

Faculty Meeting Minutes
April 6, 2020

1. Call to Order – 4 p.m. via Google Meet

2. Moment of Silence to Remember Lou Fontaine and Bernice Grubb (former instructors in the School of Music)

3. Quorum – to be determined by observation of people on the Google Meet
Quorum is met with about 135 individuals present

4. Consent agenda

A. Approve minutes of March 2, 2020 faculty meeting.

B. The faculty approve the conferring of degrees for all students satisfying the graduation requirements at the end of the Spring Term 2020 and May Term 2020.

C. The faculty approves the following faculty to serve on elected committees for AY 20-21 through AY 21-22:
Mike Seaman – Faculty Priorities and Governance
Susan Anthony – Faculty Personnel Policy and Review

Consent agenda is approved, voting on eservices.

5. Course and Calendar Oversight Committee (Brian Howard)

Motion to be voted on: To change the date of DePauw Dialogue in AY 20-21

The faculty authorizes moving the Depauw Dialogue for the 2020-2021 academic year from the fall term to the spring term. The specific date of the DePauw Dialogue during the spring 2021 term will be approved by the Course and Calendar Oversight Committee and announced to the University Community at the start of the Academic Year 2020-2021.

Background: At the May 2016 faculty meeting, the faculty approved DePauw Dialogue to "...be held annually as part of the Academic Calendar in fall semesters through the 2020-2021 academic year. At that time the University will evaluate the day's purpose and relative usefulness in addressing institutional and systemic concerns."

Rationale: The rationale for this motion is based on:

- Providing some time for the first year students to learn more about the purpose of DePauw Dialogue and frame their expectations and responsibilities.
- Allow for additional time during the academic year for the DePauw Dialogue Planning Committee members to adequately prepare for the DePauw Dialogue, recognizing that the DSG elections take place late in the spring term.
- Allow for longer term implications resulting from the coronavirus pandemic on university life.

Motion is passed on eservice voting.

Dana Dudle - Is there a date for the spring event?

Brian Howard - Hoping to decide in the next few weeks and might announce in May.

Mary Kertzman - Spring semester Is one day shorter than fall already. So with this it will be two days shorter? Is this a problem?

Howard Brooks - Brian and the committee can look into this and respond.

6. Curricular Policy and Planning (Tim Good)

A. Motion to be voted on:

The Curriculum Committee The faculty approve changes to the Actuarial Science major requirements. See Appendix A.

Motion approved by vote in eservices.

B. Motion to be voted on:

The Curriculum Committee motions to ask the faculty to vote to endorse the creation of a General Education Subcommittee. See Appendix B.

Pam Propsom: I am concerned with getting faculty to serve on this new committee, given that our existing governance committees are not fully staffed at the moment.

Tim Good: There are enough people to sit on it now, but those people are already on another committee. This is a valid concern.

Pam Propsom: I agree, that it seems like a good idea, especially given how much work the Curriculum Committee has. Will Scott Spiegelberg be on the committee?

Tim Good: 4 members plus VPAA or designee. They will also invite anyone else needed for the conversations into the meeting. The four faculty members will make the decisions.

Francesca Seaman: Would we not want this to be an elected committee? It seems that this subcommittee would be doing a lot of work. Perhaps Governance could consider creating a new committee

Tim Good - Can take this back to the committee for a May vote instead. Went toward appointment which has to go through both curriculum and governance to guarantee not only a balance or areas but ranks and gender points of view. The committees would be charged with forming this committee that is well balanced, rather than elected.

Francesca Seaman - I would like you to reconsider because there tends to be bias on appointment.

Meryl Altman - Call the question. Seconded by Melanie Finney. No objection to calling the question.

Motion carried by a real-time vote on e-Services.

C. Advanced notice of a motion to be voted on at the May Faculty Meeting:

The Curriculum Committee gives notice of intention to bring a motion to approve changes to the Kinesiology major requirements. See Appendix C.

D. Advanced notice of a motion to be voted on at the May Faculty Meeting:

The Curriculum Committee gives notice of intention to bring a motion to approve changes to the History major requirements. See Appendix D.

E. Advanced notice of a motion to be voted on at the May Faculty Meeting:

The Curriculum Committee gives notice of intention to bring a motion to endorse university learning goals. See announcements under "Assessment." Please send any questions or other discussion to the Curriculum Committee by April 20, so Curriculum has time to revise prior to the May meeting.

Announcements:

A. RAS Process Update

Due to the disruption, RAS has agreed to extend due dates for the eight departments already involved into the summer:

May 15 - draft of RAS long forms due to VPAA

May 16-18 - RAS "meeting(s)" to consider each proposal

May 18-20 - written comments from RAS delivered to each department/program
Between May 20-June 15, final RAS team "meeting" with each department to clarify the written response each will get from RAS - arrange this consultation with your 2-person RAS team as best you can
June 15 - final draft of proposals due to VPAA
June 16-30 - RAS "meets" for final deliberations, decisions, and recommendations to the administration.

The VPAA will take the recommendations to President White as soon after her start date of July 1 as possible.

Please direct any questions to Tim Good, RAS Chair.

B. Assessment

Curriculum is working with Dean of Academic Programs and Assessment Scott Spiegelberg. We are in the process of responding to departments and programs regarding how their learning goals and university learning goals can better align.

Learning Goals for DePauw University as of 22 February 2020, drafted by the Committee on Curricular Policy and Planning:

"The College is the Splendor and Light of the Common Good"
Decus Lumenque Reipublicae Collegium

The primary intellectual aims of the University are **to seek truth** and **to educate minds**.
Students who graduate from DePauw will:

- 1. Love learning**
and exude a commitment to continued learning throughout their lives.
- 2. Appreciate varied disciplinary and interdisciplinary methods**
for acquiring knowledge and demonstrate the ability to synthesize knowledge from multiple disciplines.
- 3. Understand and value artistic, cultural, and scientific achievements**
and the limits of those achievements, past and present.
- 4. Understand and appreciate cultures, languages and groups**
different than their own and regularly reflect on domestic and global issues of power, privilege and diversity.
- 5. Identify and solve well-defined and ill-defined problems**
both collaboratively and individually, and apply these skills to problems facing humanity.
- 6. Demonstrate competency with varied forms of data analysis**
including organizing, interpreting, and drawing conclusions from quantitative and qualitative information.
- 7. Demonstrate knowledge of technology and its implications in society**
and be able to design and/or use technology for creative activities or innovative solutions to problems.

8. Develop capacities for clear, thorough, and independent thought

that demonstrates the ability to analyze arguments on the basis of evidence and to understand the value and limitations of multiple types of evidence.

