

DePauw University Faculty Meeting Agenda
September 13th, 2010

Call to Order

The Chair of the Faculty called the meeting to order at 4:04 PM.

Announcement of Fall Semester Quorum by VPAA (David Harvey)

The VPAA announced that the handbook states that quorum is 40% of those faculty members who are eligible to vote and not on leave. This fall there are 237 eligible faculty members. After adjusting for those faculty members on leave, there are 207 eligible faculty members. This translates to a quorum for the fall semester of 83.

Verification of Quorum

The Chair of the Faculty confirmed that more than 83 ballots had been distributed to voting faculty members at the meeting; therefore, the quorum was verified. There were a total of 110 ballots distributed at the meeting.

Approval of Minutes from the May 2010 Faculty Meeting

The Chair of the Faculty asked if there were any additions or corrections to the minutes of the May 2010 faculty meeting. There were none, and the minutes as circulated were approved by unanimous consent.

The Chair of the Faculty then offered a few notes as the meeting moved into committee reports. He stated that most committees are just getting started this fall and will give simple reports consisting of an offer to answer questions. If there are questions, please use the microphones that are available to you. Please say your name and department to help new faculty members as well as the student media. For similar reasons, avoid using acronyms. He concluded by noting that the committee rosters shown on the agendas for various committees show the elected committee members only; for the full committee listings, including appointees, administrative representatives and student members, see the URL on the agenda.

Reports from Coordinating Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

Student Life and Academic Atmosphere Committee – SLAAC (Kathryn Millis)

The chair of SLAAC's report consisted of an offer to answer questions. There were no questions.

The following announcement was found in the agenda, but not read during the meeting:

- The faculty members serving on SLAAC during 2010-2011 are: Jay White, Greg Schwipps, Sharmin Tunguz, Jeff Gropp, Maria Luque and Kathryn Millis (Chair).

Committee on Academic Policy and Planning – CAPP (Bruce Sanders)

The chair of CAPP's report consisted of an offer to answer questions. There were no questions.

The following announcements were found in the agenda, but not read during the meeting:

- The faculty members serving on CAPP during 2010-2011 are: Bruce Sanders (Chair), Hiroko Chiba, Fred Soster, Rich Cameron, Marnie McInnes and Julia Bruggemann.

<ul style="list-style-type: none"> CAPP has appointed Nicole Brockmann, Jeane Pope and Rebecca Schindler to the FYS subcommittee. CAPP has appointed Valarie Ziegler and Jeff Hansen as one year replacements to the Winter Term subcommittee. Rich Cameron has agreed to be the CAPP representative to the Hartman Steering Committee.
<p>Management of Academic Operations – MAO (Andrew Hayes)</p> <p>The chair of MAO's report consisted of an offer to answer questions. There were no questions.</p> <p>The following announcements were found in the agenda, but not read during the meeting:</p> <ul style="list-style-type: none"> The faculty members serving on MAO during 2010-2011 are: Andrew Hayes (Chair), Sherry Mou, Tom Ball, Manu Raghav (fall) - Kellin Stanfield (spring), Jamie Stockton and Brian Howard. MAO will meet to decide the next step in the discussion of the Foreign Language Requirement discussion, to decide on the advisability of appointing a special committee to examine issues related to statistics course offerings across the curriculum, to decide on the action to take regarding academic probation, to decide what action, if any, to take regarding the textbook purchasing information provided through the schedule of classes, and to confirm or appoint committee member representatives to several committees. These issues are in addition to MAO's regular activities of considering course/major change proposals.
<p>Committee on Faculty – COF (Rick Smock)</p> <p>The chair of COF's report consisted of an offer to answer questions. There were no questions.</p> <p>The following announcement was found in the agenda, but not read during the meeting:</p> <ul style="list-style-type: none"> The faculty members serving on COF during 2010-2011 are: Craig Paré, Peter Graham, Rick Smock (Chair), Rebecca Bordt, Howard Brooks, Clarissa Peterson, Matt Hertenstein, Linda Elman and Lori Miles.
<p>Reports from Other Committees</p> <p>Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp</p>
<p>Faculty Development Committee – FDC (Rich Martoglio)</p> <p>The chair of FDC was pleased to announce that there had been no cuts in the conference travel budget. He reminded faculty members that they should submit requests for these funds at least two weeks prior to the event in question. The form to submit can be submitted on-line, or a copy can be printed from the FDC website. Receipts and the reimbursement worksheet should be submitted to Becky Wallace no more than three weeks after the event.</p> <p>He then drew attention to the upcoming deadlines for applications for FDC funding (found below in the announcements). All guidelines for the funding available can be found on the FDC website.</p> <p>There were no questions.</p> <p>The following announcements were found in the agenda, but not read in the meeting.</p> <ul style="list-style-type: none"> The faculty members serving on FDC during 2010-2011 are: Brooke Cox, Eugene Gloria, Khadija Stewart, Jennifer Everett, Sherry Mou and Rich Martoglio (Chair). Application Deadlines: <ul style="list-style-type: none"> Fisher Time-Out – 9/15/2010 Fisher Fellowship – 9/15/2010

