAR CHANGE

- Acknowledge and design distinct disciplinary identity of each language
- Provide analytical frameworks to the study of languages at DePauw, beyond proficiency
- Create points of entry to language study for students, beyond the language requirement
- Valorize the research (e.g., literary analysis) as well as teaching expertise of the faculty
- Raise the profile of languages at DePauw in connection with our Global Learning mission and learning goals.

III. SUMMARY OF CURRICULAR CHANGES WITH TIMELINES

Language

Existing catalog offering

Proposed catalog offerings and changes

Asian Studies curricular possibilities:

Chinese Minor

Japanese Minor

Additions to catalog for Asian Studies: tabled in November for December vote

- *Add Japanese Studies Major*
- *Add Japanese Studies Minor*
- *Add Chinese Studies Major*
- *Add Chinese Studies Minor*

French curricular possibilities:

French Major and Minor

Changes to catalog for Global French Studies: tabled in December for February vote

- *Add Global French Studies Major*
- *Add Global French Studies Minor*
- *Drop French Major and Minor*

German curricular possibilities:

German Major and Minor

Additions to catalog for German Studies: projected to be tabled in February for March vote

- *Add German Studies Major*
- *Add German Studies Minor*

Italian curricular possibilities:

Italian minor

Changes to catalog for Italian Cultural Studies: tabled in November for December vote

- *Add Italian Cultural Studies Major*
- *Add Italian Cultural Studies Minor*
- *Drop Italian Minor*

Spanish curricular possibilities:

Spanish Major and Minor

Changes to catalog for Hispanic Studies: projected to be tabled in February for March vote

- *Add Hispanic Studies Major*
- *Add Hispanic Studies Minor*
- *Drop Spanish Major and Minor*

Curricular Proposal Template:

Major: *Name of the major*

Learning Goals: *What the learning goals are for the major, and how the requirements will fulfill those goals.*

Rationale: *How the major fits within the mission of the university, and evidence for its feasibility.*

Status of Collaborative Conversations: *A list of faculty involved in the design of the major, and a description of conversations had with cooperating programs.*

Requirements for A Major

Total Courses Required: *the total number of courses required.*

Core Courses: *A list of the courses that must be taken to fulfill requirements.*

Other Required Courses: *A list of courses that can be taken to fulfill requirements.*

Number 300 and 400 Level Courses: *the number of 300 and 400 level courses that must be taken.*

Senior Requirement and Capstone Experience: *A description of the course and/or project that fulfills the capstone experience.*

Additional Information: *Any co-curricular requirements, exceptions or substitutions to course requirements, special tracks within the major, or special limitations.*

Recent Changes in Major: *If this is a restructuring of a previous major, indicate the name of the previous major (if different), what the significant changes are, and the year the change would take place.*

Writing in the Major: *The specific learning goals for writing in the major and course(s) that fulfill the requirement.*

Description of Required Courses: *A list of the Department Course Number, Title, and description for all required courses, including optional courses and courses in other programs or departments.*

IV. ADMINISTRATIVE STRUCTURE *still being discussed by the Curriculum Committee; to be discussed by the Review Committee as well; please note, these are preliminary ideas.*

Web sites – 4 new web sites

- **Asian Studies** already exists; need to update web page to provide language studies info
- **Global French Studies** - new web page with curricular changes
- **German Studies** - new web page with curricular changes
- **Hispanic Studies** - new web page with curricular changes
- **Italian Cultural Studies** - new web page with curricular changes

Directors – 1 course reassignment for Hispanic Studies

Director of Asian Studies - selected from the existing interdisciplinary committee

Interdisciplinary committee - already exists, participation of various disciplines

Director of Global French Studies - selected from French language faculty member

Interdisciplinary committee: French language faculty members and interdisciplinary colleagues

Director of German Studies - selected from German language faculty members

Interdisciplinary committee: German language faculty members and interdisciplinary colleagues

Director of Hispanic Studies - selected from Spanish language faculty member

Interdisciplinary committee: Spanish language faculty members and interdisciplinary colleagues

Director of Italian Cultural Studies - Italian language faculty member

Interdisciplinary committee: Italian language faculty member and interdisciplinary colleagues

Duties of Global Language Studies Directors

(course reassignment as of 8 language faculty members)

Schedule of Classes

Personnel Committees

Search Committees

Off-Campus Study Credit for the Major

Schedule meetings of the steering committees (once a month or twice a semester based on need)

Lead discussions of curriculum and pedagogy

Coordinate with Administrative Assistant (programming, commercial cards, etc.)