9. Clearly express their ideas and the ideas of others

to varied audiences, both in writing and orally.

10. Engage in serious reflection

on the moral and ethical aspects of situations and cultivate a commitment to act in the world for good.

11. Embrace healthy and sustainable living

through self-reflection and commitment to cultivating positive relationships with others, and both the global and local environment.

12. Attain a deep understanding of a subject area

to appreciate the value of depth of knowledge and to serve as a foundation for future learning.

6. Faculty Personnel Policy and Review (Rob West)

Written Announcement: The committee continues to review personnel cases.

Howard Brooks - Still missing two members from this committee; one from Humanities and one At-Large.

7. Faculty Priorities and Governance (David Alvarez)

Written Announcements:

A. The Governance Committee queried committee chairs about faculty governance issues related to the coronavirus. We shared policy drafts with the VPAA, Dean of Faculty, and Chair of Faculty about 1) appointments to compensated service positions and 2) eligibility for service on faculty governance committees. The committee has prioritized its work on developing an exigency policy. We also continued our work with the VPAA on a proposal to identify and share reports that are relevant to the charge of faculty governance committees. And we are continuing our work on a confidentiality policy. The committee approved the request of the Curricular Policy and Planning Committee to create an ad hoc Committee on General Education, and we assisted with the coordination of implementing changes to DePauw's P/D/F policy. We have requested that the faculty governance "Welcome Retreat" for DePauw's next president be delayed until the early fall semester. The committee also requested information about the hiring processes for Center Directors. In response to faculty members' concerns about diversity and inclusion issues at DePauw, we have shared with the DEC our efforts to improve communication lines between faculty governance committees and between these committees and the faculty in relation to DePauw's comprehensive "[Inclusion Plan.](#)" We have also continued to discuss ways to strengthen the capacity of the Center for Diversity and Inclusion to support faculty pedagogies and research efforts related to PPD. The committee received a report from the Hartman Center for Civic Engagement.

B. The Faculty Priorities and Governance committee is seeking nominations from faculty members to serve on the search committee for the Director of the Center for Diversity and Inclusion. Self-nominations are welcome. Please send a brief statement of interest to the committee chair (davidalvarez@depauw.edu) by April 7.

C. The committee seeks your questions, suggestions for its agenda, and input on the proposals it is considering. For a fuller account of the work of the Governance Committee, please consult the posted minutes.

David Alvarez - Thanks VPAA for his leadership. Faculty governance has been consulted throughout this process of dealing with the virus. Endorsed the formation of the Ad Hoc committee for fall and summer plans.

8. Student Academic Life (Naima Shifa)

Written Announcements: The Student Academic Life (SAL) Committee discussed the remote version of integrity and grade grievance hearing for the rest of the semester. At this point, the whole hearing procedure will remain the same; everybody will be participating remotely using Google Meet. However, SAL approved a few small changes related to the hearing process.

SAL also discussed and provided suggestions for the Final Examination in courses for the e-learning situation.

SAL finally formed the Common Read Preparing Committee and will call the first meeting soon.

Samantha Sarich, the representative of Student Academic Life, talked about the current resources and updated the current programming connected to the Mental Health of our students on campus. Since these programs are not regularly offered, student organizations showed interest in teaming up with the Student Academic Life on this issue.

9. Faculty Development (Erik Wielenberg)

Written Announcements:

The deadline to submit reports on the first or second year of a Faculty Fellowship has been extended to May 27 (the deadline for final reports on completed Faculty Fellowships remains the same -- the first Wednesday in September).

FDC is discussing the impact of recent events on student-faculty collaborative summer research and faculty summer stipends. Please watch your email or check the website for the most up-to-date information.

Howard Brooks - Email came out this afternoon from the Critical Incident Management Team about Summer Research as well.

Steven Bogaerts - On Sunday we got an email from Dean of Faculty saying we should not inform students about the possibility of being able to work remotely. Wondering if the proposal is accepted can we tell students that we can hang on.

Bridget Gourley - Yes, that restriction is now lifted. An email is coming out later today.

Scott Wilkerson -: Are faculty summer stipends still available?

Bridget Gourley: Yes, please wait for my announcements.

Melanie Finney: Will unspent funds from PDF and conference funds roll over to next year or will they be absorbed by the university?

Bridget Gourley: Melanie, let me speak to that during my announcements.

10. Diversity and Equity Committee (Sarah Lee)

Announcement: Now that we are all actively remote teaching, DEC emphasizes some points in VPAA Dave Berque's email on 3-18 titled "Equity issues..."

- If you learn of students whose technology is limiting their success please direct them to the application for Emergency Relief Funds. Donations and disbursements continue.
- Many students face barriers that technology cannot fix; these barriers include challenging home environments. COVID-19 impacts disproportionately those who are already disadvantaged.
- As faculty, we can choose to teach asynchronously, to recognize that some expectations are no longer reasonable, and to be flexible and generous with students, some of whom may face specific barriers. That said, please do not require students to give you detailed explanations about their challenges that might be painful and/or private.
- Please review Dave's email of 3-18 for links and greater detail.

Thanks!
DEC

11. Honorary Degrees and University Occasions (Debby Geis)

Written Announcement: The names and biographical information for candidates for honorary degrees will be available as soon as possible in the voting booth on e-services. Faculty will be notified when the voting booth is available.

Howard Brooks – These are candidates for the 2021 commencement

Deborah Geis - We have great candidates! Ballot will be separate from today's votes.

12. Communications from the President – The President was not in attendance

13. Communications from the Vice President for Academic Affairs (Dave Berque)

I do not plan a regular set of comments today. Rather I want to focus my comments on our collaborative response to the Covid-19 pandemic.

These are difficult times and I greatly appreciate my collaboration with faculty governance committees in responding as best we can. By my count, at least eight different faculty governance committee have already contributed to our and I am confident we have served our students better due to our collaboration.

I also want to thank to the entire faculty for the work that you have done in moving your courses online and for the care that you have shown to each other and to our students while doing so. I also appreciate the supportive notes that many of you have sent my way.

Students have repeatedly told me that they appreciate everything you have done for them, both professionally and personally. I know this has been hard work, especially while you are caring for yourselves, and in many cases for your families. Please pace yourselves and stay safe and healthy.

While I am offering thanks, I would like to ask the faculty to join me in thanking Cabinet, the CIMT Team and many staff members who have been working tirelessly, whether remotely or in person, to support our students and our campus. They are delivering mail, cleaning residence halls, maintaining heating systems, and keeping the campus secure. Please drop a brief note of thanks into the chat window and we will see if we can find a way to capture these and write them into the minutes or share them in some other way.