- Sabbatical Leave – 9/29/2010
- Pre-tenure Leave – 9/29/2010
- Faculty Fellowship – 10/27/2010

Committee on Administration - COA (Jackie Roberts)

The chair of COA's report consisted of an offer to answer questions. There were no questions.

The following announcement was found in the agenda, but not read during the meeting:

- The faculty members serving on COA during 2010-2011 are: Kent Menzel, Beth Benedix, Jackie Roberts (Chair), David Gellman, Vic DeCarlo, Marcia McKelligan and Inge Aures.

January 2011 Working Group - JWG (Bridget Gourley)

There was no report from the JWG.

The following announcement was found in the agenda, but not read during the meeting:

- The January 2011 Working Group (JWG), tasked to continue the faculty's work on intellectual life during January 2011, held their first meeting in August. In addition to working during winter term the group agreed to meet for three extended meetings during fall semester and found mutually available dates in October and December. The group decided to hold off soliciting specific input from faculty until they had a chance to meet and frame questions directly focused on their charge.

At the meeting Bridget Gourley agreed to coordinate the group. Questions and comments can be directed to her (bgourley@depauw.edu, x4607, Office Julian 354) or any other member of the working group (Sandro Barros, Beth Benedix, Bert Barreto, John Caraher, Tim Good, Susan Hahn, Rick Provine, Bruce Serlin and Scott Spiegelberg with David Harvey representing Academic Affairs).

Faculty Governance Steering Committee – FGSC (Dave Berque)

There was no report from the FGSC.

The following announcements were found in the agenda, but not read during the meeting:

- The faculty members serving on FGSC during 2010-2011 are: Rick Smock (COF Chair), Bruce Sanders (CAPP Chair), Andrew Hayes (MAO Chair), Kathryn Millis (SLAAC Chair), Rich Martoglio (FDC Chair), Jackie Roberts (COA Chair) and Dave Berque (Chair of the Faculty and FGSC Convener).
- The FGSC reminds the faculty of its charge, as mandated by the faculty in September, 2005:

“That the Chairs of coordinating committees (COF, CAPP, MAO, SLACC), the chairs of FDC and COA, and the Chair of the Faculty will serve on a steering committee for faculty governance. The Chair of the Faculty will serve as convener of the committee. The committee – designated the Faculty Governance Steering Committee (FGSC) – will meet regularly to oversee the faculty governance system and to engage in or delegate strategic planning matters for the faculty. The committee will assist the administration in directing its inquiries and requests for input to the appropriate faculty committee and, where necessary, in constituting representative ad hoc committees.”

Additional Business

Remarks from the President (Brian Casey)

The President gave the following statement:

First, I want to thank very large number of faculty members who helped with moving in day. By far and away the single thing I get the most comments on from parents is the sight of faculty around on that day, helping.

Second, I want to thank the faculty again for your participation in Opening Convocation. I recognize that it may not be the exact way you want to spend a Saturday – clapping for students and then listening to speeches. But I want to tell you that it does make a huge difference in the lives of these students and their families.