Support of non-tenured faculty (observations, responses to annual reports, etc.)

Duties of one Languages Coordinator

(need to assess whether requires 10-12 hours a week; more likely as service assignment)

Supervisor of Administrative Assistant

Requirement/Placement advising (at beginning of each semester)

Off-Campus Study Credit for the General Education requirement

Petitions (in coordination with Dave Berque and Registrar Office)

Queries and petitions regarding the Language Requirement (old and new)

Changes to catalog copy about the General Education requirement

Call divisional meetings on initiatives and issues that shape all language programs

Appendix F. Complete Description of the Proposal for a New Major and Minor in “Hispanic Studies”

Proposal:

The Hispanic Studies major and minor have been developed as part of the curricular restructuring of the Modern Languages program. The Hispanic Studies major and minor help students develop proficiency in Spanish language and cross-cultural competence in a number of contexts that intersect with Hispanic and Latino/a /x identities.

These contexts include, but are not limited to (1) cultural production (literature, art, media), (2) social concerns and phenomena (bilingualism, multiculturalism, (im/e)migration, environmental justice), and (3) relevant interdisciplinary pursuits (cultural studies, critical theory, border studies, Latinx studies, linguistics).

The major and minor programs consider the Spanish-speaking world in global, transnational, and translingual contexts. Far from a mere product or outcome of its colonial roots, Hispanic Studies as an academic discipline demands a full understanding of its relevant speaking communities as participatory, if at times conflicting, entities. In addition, the Hispanic Studies major and minor recognizes U.S. Spanish as a prominent language which enriches and bolsters the university’s call to 21st century relevance. Its programming therefore attends to fostering Spanish-English bilingualism at curricular, institutional, and community levels. The Hispanic Studies major allows for English-language courses from multiple departments and programs, and likewise seeks an immersion component from declared majors.

Rationale: *How does the proposed major and minor fit within the mission of the university?*

The University Mission states:

DePauw University develops leaders the world needs through an uncommon commitment to the liberal arts.

DePauw's diverse and inclusive learning and living experience, distinctive in its rigorous intellectual engagement and its global and experiential learning opportunities, leads to a life of meaning and means. DePauw prepares graduates who support and create positive change in their communities and the world.

The Hispanic Studies major attends to DePauw's mission statement on multiple levels. In the core program, students develop operational skills in conversation, grammar, textual analysis and writing Spanish. The outcomes of this endeavor contribute to "a life of meaning and means" in that dedicated multilingual students are able to meet the demands of the fluid professional, personal, and international contexts in which they will live and work. In the context of a Hispanic Studies major, DePauw students must confront the reality of a U.S. Spanish-speaking population that by census projections will soon outnumber its monolingual anglophone population. That circumstance makes substantive knowledge of Spanish a mandate of a functional U.S. citizen. On the global scale, Spanish is currently the second-most spoken language, and so its relevance extends far beyond a challenging national landscape for our students.

The promise of language proficiency is nullified if it is not pursued in multiple cultural, social, and political contexts, and with the goal of engaging and integrating into a Spanish speaking world. For that reason, the Hispanic Studies major emphasizes the deep exploration of content at all levels of instruction. Along with the expertise of the Spanish section in literary, linguistic, and cultural studies, and the relevant courses we offer, we expect to intersect with existing curricula in English, Latin American Studies, Global Health, World Literature, and the Management, Media, and Science Fellows program. Through these points of intersection, the Hispanic Studies program will help prepare our students for the professional, personal, and social realities of the 21st Century, and will provide them with important skills and resources to "support and create positive change in their communities and the world."

After completing the core curriculum in Hispanic Studies, majors demonstrate their mastery of operative (individual skill) and integrative (social engagement) proficiency by undertaking a capstone project in our Senior Seminar. Supplemental courses complement the critical literacies of our core courses by engaging in a deeper exploration of cultural, literary, historical, or political themes from across the Spanish-Speaking world. In fulfillment of the university mission to provide "rigorous intellectual engagement and its global and experiential learning opportunities," most of our majors will spend at least one semester in an approved off-campus study program in a Spanish-speaking country or community.