NOTE: The VPAA received more than one hundred comments of thanks to all of those members of our community that helped during this time of closing the campus and moving to remote learning.

As we move into our second week of remote instruction, I want to take a moment remind everyone about the importance of inclusion. As I have commented in several emails, and as you can see on the Diversity and Equity Committee's portion of the agenda, we know that a crisis like Covid-10 will disproportionately impact those who are already marginalized. This theory is playing out close to home as some of our students are struggling with issues including cramped living quarters, sick or deceased family members, personal illness and technology barriers. Please be as flexible as you can and consider providing a range of opportunities for students to learn and to demonstrate that learning.

About 60 of you completed surveys at the end of last week to let us know how your transition to remote instruction is going. Many of you have already received replies to specific questions you asked. In your survey responses, several of you asked for ways of developing communities to share ideas with your peers. We will follow up by email to share information about some Moodle discussion forms we are setting up as well as some virtual discussions that Bridget and Nahyan are hosting.

As we look toward the future, I want to share that DePauw, like many schools, has extended its admission decision deadline from May 1st to June 1st. The Admission Office continues to work hard to recruit our class and appreciates the contributions many of you have continued to make.

Earlier today, the Course and Calendar Committee approved a special offering of UNIV 190 as a half-credit class on the topic: “Ethics and Pandemics: Examining the Critical Issues Raised by Covid-19”. The class, which will start on April 15th and will run through June 10th, will be taught by Andy Cullison and will feature guest speakers from a variety of disciplines. Sharon Crary, Co-Director of our Global Health Program, will assist with the first session.

Finally, as we think about the fall 2020 term, our top priority is to do everything in our control to increase the likelihood that we can safely open on-schedule and face-to-face in late August. Again, this is our top priority. Toward this end, we are cancelling all on-campus summer programs including student-faculty summer research. Bridget Gourley has already worked with the Faculty Development Committee to develop parameters for moving to online research experiences in cases where that is agreeable to both faculty member and student. In parallel, we are working to significantly reduce the number of students who will be housed on campus this summer although a limited number of exceptions will be made for students with no other options.

Although we are hopeful that we can open as scheduled in the fall, we need to develop contingency plans should that not be the case. Working with other members of the Cabinet and CIMT, I am convening a cross-University group to begin considering options, which could include:

- Delaying the start of the fall term and letting the fall term then run into Winter Term, which would be canceled.
- Starting the fall term remotely for some or all students and then phasing into on-campus instruction.
- Some combination of these options.

The Governance Committee and I have agreed that the chair (or chair’s designee) from several faculty committees will participate on this planning group. Specifically, we have invited the chairs of the Curriculum Committee, the Course and Calendar Oversight Committee, and the Student Academic Life Committee to participate and have asked them to keep their full committees updated. Of course, we will keep the broader community updated as well.

I want to close where I began... with a sincere thank you for all your efforts in moving to remote instruction and all that entails from a technical and human perspective.

14. Old Business - None

15. New Business-None

16. Announcements

A. Dean of the Faculty (Bridget Gourley)

Announcements

- Updates regarding celebrating retiring colleagues’ careers
- Virtual FD Teaching Forum, Wednesday April 15, 11:30 am-12:30 pm, Final Exams in a Remote Learning Environment

Updated Spring funding deadline

- Faculty Summer Stipend proposals – Wednesday April 15

Reminders

- ‘Coffee with the Dean’ Tuesdays and Fridays 10:30-11:30 am. Join me on Google Meet either by video or phone Tuesdays and Fridays 10:30-11:30 am by video at meet.google.com/wsz-gdci-cog or by phone at +1 573-721-9158 PIN: 330 867 466#

Hi everyone, it is good to be with you virtually. I know when it comes to faculty meeting in particular you might not all agree, still I truly wish we were together in person. I hope you are all healthy and finding routines that work for you. I know we have all been scrambling to re-envision syllabi and bring remote learning up quickly. I am immensely grateful for every one of your efforts to take the plunge and jump into the deep end.

Also, I want to think you for recognizing how the COVID-19 situation impacts each us and our students differently. I appreciate the sensitivity, concern and compassion you continue to give our students, recognizing the disproportionate impacts. It is likely that each of us has one or more students whose ability to demonstrate their best work has shifted dramatically compared to when we were all together in person on campus. If you even need to think through a situation regarding a student or course, please see me as a resource. I am happy to be a sounding board before you respond to a student.

In the spirit of keeping things brief let me get to those things I would like to convey and let me start with expanding and adding to events already on the previously circulated pdf version of your agenda.

Both generally and in response to feedback we received from your responses about how the first week of remote instruction worked I want to remind you, I welcome having join me virtually for ‘Coffee with the Dean’ Tuesdays and Fridays, 10:30-11:30 am. How to connect via Google Hangouts Meet has been in email messages from both the VPAA and DeanofFaculty accounts. If you can’t easily find it, drop me a quick email and I will reply with the details.

This is a great time for a question you want to ask but you don’t want to go to the effort of composing an email. Another way to consider the time is water cooler conversations and questions without the water cooler. If the group becomes so large as to make conversation difficult, groups can break off and start a smaller Google Hangouts Meet and jump back to the main group any time they please.

Now, to something not previously announced on the agenda, in response to feedback about how the first week went, FDC Coordinator Nahyan Fancy and I plan to host

‘Connecting and Brainstorming with DPU Colleagues’

Thursday April 9, 11:30 am-1 pm

Join on Zoom where we can both have a large group discussion and break into breakout groups and then collectively return to the main group to report out. Our thought is to focus on sharing and learning tips and tricks from one another about:

- Class discussion whether synchronous or asynchronous
- Balancing standards with compassion
- Drawing in students who appear not to be engaging
- Carving out moments for scholarly work
- Other topics that are of particular interest to you

Since these are open and free flowing conversations, we do NOT plan to record the sessions.

Thinking toward finals, Nahyan Faculty and I also plan to host a Teaching Forum:

Final Exams in a Remote Learning Environment

Wednesday April 15, 11:30 am-12:30 pm

Join on Zoom so we can use breakout groups after sharing some core thoughts about different types of exam structures. Since we do plan to have some prepared remarks we will record the main portion of the session for those of you who are interested but cannot participate at that time.

Connection information for both Zoom events will follow via email.

End of Year Celebrations – Retirement and More

Now to all of our end of year celebrations, particular those where we celebrate our retiring colleagues. I was terribly disappointed to announce we had to cancel this spring's planned in person celebrations. I hope those of you planning to write tributes will continue to develop those wonderful stories. I hope that we might record readings to share with the community. I have some ideas of how we might celebrate virtually and am waiting until we finalize plans regarding the postponed commencement ceremony for the class of 2020 to finalize. If you have a creative idea or your alma mater or colleague at another institution has shared an idea you would like us to consider please pass your ideas along.

I will be extending the deadline for the Methodist Teaching Award nominations. I do have some wonderful thoughtful nominations and I also promised to research some details, with COVID-19 that pushed way down my to do list. I want to give you all an opportunity to consider other nominations with answers to your questions available. Watch for an email, I hope soon. Also, in departments where we have the opportunity to recognize someone with a named chair this year I will in touch via email about eligibility and to solicit nominations.

As I move to items specific to FDC let me thank the committee for having been available for consultation.

Summer Stipend Proposals are now due April 15, 2020

As you think about your proposals please keep that it must be clear that your proposal can be completed remotely. There is no non-essential University supported travel until further notice. While I cannot predict when that ban might be lifted, I think it would be wise to plan that there will be no point during the summer where we would be supporting travel.

It will be helpful if as part of your narrative you make clear how you envision accomplishing your project goals given the constraints of your environment. As with travel, campus is effectively shutdown until further notice. To protect the health and safety of our community and to do everything in our power for a successful and on-time start to the fall semester, we must be cautious over the summer. It is likely that we will only have very limited access to our offices and research spaces to collect materials we made need for summer intellectual work.

FDC Student-Faculty Collaborative Research and Asher AH, SS and SM funding

As with our teaching COVID-19 impacts our scholarly work differently depending on our fields and personal situations. From some the loss of opportunities is profound, for others the shift simply redirects the path of the work only slightly. In FDC we have spoken of the differential impact and tried to come up with manageable solutions for the committee, for each of you, for our students, and the University. For individuals who had submitted summer proposals we are allowing you to revise those proposals in light of there being only remote options and no funded travel. We appreciate that a revision may not be possible for both academic and personal reasons. I respect all decisions you choose to make and am happy to support you however I can, including by speaking with students who express concern or disappointment.

If you have questions that are particular to you or a limited number of you, say for example about modifying your sabbatical plans, be in touch with me.

Before I open it up to question questions let me respond to something Melanie Finney alluded to earlier in the meeting.

Melanie Finney questions re PDF and conference funds:

Melanie asked whether, since we are not traveling, we might move funds from our conference fund budget to the PDF budget. Actually, I have already been effectively doing that. In February when we had expended the PDF budget, I had already begun redirecting resources it didn't look like we were going to use to continue to fund PDF requests. I am continuing to do so. PDF requests are still being reviewed and authorized for projects that can be completed remotely and require no travel.

Regarding Conference Funds more generally, let me note that if individuals had previously approved travel, had made arrangements in good faith before the pandemic locked down travel and the individual could not get a refund, they may still submit the expense for reimbursement. Currently, expenses submitted are being accounted against a faculty member's conference allotment. We have moved resources to help a variety of unexpected costs due to COVID-19, such as student, faculty, and academic staff technology related needs and the student emergency fund more generally. Once the dust settles, likely in the summer, Dave and I are plan to take a deep look at the Academic Affairs budget to see whether we can remove those expenses from individual allotments.

Again, thank you for helping DePauw be the best it can during this difficult time. Any questions?

David Gellman- Where do we submit revised summer faculty-student research proposals?

Bridget Gourley - Working with Becky on what will be best. She is working on an email now. Once those details come out you will have 10-14 days to do your revision.

B. Course and Calendar Oversight Committee:

1. Announcements of change of title:

ITAL 171, Elementary Italian 1 (was Italian Through Culture I)

ITAL 172, Elementary Italian 2 (was Italian Through Culture II)

ITAL 271, Intermediate Italian 1 (was Cultura e Societa' Italiana I)

ITAL 272, Intermediate Italian 2 (was Cultura e Societa' Italiana II)

ITAL 371, Advanced Italian 1 (was Contemporary Italy: Confronti Interculturali I)

ITAL 372, Advanced Italian 2 (was The Italian Context: Confronti Interculturali II)

2. Announcements of approval of distribution area designations:

(catalog level designations)

ARTH 334, Women and East Asian Art: add GL

MSST 110, Contemporary Issues in Museum Studies: add PPD

PACS 100, Introduction to Peace and Conflict Studies: add PPD

REL 250 (Fall 2020), Christianity: add GL

(one-time designations)

ARTH 290A (Fall 2020), Topics: Transnational Early Modern Art: add GL

GRMN 295A (Fall 2020), Topics: Babylon Berlin: Culture in Weimar Germany: add AH and GL

HIST 200A (Fall 2020), Topics: Health and Healing in Africa: add AH and GL

HIST 200B (Fall 2020), Topics: Climate Crisis and Social Change: add AH and GL

HIST 200D (Fall 2020), Topics: East Asian History: add AH (will consider GL after instructor is hired)

HONR 300CB (Fall 2020), Honor Scholar Seminar: Dig In! Alternative Agriculture, Foodways, and Justice: add GL

MUS 390A (Fall 2020), Music History Topics: Women in Western Music: add AH and PPD

REL 340A (Fall 2020), Topics: The Bible, Globally: add AH and GL

C. Faculty Committees

1. Results from voting on e-Services:

Chair of the Faculty Dave Guinee

GLCA Representative Dana Dudle

Curricular Policy and Planning - Arts Tim Good

Curricular Policy and Planning - At-Large Tiffany Hebb

Curricular Policy and Planning - Mathematical, Computational & Natural Sciences Scott Thede

Faculty Development - At-Large Cindy O'Dell

Faculty Development - Humanities Seth Friedman

Faculty Personnel Policy and Review - At-Large Glen Kuecker

Faculty Personnel Policy and Review - Social Science Rebecca Alexander

Faculty Priorities and Governance - At-Large Naima Shifa

Faculty Priorities and Governance - Humanities Howard Pollack-Milgate

Student Academic Life: Meredith Brickell, Alex Komives, Susanne Biehle

University Strategic Planning - Arts Lori Miles

University Strategic Planning - At-Large Bert Barreto

University Strategic Planning - Mathematical, Computational and Natural Sciences Jeff Hansen

University Strategic Planning - Social Science Melanie Finney

2. Remaining elected committee vacancies:

Faculty Personnel Policy and Review: Humanities representative

Faculty Personnel Policy and Review: At-Large

3. Appointed committee vacancies: A comprehensive list of appointed committee vacancies will be available this month. Please step forward to serve.

Howard Brooks - New time banks are not being announced at this time. Please share your thoughts with the Course and Calendar Oversight Committee.