The broad presence of students who choose Spanish in fulfillment of their language requirement, and who in that process declare a major or minor in Spanish, speaks most directly to the feasibility of the major. Spanish is the most sought-after language for the completion of the language requirement. 87% of all language enrollments in the last 10 years have sought fulfillment of the language requirement through the ML department's programming (as opposed to satisfying the requirement through the placement exam or study abroad). Within that 87%, Spanish has attended to 1071 of the 2980 students enrolled at the 100 levels. Spanish represents 326 of the 474 language majors and 337 of the 598 language minors over the past ten years. These numbers suggest a particularly rich field of potential Hispanic Studies majors. The Spanish section recognizes decreasing major numbers during this period, but attributes them to a more rigorous

capstone experience, and increased minor numbers are attributable at least in some part to students who declared a major, but then chose not to make the commitment to Spanish as a second major (students rarely major in Spanish alone). We believe that a revision of existing course content, along with inclusion of courses from affinity departments and programs, will render greater accessibility to interested majors.

Declared Spanish majors have rarely pursued our field alone. Spanish majors regularly declare double majors in Spanish and fields as diverse as Anthropology, Biology, Communication, Economics and Management, English, History, and Political Science. We value and encourage these combinations, and we strive to take into account the integrated pursuits of our majors.

Learning Goals:

1. To help students develop proficiency in Spanish language and cross-cultural competence in a number of contexts that intersect with Hispanic and Latino/a /x identities. These contexts include, but are not limited to (1) cultural production (literature, art, media), (2) social concerns and phenomena (bilingualism, multiculturalism, (im/e)migration, environmental justice), and (3) relevant interdisciplinary pursuits (cultural studies, critical theory, border studies, Latinx studies, linguistics).
2. Along with the development of proficiency in the multiple contexts stated above, the Hispanic Studies major will contribute to Global Awareness at DePauw via multiple Global Learning and Power, Privilege and Diversity offerings at intermediate and advanced levels of instruction.
3. Our new program welcomes students at multiple stages of proficiency. While we will continue to provide beginning instruction and link it to the university's general education program, we will also offer appropriate points of entry to those who have prior experience in the Spanish language, including those who identify as Heritage Learners (HLs).
4. To help students, colleagues, and the university at large to understand the Spanish language and its traditions as both an outcome of coloniality and a form of resistance to it. In this regard, we will include in our considerations the recognition and development of Spanish in the U.S, which a growing number of our student population speaks regularly.

Questions:

1. *Why does the "Hispanic Studies" major require 8-10 language courses?*

The Hispanic Studies major will require a total of 10 courses from our students. However, where our current major begins at the 200 level, we will now allow for major and minor paths to begin at the 100 level as well. We are moving to allow for up to three off campus credits to count towards a major. We also note that 2 of the courses in the major may be English-language cognate courses. As with the previous Spanish major, students who test into the 300 level will earn two retroactive credits. Students who test into the 232 level will receive one retroactive credit.

To demonstrate the flexibility of our 10 course requirement, we offer the following scenarios as examples:

A student who has never studied Spanish before arriving at DePauw:

First year, Fall	HISP 131
First year, Spring	HISP 132

Sophomore year, Fall	HISP 231
Sophomore year, Spring	HISP 232
Junior year, Fall	HISP 330 & HISP 332
Junior year, Spring	Study abroad (up to 3 courses count toward major, including HISP 335)
Senior year, Fall	HISP 430
Senior year, Spring	HISP 456

A student who tests into the intermediate level:

First year, Fall	HISP 231
First year, Spring	HISP 232
Sophomore year, Fall	HISP 330
Sophomore year, Spring	HISP 332
Junior year, Fall	HISP 335
Junior year, Spring	Study abroad (up to 3 courses count toward major)
Senior year, Fall	HISP 430
Senior year, Spring	HISP 456

A student who tests into the 300-level:

<i>Receives two retroactive credits for HISP 231 & HISP 232</i>	
First year, Fall	HISP 330
First year, Spring	HISP 332

Sophomore year, Fall	HISP 335
Sophomore year, Spring	HISP 390
Junior year, Fall	Study abroad (up to 3 courses count toward major)
Junior year, Spring	
Senior year, Fall	HISP 430
Senior year, Spring	HISP 456

A student who identifies as a heritage learner:

<i>Receives two retroactive credits for SPAN 232 & SPAN 330</i>	
First year, Fall	HISP 333
First year, Spring	HISP 335
Sophomore year, Fall	HISP 339
Sophomore year, Spring	HISP 390
Junior year, Fall	Study abroad (up to 3 courses count toward major)
Junior year, Spring	ML 395
Senior year, Fall	HISP 430
Senior year, Spring	HISP 456

A student who tests into the intermediate level and is unable to study abroad:

First year, Fall	HISP 231
First year, Spring	HISP 232

Sophomore year, Fall	HISP 330	Residence in DePauw Language House
Sophomore year, Spring	HISP 332	
Junior year, Fall	HISP 335 & SPAN 339	
Winter Term	Extended Studies program in Málaga, Spain (or ES experience with similar features)	
Junior year, Spring	HISP 390 & LACS 390	
Senior year, Fall	HISP 430	
Senior year, Spring	HISP 456	

2. *There are several courses listed under "Other required courses" that include the note "with approval of the Director of "Hispanic Studies." How often are such courses taught? Will "Hispanic Studies" majors have enough course options to allow them to complete their majors in a timely fashion?*

Among the courses within the current Spanish curriculum that aren't core courses (SPAN 338, SPAN 339, SPAN 340, SPAN 390, SPAN 442, SPAN 444, SPAN 491), we teach either 338 or 339 annually, 390 annually, and the other courses as needed. As stated above, 100-level courses, when level appropriate to the student, and increased off campus study courses will provide new options for the completion of the major. We cannot speak to the frequency of the "possible interdisciplinary courses" we have listed in our proposal document, which is why we list them as possibilities. Ultimately, we will work with declared majors to explore the available field of courses in a given academic year, as we are seeking greater intentionality from a majors and fewer majors and minors who retroactively declare a major once they realize they have completed the necessary course.

3. *Status of Collaborative Conversations: Please list the faculty involved in the design of the major and provide a description of the conversations with cooperating programs.*

The current Spanish section has designed the plan for the Hispanic Studies major:

Aaron Dziubinskyj, Professor
 Soledad Forcadell, Assistant Professor
 Paul Johnson, Assistant Professor
 María Luque, Professor
 Alejandro Puga, Associate Professor
 Ariel Zach, Assistant Professor

On December 4, 2018 members of the Spanish section met with Latin American & Caribbean Studies (LACS) affiliates, the chair of Curricular Policy and Planning committee, and the VPAA (with some overlap) to discuss the relationship between LACS and a future Hispanic Studies Program. The Spanish section clarified that there would be ample opportunity for LACS courses that aren't part of a Spanish language curriculum to

count towards the new major, and they would be more vital than ever, given the new scheme for a 10 credit major with cognate options.

All current Spanish faculty consider themselves LACS affiliates, and will continue to seek LACS cross lists where appropriate. In addition, professors Johnson and Puga have contributed to World Literature (WLIT) offerings since the inception of the minor, and will continue to do so. Professor Forcadell is an affiliate of Women's, Gender, and Sexuality Studies (WGSS), and has generated PPD offerings based on her PPD workshop attendance. Professor Luque's has attended a Global Health major workshop. Her course on Health in the Hispanic World, SPAN 390, "La salud" has attracted many Global Health majors.

Along with the new French and Italian programs, the Hispanic Studies program would continue to participate in the curriculum of the Romance Language major.

We look forward to further collaborative conversations with relevant programs and to increasing our cognate pool.

4. How will the proposed new major affect current majors?

The new major would apply to students with a 2023 graduation dates and beyond. Students with a graduation date prior to 2023 may still complete the current eight course major with accompanying policies, but may also petition to complete a Hispanic Studies major with its accompanying policies.

5. What is your plan or timetable for implementing the minor? Will there be a period in which you have minors operating under two sets of requirements?

According to our proposal minor, students may take "a minimum of five Spanish courses, starting at the appropriate level. One of these courses may be taken off-campus."

6. Do the new "Hispanic Studies" major and minor carry staffing implications?

In FA 2019, we will add a 2-year post doc to our current staff. We have an active proposal for a tenure track search in light of a colleague's passing and upcoming sabbatical leaves.

7. How does the "Hispanic Studies" major differ from the current Spanish major?

As noted, we will seek an increase from eight to 10 courses, an immersion requirement, and allow for two English language cognate courses. We will seek an immersion requirement. Our 200 level courses will be topic-driven.