May faculty meeting will be done in this same format.

17. Post Business Discussion

Dana Dudle- I have a question about admission progress that didn't really fit into the agenda...; it may be too early to say anything, but my students are asking (and I am also curious)!

Bobby Andrews – The admitted student number has been running strong and ahead of where we have been. We are now evened out to what we have been for the past 4-5 years. Progress has slowed down as students figure out what they are doing their senior year. We had 157 admitted students attend an online webinar. That is way above normal and they are really engaged. Our whole operation is online now. They have smaller event days and still have a larger event for April 18. They are already on online platforms so that was helpful.

Francesca Seaman-What is the target new class number?

Bobby Andrews - Reassessing that at this point. If it clears up over the next couple of weeks we would be more aggressive, but we are dealing with maybe students won't be able to do anything over the next three months. Looking at being where we were last year, but we have the potential to be slightly higher than that. 450 north range for new class. Our more regional territory might be to our benefit. Working with DeeDee's office and looking to appeal to folks that are already in our admitted pool to readdress that we are close to home. Doing small afternoon and evening sessions as well. Making sure we are available in every medium that families find available and useful.

Mamunur Rashid- Could you update regarding incoming international students?

Bobby Andrews - International students we've seen Vietnam student population grow. With restrictions on travel we are very well know that they might not be able to try and do. With embassy closed we are holding on to issuing I-20s, Purdue is already not issuing I-20s .

Sharon Crary - Are discussions about the costs to university happening in ways that we should be aware of? Will there be layoffs? Cuts?

Bob Leonard - Enrollment management will see a late push to enroll a class given the uncertainty of the market place. Everything is back on the table, we will have to do a lot of work for the fall. To begin making allocations regarding resources. Pushed initial reply back date to June 1. We are going to be cautious and optimistic.

Caroline Gilson- What are the updates on on-going construction projects on campus (new dorm, other in-progress projects)?

Bob Leonard - Construction projects there is a still strong belief with the board, that we need to stay on track. Trying to get everything on the table to look at May and beyond. We need to relook at everything for short term, to see about scenarios in the fall.

Nahyan Fancy- Do we know anything about how much we lost in the endowment?

Bob Leonard -Through March was about a 13% decline. Has been assuming a larger drop due to delayed reporting. As we do modeling, we will update that as we go along. As the summer goes, we hope to see some recovery but it is difficult to project at this time. As for liquidity, we are in good shape, even with the down turn of market and short term Covid 19 consequences.

Susan Wilson- With the closing of the campus, it seems like construction on Row O. has been accelerated. Is this true?

Bob Leonard - No, once we delayed the power outage until the end of the spring term, the Library was pushed back at that time. The library can't start until then.
decisions?

Jeanette Pope - To what extent has Lori White been involved in our Critical Response Team discussions and decisions?

Dave Berque - She has not attended any of the CIMT meetings, but Bob and I have talked with her a few times and with the executive committee and she was part of the call.

Alan Hill – I also talked with her for student life issues.

Bridget Gourley- We need to remember that Dr. White has a full-time job.

Howard Brooks – Dr. White is planning on attending the May faculty meeting.

18. Adjournment

Meryl Altman Move to adjourn. **Jen Everett** Second **Adjourned at 5:12 pm**

Appendix A. Proposed Changes in Actuarial Science Major Requirements

Introduction

DePauw's Actuarial Program was approved by the Society of Actuaries (SOA) in spring 2015 to be listed as a UCAP (Universities and Colleagues with Actuarial Programs) school. The SOA Board in June 2016 approved significant changes to the Associate of the SOA (ASA) curriculum. The changes in the new curriculum were

effective in July 2018. To continue to meet the requirements for the UCAP list and provide best-in-class education to our actuarial students to remain competitive as future actuaries, we propose the following changes to the actuarial science major requirements.

1. Add the new course Math 494 (Actuarial Science and Financial Math Case Studies, approved by Course and Calendar Committee in Feb.2020) course as a second option for the actuarial science students' senior requirement and capstone experience.

2. Add three existing 300-level statistics classes (Math 341 Statistics Model Analysis, Math 348 Introduction to Statistical Computing, and Econ 385 Regression and Simulation for Economics and Management) to the elective courses

Rationale

The capstone experience is crucial to the Actuarial Science Program; it serves as the pinnacle course to the program. The new course Math 494, different from Math 495 (Math Senior Seminar), is project-based to provide students with the opportunity to demonstrate their skills and knowledge in a hands-on way that mirrors the work they will do in the workplace. Students participating in this senior capstone course are exposed to case studies in Actuarial Science and Financial Mathematics. Students will work in groups to complete various projects such as mortality and lapse studies in insurance and use public data in the Society of Actuaries, Casualty Actuarial Society, and other resources to model and price financial derivatives. Students will apply techniques from courses to real-world data using data analytic methods and tools to complete research.

In Math 494, students will gain experience in the practical application of their coursework as final preparation for entering the workforce. Besides opening students' minds to new possibilities, capstone projects also encourage students to think critically, solve challenging problems, and develop their skills in areas such as research, oral communication, and public speaking. The new course supports the DePauw Gold Commitment. Students are encouraged to connect their projects to community issues or problems and to integrate outside-of-school learning experiences. They will gain integrated experiences in applied skill development, civic engagement, and career development. This rewarding and valuable experiences will stimulate students' education and empower their creativity, especially for those without actuarial internship experience before graduation.

Math 494 is offered every other year. Students can take Math 495 to fulfill the senior requirement and capstone experience if Math 494 is not available in that year. Or students can do an independent study.

Learning Goals:

1) Professional Development

- Students will develop a knowledge of fundamental mathematical tools for quantitatively assessing risk. Emphasize the applications of these tools to problems encountered in actuarial science and financial math.
- Students will exhibit an understanding of additional considerations in practical applications of actuarial and financial theories, such as assumption setting, Actuarial Standards of Practice, the professional code of conduct, and effective communication.

2) Writing:

- Students will develop the ability to communicate the results of quantitative analysis effectively in writing.
- Students will an understanding of the standard project report structure and demonstrate the ability to write a project report including Title and executive summary, Introduction, Sources and structure of the data, Model selection and interpretation Summary and Conclusion, References and Appendices.

3) Research

- Students will be able to use standard research databases to identify research relevant to the topics in actuarial science and financial math.
- Students will be able to construct research topics in the field of actuarial science and financial math.

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- Students will be able to communicate their research problem, hypothesis, research process, and findings in clear terms understandable to a general audience.
- Students will be able to explain the relevance of their topic and findings to professional mathematicians.

The **prerequisites** of Math 494 are

(1) Two core actuarial science courses (Math 331 Theory of Compound Interest and Math 441 Probability)

(2) **One upper-level statistics course** offered in the Math Department (Math 341 Statistics Model Analysis, Math 348 Introduction to Statistical Computing) or Econ department (Econ 385 Regression and Simulation for Economics and Management, Econ 450 Econometrics).

Actuarial science uses the mathematics of probability and statistics to define, analyze and solve the financial problems of uncertain future problems. Predictive analysis and Big data have more and more come into play in the actuarial science field and they all require a better understanding of the statistical analysis. The upper-level statistics courses will better prepare our students for their future studies and career. Econ 450 was in the list of electives courses when we started to offer an Actuarial Science major in fall 2013. Math 341, Math 348 and Econ 385 were available after that. We propose to add these three “new” statistics classes in the electives courses. All these statistics courses help students understand key concepts of statistical learning and employ methods of exploratory data analysis, including data checking and validation. Students develop a solid statistical foundation and are well prepared for the new senior capstone course.

The proposed changes do not require additional teaching staff.

The following table reflects the proposed changes in the actuarial science major requirements.

	Current Major Requirements	Proposed Major Requirements
Total Required Courses	10	10
Core 5 courses (4 courses in Mathematics and 1 in Economics) <i>(unchanged)</i>	<ul style="list-style-type: none"> • Math 151 Calculus I • Math 152 Calculus II • Econ 100 Introduction to Economics • Math 331 Theory of Compound Interest • Math 441 Probability 	<ul style="list-style-type: none"> • Math 151 Calculus I • Math 152 Calculus II • Econ 100 Introduction to Economics • Math 331 Theory of Compound Interest • Math 441 Probability
Other 3 Required Courses (2 courses in Mathematics and 1 in Economics) <i>(unchanged)</i>	<ul style="list-style-type: none"> • Econ 294 Intermediate Microeconomics Theory or Econ 295 Intermediate Macroeconomics Theory • One 200-level math course • Math 332 Financial Math Seminar (1/2 course) • Math 442 Probability Seminar (1/2 course) 	<ul style="list-style-type: none"> • Econ 294 Intermediate Microeconomics Theory or Econ 295 Intermediate Macroeconomics Theory • One 200-level math course • Math 332 Financial Math Seminar (1/2 course) • Math 442 Probability Seminar (1/2 course)
Electives courses (1 course)	<ul style="list-style-type: none"> • Math 336/Econ 390 Introduction to Financial Engineering • Econ 393 Corporate Finance • Econ 450 Econometrics 	<ul style="list-style-type: none"> • Math 336/Econ 390 Introduction to Financial Engineering • Math 341 Statistics Model Analysis • Math 348 Introduction to Statistical Computing

		<ul style="list-style-type: none"> ● Econ 385 Regression and Simulation for Economics and Management ● Econ 393 Corporate Finance ● Econ 450 Econometrics
Senior Requirement and Capstone Experience	<ul style="list-style-type: none"> ● Math 495 Math Senior Seminar 	<ul style="list-style-type: none"> ● Math 494 Actuarial Science and Financial Math Case Studies ● Math 495 Senior Seminar

* Students double major in Actuarial Science and Economics will have **no more than three** overlapped courses.

Appendix B. Proposal for a Subcommittee on General Education

Rationale: General Education Policy and Courses are not identified clearly enough as they currently stand. Providing this clarity is a primary task for the Subcommittee. The faculty needs to clarify General Education as distinctly different from other “Graduation Requirements,” as foundational knowledge and exploration rather than as a checklist of “distribution requirements.” This would include describing our current state of General Education as clearly as possible, and defining the path from our current state to a new, more clearly articulated foundational knowledge and exploration experience that is fundamental for each student’s liberal arts education.

General Education Subcommittee

Function: The subcommittee shall research, propose, pass, implement, and conduct initial assessment of a new/updated philosophy and practice of General Education at DePauw University. The four faculty representatives are asked to hold meetings with their respective Divisions at least twice per semester as part of their work. The Subcommittee on General Education should intersect with the Registrar on a regular basis.

The subcommittee reports to the Committee on Curricular Policy and Planning.

Membership - four faculty members; one each from Arts, Social Science, Humanities, and Mathematical, Computational or Natural Sciences. VPAA or representative as a non-voting member. Membership is limited to faculty members who have completed their third-year review or equivalent.

Additional details:

The members are chosen by the Curriculum Committee from nominations (including self-nominations), and confirmed by the Governance Committee. In choosing this group, the Curriculum Committee will make every effort to achieve balance in terms of rank, gender, and cultural representation.

The General Education Subcommittee will operate during Academic years 2020-2021 and 2021-2022. This group will submit a monthly written report to the Curriculum Committee, to be included in the written comments from the Curriculum Committee in the agenda for each full faculty meeting. If the charge of this subcommittee is not complete within this two-year limitation, responsibility for carrying on the process will revert to the Curriculum Committee.

The General Education Subcommittee will put a plan before the full faculty no later than the February 2021 faculty meeting. The Curriculum Committee recommends taking nonbinding straw polls until a 2/3 vote of the full faculty present is reached, prior to putting the plan before the full faculty for a formal vote. A formal motion will be put before the faculty for a vote by the end of the 20-21 academic year (at least by April notice

for a May vote, hopefully sooner). The plan will also require support from the administration (e.g., with regard to resource and logistical issues). If no plan is approved by the end of academic year 20-21, the General Education Subcommittee will resume the process for academic year 21-22.

After the plan is approved by formal faculty vote and supported by the administration (for resource and logistical issues), the General Education Subcommittee will take the lead, in cooperation with the VPAA and Academic Affairs, in creating procedures for implementation and assessment of the General Education Program. Their work will continue through the academic year 2021-2022, after which ongoing responsibilities for revision, implementation and assessment will revert to the Committee on Curricular Policy and Planning.

Service on the General Education Subcommittee will count the same as service on any Standing Committee, and will be credited as such by a letter added to each member's file from the VPAA acknowledging this level of service. This level of service has been confirmed by the Review Committee.

Appendix C. Changes to the Major in Kinesiology

Below is the current language in the course catalog followed by the proposed language.