HISPANIC STUDIES MAJOR

Total Courses Required

Ten

Core Courses

- HISP 330 (Spanish Conversation & Phonetics), HISP 332 (Spanish Reading and Grammar) or HISP 333 (Spanish for Heritage Learners, see below), HISP 335 (Introduction to Hispanic Literature), HISP 430

	<p>(Advanced Grammar and Composition), HISP 456 (Spanish Seminar)\</p> <ul style="list-style-type: none"> • Students who test into HISP 232 or higher will receive 1-2 retroactive credits according to placement • Hispanic Studies majors may receive up to three off-campus study credits. 	
<p>Other Required Courses</p>	<ul style="list-style-type: none"> • Students may include 100-200 level courses in the Hispanic Studies Curriculum from their point of entry at placement. • Students may apply advanced courses in the HISP curriculum to the major requirement • Possible interdisciplinary courses (electives conducted in English or another language; up to two may count toward major): ANTH 251, ANTH 273, ANTH 279, ANTH 366, HIST 115, HIST 116, HIST 206, HIST 207, HIST 382, HIST 385, LACS 100, LACS 290, LACS 390, ML 164B, ML 197, ML 264, ML 290, ML 295, ML 395, ML 492, WLIT 205, WLIT 215, WLIT 315, or any course which engages with Latinx, Latin American, , or Spanish-speaking issues, and meets with the approval of the Hispanic Studies program director and the instructor of said course. 	
<p>Number 300 and 400 Level Courses</p>	<ul style="list-style-type: none"> • Students must at least complete the core curriculum at the 300 and 400 levels (see above) 	
<p>Senior Requirement and Capstone Experience:</p>	<ul style="list-style-type: none"> • In their senior year, students typically take HISP 430 (Advanced Composition) and HISP 456 (Hispanic Seminar) to fulfill the requirement. These courses involve a portfolio (HISP 430) and a formal seminar paper (HISP 456) as capstone experiences. • Students who have completed all other major requirements may petition the Hispanic Studies Coordinator to complete the major prior to their senior year. 	

Additional Information:

Off-campus courses:

- Hispanic Studies majors may receive up to three off-campus study credits, to be approved by the Hispanic Studies Coordinator
- Students must seek approval to complete core or capstone components off-campus.

Heritage speakers

- Students who place into the 300 level and identify as Heritage Speakers, i.e. having grown up with Spanish in the home, may begin the core sequence at HISP 332 (or HISP 333)
- Heritage Speakers who test into the 300 will receive 2 retroactive credits.

Writing in the Major Requirement

In order to satisfy the Writing in the Major requirement for Spanish, students must complete HISP 430: Advanced Composition in addition to the senior seminar (HISP 456). In both HISP 430 and HISP 456, students will have a variety of writing assignments and opportunities to revise and reflect on their writing, including a portfolio in HISP 430 and a formal paper in HISP 456. Upon completion of the major students should be able to write in Spanish clearly and effectively for a wide range of audiences and in varied contexts, from informal correspondence through professional and academic discourse.

HISPANIC STUDIES MINOR

**TOTAL COURSES
REQUIRED**

- Five
- Students who test into HISP 232 or higher will receive 1-2 retroactive credits according to placement.
- Hispanic Studies minors may receive up to one off-campus study credit toward the minor.

CORE COURSES

- None

**OTHER
REQUIRED
COURSES**

Minor for heritage speakers of Spanish

- Students who place into the 300 level and identify as Heritage Speakers, i.e. having grown up with Spanish in the home, may begin the core sequence at HISP 332 (or HISP 333)
- Heritage Speakers who test into the 300 level will receive 2 retroactive credits.

**NUMBER 300
AND 400 LEVEL
COURSES**

- At least one course at the 300 level or higher.

Description of Required Courses: *A list of the Department Course Number, Title, and description for all required courses, including optional courses and courses in other programs or departments.*

Required courses prior to HISP 231 will depend on point of entry according to a placement exam, but may include:

HISP 131

Introduction to the Spanish-Speaking World I

Introduction to the Spanish language with emphasis on the development of speaking, listening, reading and writing skills. Emphasis on Spanish-speaking cultures and communication in authentic contexts. *HISP 131 is open only to beginners in Spanish or those with two years or less of high school Spanish.*

HISP 132

Introduction to the Spanish-Speaking World II

Continued introduction to the Spanish language with emphasis on the development of speaking, listening, reading and writing skills. Emphasis on Spanish-speaking cultures and communication in authentic contexts.

HISP 140

The Spanish-Speaking World: Intensive Level

Intensive study of the Spanish language with emphasis on the development of speaking, listening, reading and writing skills. Emphasis on Spanish-speaking cultures and communication in authentic contexts. This course is designed for those students who seek more immediate entry into higher levels.

HISP 231

Topics of the Spanish-Speaking World I

Further development of reading, writing, speaking, and listening skills through focused topics of the Spanish-speaking world, such as identity and memory, borders and immigration, social movements and revolution, and multilingualism. *Prerequisite: HISP 132 or HISP 140 or qualifying score on the placement test.*

HISP 232

Topics of the Spanish-Speaking World II

A continuation of HISP 231.

HISP 330

Orality in the Spanish-Speaking World

Emphasis on oral registers and speaking practice, including debates, *tertulias*, *charlas*, and the language of popular movements. *Prerequisite: HISP 232 or qualifying grade on the Spanish placement test. Students with recent foreign residence in a Spanish-speaking country must consult with the director of the program before registering for HISP 330.*

HISP 332

Literacy in the Spanish-Speaking World

Advanced reading and writing strategies, including grammar review and composition, for entry into the advanced curriculum. Students read from a variety of representative texts of multiple registers from the Spanish-speaking world. Open to students from all language learning backgrounds.

NOTE: Students may not earn major/ minor credit for both HISP 332 and HISP 333. *Prerequisite: HISP 232 or qualifying grade on the placement test.*

HISP 333

Spanish as a Heritage Language

Designed for students who grew up using Spanish with their families and/or communities, but who received the majority of K-12 education in English. Emphasis on advanced reading and writing strategies and differentiation between written and oral registers of Spanish through discussion of key issues affecting the Latinx community and civic engagement. May not earn credit for both HISP 332 and HISP 333.

NOTE: Students may not earn major/ minor credit for both HISP 332 and HISP 333. *Prerequisite: HISP 232 or qualifying grade on the placement test.*

HISP 335

Introduction to Hispanic Literature

Significant authors and texts from throughout the Spanish-speaking world. *Prerequisite: HISP 332 or HISP 333.*

HISP 338

Latin American Civilization

A study of the history, geography, art, intellectual currents and social developments of Latin America. *Prerequisite: HISP 330, HISP 332, or HISP 333, or permission of instructor.*

HISP 339**Spanish Civilization**

A study of the history, geography, art, intellectual currents and social developments of Spain. *Prerequisite: HISP 330, HISP 332, or HISP 333 or permission of instructor..*

HISP 340**Business Spanish**

This course focuses on economics and business practices in the Spanish-speaking world. Its goals are to familiarize students with the basic institutions (banking, stock market), with how corporations are organized and how they function (administrative structure, secretarial, marketing, sales, etc.), and with certain socio-cultural aspects of the workplace (executive behavior, management-labor relations, gender issues).

Required work includes readings, tests, essays, and oral presentations. *Prerequisite: HISP 330, HISP 332, HISP 333 or permission of instructor.*

HISP 390**Advanced Topics in the Spanish-speaking World**

Study of topics, such as literary periods, genres, movements or themes, areas of civilization, linguistics or oral interpretation. *Prerequisite: HISP 332 or HISP 333 or permission of instructor. May be repeated for credit with different topics.*

HISP 430**Advanced Composition**

An opportunity to write prose in different styles and registers of Spanish with emphasis on articles, essays, and short stories. Students learn relevant research methods and presentation formats, and produce a final portfolio. Representative readings for analysis and discussion. *Prerequisite: HISP 332 or HISP 333.*

HISP 442**Literature of Spain**

Selections from important authors of Spain. *Prerequisite: HISP 335 or permission of instructor*

HISP 444**Spanish American Literature**

Selections from important authors of Spanish America. *Prerequisite: HISP 335 or permission of instructor.*

HISP 456**Hispanic Seminar**

A detailed study of an author, genre, theme, or principal movement of Hispanic literature or civilization. Students will produce long-form research projects as a capstone to the major. *Open only to senior Spanish majors.*

HISP 491**Advanced Readings and Projects in Spanish**

Open to advanced students in Spanish with permission of chair. May be repeated for credit.

HISP 492**Advanced Readings and Projects in Spanish**

Open to advanced students in Spanish with permission of chair. May be repeated for credit.