Current Language:

Total courses required	Nine KINS plus anatomy and statistics
Core courses	KINS 100, KINS 254, KINS 309 (formerly 409), KINS 353, KINS 450, KINS 451
Other required courses	<ul style="list-style-type: none">• Two courses from KINS 350, KINS 354, KINS 410, KINS 420.• Two courses (one must be at the 300 or 400 level) from KINS 230, KINS 260, KINS 269, KINS 363, KINS 366, KINS 406• BIO 203• PSY 214, MATH 141 or MATH 247
Number of 300 and 400 level courses	Six

Proposed Language:

Total courses required	Ten KINS plus statistics
Core courses	KINS 100, KINS 255, KINS 256, KINS 309, KINS 353, KINS 450 (0.5 credit), KINS 451 (0.5 credit)
Other required courses	<ul style="list-style-type: none">• Four courses from KINS 230, KINS 260, KINS 350, KINS 354, KINS 410, KINS 420• PSY 214 or MATH 141 or MATH 247 (Statistics course)
Number of 300 and 400 level courses	Six

Justification

In the current requirements for the major, students took KINS 254 (Human Physiology) and BIO 203 (Human Anatomy). Approximately three years ago, Kinesiology improved the student experience from having separate Anatomy and Physiology classes to combined classes KINS 255 (Anatomy and Physiology I) and KINS 256 (Anatomy and Physiology II). We have been managing the change in requirements through advising within the department. As this change is now complete in the curriculum and student cohorts, Kinesiology would like the

course catalog to reflect the change. From the student perspective, the only difference is in the number of courses they take within the department (current 9 vs. proposed 10), while the total number of courses needed remains the same (current 11 vs. proposed 11).

In addition, we would like to collapse the number of elective courses to those that are currently being offered. The current language includes courses that were left over from when Athletic Training (AT) was offered as an option of emphasis (the AT emphasis ended in 2011). The following AT courses have not been offered for several years; KINS 269 – Concepts and Perspectives Bridging Allied Medicine, KINS 363 – Therapeutic Exercise, KINS 366 – Musculoskeletal Pathomechanics, and KINS 406 – Administration and Risk Management. The removal of these courses from the catalog language would simplify the electives down to a single group of classes that the student chooses from.

Appendix D. Changes in the requirements for the History Major

Total Courses Required Ten—Nine in History and 1 in cognate field

Core Courses:

- Either HIST 100 or HIST 197
- HIST 295
 - Either HIST 490 or HIST 495 and HIST 496.
 - The core course in the major, as well as all required 300-level courses (with limited approved exceptions) must be taken on campus.

Other Required Courses:

- Of the remaining six courses, five must be at the 200-level or above, at least three of which must be at the 300-level.
- Students must select a concentration in one of the following four thematic areas: Empires, Nations, Migrations & Politics; Gender & Sexuality; Ideas, Health, the Body, & Science: Race, Religion, & Identity. To fulfill a concentration, students must take four course—3 of which must be History courses, and 1 course must be from a different discipline, department, or program that addresses the concentration from their perspective. At least one course in the concentration must be at the 300-level. Courses in concentration should not be confined to a single global region or country.
- At least one course must be taken in three of the following seven geographic fields: Africa, East Asia, Europe, Latin America, Middle East, the Pacific Islands, and the United States.
- The content of at least one course must primarily cover a period of history prior to 1800.

Number of 300 and 400 Level Courses

Four

Senior Requirement and Capstone Experience

[unchanged from current catalog copy]

Writing in the Major

[unchanged from current catalog copy]

REQUIREMENTS FOR A MINOR

History	
Total Course Required	Five
Core Courses	One course at the 100-level, one at the 200-level and one at the 300-level; History 295.
Other Required Courses	At least two geographic areas, one of which must be Africa, Asia, Latin America, the Middle East, or the Pacific Islands.
Number of 300 and 400 Level Courses	One

COMPARISONS, CLARIFICATIONS, & RATIONALE

MAJOR

	CURRENT	FUTURE
Total Courses	9	10 (9 History + 1 cognate)
100 level	usually 2 but not specified Mix of FYS, Hist Enc and surveys in non US areas; AP credits	at least 1 (FYS or Hist Enc) up to 2, one of which could be AP emphasis on introducing primary sources
200 level	US surveys; topics; national and regional non US surveys	all surveys move to this level; reduce scope and sweep; one historiographical assignment
	Required Hist 295 theory course	Required Hist 295 theory course
300 level	at least 3 courses at this level Seminar style topically focused Significant research paper	at least 3 courses at this level Seminar style topically focused Significant research paper
400 level	Required Senior Seminar (490) 2 semester thesis optional	Required Senior Seminar (490) 2 semester thesis optional
Requirements		
Breadth:	3 regions of the world At least 1 course pre-1800	3 regions of the world At least 1 course pre-1800
Depth:	significant course work on one region or theme of student's choice	Cluster/Concentration/Pathway a) Empires, Nations, Migrations, & Politics b) Gender & Sexuality c) Ideas, Health, the Body & Science d) Race, Religion, & Identity

MINOR

	CURRENT	FUTURE
Total Courses	5	5
100 level	1	1
200 level	1	1
300 level	1	1
400 level	0	0
Breadth	suggested	required
Required Courses	0	1 (History 295)

CLARIFYING NOTES

- Courses can apply to more than one cluster.
- Every course other than History 295 (our theory course) and History 490 (our capstone course) fit into at least one cluster.
- Every course the department offers that has an assigned permanent catalog designation would indicate in the catalog copy the concentration cluster(s) to which the course can be applied.
- Every History course syllabus will clearly indicate the concentration cluster(s) to which the course can apply.
- All 100 level topics classes (FYS; Historical Encounters), History 200: topics, and History 300 topics classes will indicate in the course description and syllabus to which cluster or clusters the course applies.
- The department will maintain a list of catalog courses in other departments and programs that automatically apply as a cognate course for a cluster; in consultation with the major advisor, new courses and topics courses in other departments and programs will be deemed eligible to count toward the cognate requirement.

RATIONALE

In answer to the Curricular Policy and Planning Committee's Fall 2019 query about liberal education, we wrote: Every problem, solution, institution, and community that DePauw graduates will inhabit has a history. History as a discipline fosters an ongoing conversation that helps students to become informed global citizens who are able to understand and thoughtfully reimagine their places in those communities and in the world. The study of change and continuity across space and time promotes empathy as students learn to tell stories other than their own. The study of the past cultivates an understanding of how multiple kinds of contexts—local, national, cultural, environmental, political—shape societies. History also offers students crucial skills in assessing information and producing knowledge: our students read extensively and critically, write persuasively and succinctly, and account for multiple perspectives at every historical turn. The sweep of our offerings provides global coverage, while allowing students to make meaningful choices about what intellectual paths they wish to pursue. From this engagement, our students become skilled at rendering history legible to others. Speaking truth to power and exercising power justly require no less.