Appendix G. Restructuring the Modern Languages Department

The Curriculum Committee provides notice of bringing the Modern Language department's request for reconfiguration based on the following timeline:

- 2014-15: Self study and preparation for external review
- 2015-16: Self study and discussion with VPAA
- 2016-17: Departmental discussions about mission, curriculum, structure
- 2017-18: Continuing discussions about missions, curriculum, structure
- 2018-19: Curricular proposals and request for reconfiguration to Curriculum Committee

In AY 2014-2015, the Department of Modern Languages entered a period of self-study and review, which included an external review in FA 2015, a response process culminating in a departmental workshop in FA 2016, a subsequent workshop in SP 2017, collective attendance at the Hope College workshop in FA 2017, and several meetings of the various language sections throughout 2017-18 and FA 2018. This committee and the office of the VPAA should have in their files the various reports pertaining to these phases of revision.

It has been through this process that the current Modern Languages department has been able to conclude the following:

1. That all language programs share a direct obligation to help students fulfill the university's mission of a "diverse and inclusive learning and living experience, distinctive in its rigorous intellectual engagement and its global and experiential learning opportunities."
2. That, notwithstanding, in matters of language proficiency, and in matters of academic, individual, curricular and professional relevance to students, different language programs do not claim to attend to the same goals and outcomes, as reflected by the structural variety of majors and minors and their curricula.
3. That the current Modern Languages structure cannot sustain the development of the individual language programs to their best fulfillment and specific disciplinary identities according to the university's mission.

For these reasons, the faculty of the current Modern Language department requests that Curriculum bring forth a motion to the faculty approving its restructuring from a single department to a group of interdisciplinary Global Language Studies programs with accompanying majors and minors as follows:

1. Chinese Studies and Japanese Studies within the current Asian Studies program
2. German Studies
2. Global French Studies
3. Hispanic Studies
4. Italian Cultural Studies

Along with the language programs of Classical Studies, these programs will help attend to DePauw's new Language Requirement, and, as other contributors to DePauw's General Education and Majors do so from distinctive academic units.

Directors

Director of Asian Studies - selected from the existing interdisciplinary committee

Interdisciplinary committee - already exists, participation of various disciplines

Director Hispanic Studies - selected from Spanish language faculty members

Interdisciplinary committee: Spanish language faculty members and interdisciplinary colleagues

Director of Global French Studies - selected from French language faculty member

Interdisciplinary committee: French language faculty members and interdisciplinary colleagues

Director of Italian Cultural Studies - Italian language faculty member

Interdisciplinary committee: Italian language faculty member and interdisciplinary colleagues

Director of German Studies - selected from German language faculty members

Interdisciplinary committee: German language faculty members and interdisciplinary colleagues

Duties of Global Language Studies Directors - course reassignment as of 8 tenure lines Schedule of Classes

Personnel Committees

Search Committees

FTPRCs (Faculty Tenure Proposal Request Committee)

Off-Campus Study Credit for the Major

Requirement/Placement advising (co-ordinated with Registrar and Hubbard Center)

Schedule meetings of the steering committees (once a month or twice a semester based on need)

Lead discussions of curriculum and pedagogy for language studies program

Coordinate with Administrative Assistant (programming, commercial cards, etc.)

Supervision of tenure-track/term faculty/LDAs (observations, responses to annual reports, etc.)

Run co-curricular (optional): language tables, community services, etc.

Duties of one Global Language Studies Coordinator (distinct from Director)

service assignment on rotation among language faculty

Supervisor of Administrative Assistant

Off-Campus Study Credit for the General Education requirement (until 2023)

Petitions for matters beyond languages offered at DePauw (in coordination with Dave Berque and Registrar Office)

Queries and petitions regarding the Language Requirement (old and new)

Changes to catalog copy about the General Education requirement

Call divisional meetings on initiatives and issues that shape all language programs

Appendix H. Proposed Academic Handbook Changes to Service

Rationale.

The rationale for clarification of the service requirement at DePauw is motivated by the following four considerations:

- Persistent mentions of inequitable distributions of service in the Campus Climate survey conducted in 2017-18, and citations of those mentions in campus conversations
- Formal reports of inequities in departmental service made to the VPAA
- Difficulty and at times inability in filling core and crucial faculty committees

- Repeated discussions at faculty meetings about inequities of service in the institution.

Process.

In the fall of 2018, the VPAA brought the rationale for addressing service at the institution forward to the Review Committee. Several different models of the faculty position, as it interconnects teaching, scholarship, and service were discussed. The decision was made by the committee to commission a report on service by the VPAA for discussion at an open faculty meeting on Thursday, February 28, 2019. The outcome of this discussion has led to proposed changes to the service component of a faculty position that is now being brought back to the faculty for a vote.

Summary.

The proposed changes provide more specificity to what is meant by service at the institution. They also secure fundamental participations in service, such as attending departmental meetings and advising, and do so at the departmental and University levels.

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V. CRITERIA FOR DECISIONS ON FACULTY STATUS

(Article mutually agreed to by administration and faculty. Amended ~~September 13, 2004~~ **May 6, 2019**. This change will take effect in the fall of ~~2004~~**2019** for those faculty members hired to begin teaching in the ~~2004-05~~ **2019-20** academic year; for current faculty members it will take effect after their next satisfactory promotion review. See Article V.B. for: Criteria for Decisions on Faculty Status (prior to 2004-05).

A. FACULTY MEMBERS HIRED TO BEGIN TEACHING FROM 2004-05

Decisions should express judgments about a candidate's merit using the principles of equity, which considers each individual faculty member in terms of his or her unique talents, abilities, and accomplishments in relation to the criteria for personnel decisions, and quality. A large amount of activity per se does not necessarily contribute to a superior academic environment. Criteria for possible dismissal (Article VI.B. below) are also applicable to decisions on faculty status.

Service

~~Adequate service to both the department (or school) and the university is necessary for positive personnel decisions. In establishing a record that goes beyond adequate service the candidate is free to provide further evidence of service to the department (or school) or to the university or to provide evidence for service to the profession.~~ **Service to a department, program or school, to the University, and to the discipline is valued for its contributions to the governance, continuity, and well-being of all three.** The three areas of service are defined below. More activity in category (c) can ~~compensate for less complement~~ activity in categories (a) and (b), but not to the exclusion of departmental and university service.

a. Departmental Service. ~~Evidence might include effective participation in departmental governance, including committee assignments; effective advising of majors and minors; participation in curriculum and course development; resource acquisition, laboratory supervision, maintenance of office and lab equipment or musical instruments; and similar activities.~~ **All members of a department or program must engage in the following service contributions: attend departmental meetings, work on curricular development, participate in advising, engage in course observations and other mentoring of junior colleagues, represent**

the department as needed, and manage commercial cards and budget processes as needed. All tenured or tenure-track faculty members not in their first or last year of service must serve on personnel committees and search committees. The following service contributions are to be distributed among departmental or program members in accordance with a distribution agreed upon by the department or program: subcommittee work, admissions liaisons, programming, mentor associated student organizations, mentor individual or informal groups of students, instrument or equipment maintenance, student testing or juries at all levels, student awards, advising on or supervising internships, advising independent research projects, and any other projects that further the community and academic experience of the department.

b. University Service. Evidence might include ~~effective participation in university governance, including committee assignments; effective advising of first year students and/or student organizations related to the academic life; effective work in developing interdisciplinary or general education programs; administrative assignments and appointments;~~ **Service within the University is distributed across faculty committees and other engagements that advance curricular and co-curricular experiences for students. Faculty members engaging in the following activities will fulfill their University service through one of these activities: Faculty Personnel Policy and Review Committee, Curricular Policy and Planning Committee, Faculty Priorities and Governance Committee, University Strategic Planning Committee, Student Academic Life Committee, Faculty Development Committee. Faculty members not serving on one of those committees will instead fulfill their University service through any combination of two or more of the following activities: all other faculty committees, interdisciplinary program committees, Q, W, S competency committees, Honors and Fellows program steering committees and mentoring of student work in these programs, DePauw Dialogue planning committee, any ad hoc committee, participation in community outreach programs affiliated with the university; and similar activities that show a commitment to the good of the university.**

c. Professional Service. Beyond scholarly activities directly related to participation in learned societies, a candidate could supply evidence of service to professional societies, journals, institutes, governmental agencies, and the like. Evidence might include ~~chairing~~ **organizing** conference sessions, being a juror at competitions, visiting schools for accreditation reviews, holding office in professional societies or foundations, and similar service activities which are related to the individual's fields as either a scholar or teacher.