The learning goals we identified to the Dean of Academic Programs, Assessment, and Policies were:

- Think critically about a variety of texts (written, oral, visual) and how historians construct historical contexts

- Produce evidence based arguments and narratives
- Explore the past to make the present more comprehensible
- Frame research questions and pursue these questions by identifying appropriate and coherent bodies of sources
- Become informed global citizens who appreciate the value of diversity and the role of diverse historical actors and cultures in shaping the past, the present, and the future
- Synthesize historical literature
- Write with grace, concision, accuracy, and proper citations
- Discuss complicated and controversial material with seriousness and respect
- Empathy across time, space, and cultures

The Student Outcomes we identified were:

- Research skills (framing questions, identifying and analyzing primary sources)
- Analytical skills (identifying and framing arguments, other historian's and your own)
- Writing skills (clarity, concision, accuracy, and attribution)
- Oral communication skills (discussion, leadership, formal presentations)
- Problem solving skills (synthesizing historical literature, navigating debates between experts and between historical actors)
- Breadth of geographic and chronological knowledge (tracing connections between places and forging thematic comparisons across regions and eras)
- Expertise/depth (develop a thematic, chronological, or geographic specialization; produce scholarly research pursuing a focused historical questions of the student's own devising based on intensive primary and secondary research)

We believe that the revised curriculum aligns much better with our liberal arts vision, our learning goals, and our desired student outcomes than our current curriculum, designed long before any current member of the department arrived at DePauw. In the years since the more senior members of the department arrived, there has been only one major and one minor to our major. We developed and added as a requirement a theory course, History Today: Debates and Practices (Hist 295). Through the years, we also tweaked how many 100-level courses and 300-level courses students take to fulfill the major.

Now, we wish to more intentionally create a curriculum that more clearly identifies which skills we want to teach at which levels of the curriculum. We will aim to be consistent in our pedagogical goals and emphases at each level, regardless of the period, regions, or themes covered in each course. Finally, the new curriculum will emphasize global and cross-regional/continental connections and comparison to mitigate against over-emphasis on the nation-state and problematically defined, limited geographies.

All of our historical surveys will also be moved to the 200-level, in order to create greater parity between U.S.-centered courses and other courses. Some of these surveys will be redesigned and re-conceptualized to emphasize our pedagogical goals and student outcomes for 200-level courses. This will allow us to offer 100-level courses that: a) courses that excite introductory students with immersive experiences emphasizing a particular theme and topic; and b) emphasize specifically skill-building, with considerable emphasis on the use of primary sources. By requiring at least one 100-level course, we will ensure that all majors have had this experience, while attracting general education students to dynamic courses that are a dramatic and exciting break from the sweeping surveys that usually define pre-college history education. 200-level courses, that take on larger geographical, chronological, and thematic scope are designed to attract general education students, while giving budding history majors a chance to apply their skills to the more complex and variegated historical terrains and historiographic debates. As has long been the case, the 300-level courses will hone research and analytical skills around topics that require greater analytical sophistication and more intense reading loads.

The shift away from geographical concentrations and toward thematic clusters comes after many years of discussion. We are at the end of a significant wave of retirements. Several of our faculty, relative newcomers and long-serving members alike, have defined or redefined their teaching and research interests in trans-national terms, despite training rooted in specific regions or nations. The thematic clusters reflect the fact that the profession itself has long since slipped the mores of the nation-state as a primary unit of analysis, while the 21st century has accelerated historical interest in connections, comparisons, cross-cultural narratives, and inter-regional framings.

The clusters we have identified more accurately reflect what we do individually and collectively as historians. We do not study “history” as monolithic topical or conceptual entity, but as an umbrella for particular types of analytical and narrative concerns. We designed these clusters to express current practice. These clusters draw on extant intellectual resources within the department. Of course, we will continue to create new courses and, over time, our personnel will change, but these clusters do not, in and of themselves, require new resources. We already teach courses that address: Empires, Nations, Migrations, & Politics; Gender & Sexuality; Ideas, Health, the Body, & Science; and Race, Religion, & Identity. The new system makes manifest our department’s strengths, interests, and abiding historical concerns.

The new system of thematic clusters replaces a system of counting with one of intentionality. By front-loading our thematic clusters and stating them in our catalog, we will invite students (in consultation with their advisors) to enroll in courses that address themes and topics of their interest that cover a variety of regions and temporal periods. Rather than reifying artificial boundaries between regions, the shift to thematic clusters will prompt students to more directly engage with the inherent connectedness of many parts of the world over significant lengths of time. In the past, students and advisors often identified a concentration in the student’s history major (primarily based on geographical regions) by reviewing the slate of completed courses after the fact. The new system builds intentionality, diversification, expertise, and interdisciplinarity into the major. Students and advisors will identify and intentionally seek out connections between past and future courses. The intellectual stakes in thinking through theories in History 295 and a seminar paper topic in History 490 will be made more explicit. And, through the addition of a cognate requirement, the connection between the History Major and the rest of the curriculum will be more clearly articulated.

We should also note that the adjustments to the Minor will make it more rigorous and more intentionally diverse in geographical focus.

Inspired by similar reforms at Amherst and Yale but building on our department’s own strengths and unique qualities, this new curriculum enhances pedagogy, rigor, and intellectual purpose. Once approved, we will spend next year re-aligning our course offerings on the 100 and 200 level so that majors who declare in Fall 2021 onward will officially follow this new curriculum. We will encourage majors who declare in Fall 2020 to embrace the spirit of the new curriculum while allowing them to graduate under the current requirements.

NOTE ON CURRENT COURSE CATALOG INVENTORY

Surveying the current course catalog in History, we have the current capacity for students to fulfill each of these clusters. This capacity will remain more or less the same as we move and reformulate some of our current 100-level courses for the 200-level and offer a robust array of History 100 (Historical Encounters topics courses) and History 197 (FYS) courses.

“Empires, Nations, Migrations & Politics” is the most robust with 26+ at the 100/200 level (the + signifies multiple topics offered as History 100, History 197, and History 200); and 15+ at the 300-level (the + is History 300: Topics).

“Gender & Sexuality” has 6 + at the 100/200 level (+ for multi-topic History 100, History 197, History 200); and 6+ at the 300 level (+ for History 300: Topics).

“Ideas, Health, the Body, & Science” has 5+ at the 100/200 level (+ for multi-topic History 100, History 197, History 200) and 4+ at the 300 level (+ for History 300: Topics).

“Race, Religion, & Identity” has 17+ at the 100/200 level (+ for multi-topic History 100, History 197, History 200) and 8+ at the 300 level (+ for History 300: Topics).