Now, I'd like to give you the following "bullet-point" updates:

- The first-year class that you have seen is about 610 students, a slight bit lower than I would want it, but a strong class.
- Retention numbers are in. We retained well from first to second year. Just a shade under 90%. The leading liberal arts colleges see about 94% retention, I would like to see us get to 92% very soon.
- The senior class we just graduated had a remarkably low 4 year graduation rate – approximately 74%. The current senior class is also a bit low, and these numbers will continue to haunt us. People look at four year graduation rates when looking at the strength of a school.
- Two major searches are afoot. The first is for a Vice President for Development. This is a truly national – actually international – search and we are making progress. I have to confess that this one feels a bit personal for me, as this is someone with whom I will be sharing many, many plane rides.
- The next major search is for the Dean of the School of Music. I will chair this search and I want to announce the members of this committee: Caroline Smith, Craig Pare, Scott Spiegelberg, Nicole Brockman, Wayne Glausser and Andrew Hayes.
- As you might have hear we have switched athletic conferences, leaving the Southern Collegiate Athletic Conference to join the North Coast Athletic Conference, joining with Wabash, Kenyon, Oberlin, Earlham, Ohio Wesleyan and Alleghany. I viewed this as a move to have us join with our academic peers. This move is not very popular with some of our students, and I ask your help with this. It is also a major change that will call for adjustments – there are some mid-week games. We will work with conference and push for fewer mid-week games. But I think overall this is overwhelmingly a positive change.
- We received the Report on the Task Force on Women and Families. This is available on the President's web page. David Harvey will report on how the University will respond to the recommendations of this report.

A faculty member stated that the President had mentioned two important searches, but she had a question about a third search – what is the status on a search for a Vice President of Academic Affairs? The President responded that he will be speaking to COA about this issue next week. He believes that he has an excellent VPAA right now, but believed the institution would be well-served by a search; the question is when we should do it. The President continued that he would like to have the current VPAA in place for a three-year

term, but he needs to discuss this with the VPAA.

Remarks from VPAA (David Harvey)

The VPAA made the following remarks:

Report from Task Force on Women and Family

In March 2009, President Casey appointed a task force to review DePauw's programs and practices that affect the status of female faculty and staff and that support a family-friendly work place, to identify issues that the University needs to address to provide a healthy and supportive climate for women and families, and to recommend revisions to policies and structural changes to University offices and programs.

The Task Force submitted its final report late last spring, a copy of which is available from the President's web site.

Pat Bacon, Director of Human Resources, and I are reviewing the report's recommendations and preparing a response to share with the President's Cabinet and, after its review, with the larger community. We hope to have this response completed this semester.

Request from Dan Meyer

Dan Meyer, the Vice-President for Admissions and Financial Aid, cannot be here today as he is on a recruiting trip in Georgia. He asked me to share with you this request: that the Admissions Office is looking for faculty who are willing to help this fall with the recruiting of prospective students by making calls to admitted students. If you are interested and willing to do so, please be in touch with Dan and his staff. I expect that Dan will follow up with an email to the faculty when he returns.

Preliminary Data on Faculty Demographics

There will be more data available later in the semester, but some preliminary data is available now. The full-time faculty at the beginning of the academic year, including those on paid or unpaid leave, includes 160 faculty members with tenure, 39 faculty members on the tenure-track, and 24 faculty members in term positions (this does not include librarians with faculty status), for a total of 223 full-time faculty members. As a comparison, last year we had 221 full-time faculty members, with 153 having tenure, 50 on the tenure-track, and 18 in term positions.

There are 46 faculty members in part-time positions, not counting librarians, coaches, and administrators with part-time status. Last year we had 56 part-time faculty members at the beginning of the year.

The FTE for this year is 230, which is the full-time headcount of 223 full-time teaching faculty (this omits the term librarians) minus those on unpaid leave and those term faculty members replacing individuals on paid leave, plus 1/3 of the true part-time faculty headcount; last year the FTE was 233.

The student-faculty ratio this year is 10:1, which is the same as last year.

The average class size this fall is 17.5, with 44% of classes having 15 or fewer students and 91% of classes having 25 or fewer students. There are no classes with enrollments exceeding 35 students. Last fall, the average class size was 18, with 34% of classes having 15 or fewer students and 84% of classes having 25 or fewer students. Last fall there were seven courses with

enrollments exceeding 35 students.

Remarks from the Dean of the Faculty (Kerry Pannell)

The Dean of the Faculty made the following remarks:

You already heard from FDC that we came in under budget for the entire faculty development program and that we are continuing to review the program in order to make sure that it is serving the needs of the faculty well. In addition, we need to be nimble, ready to respond to needs that may arise from ongoing intellectual life discussions and initiatives arising from the Winter Term Working Group that is examining the Winter Term program and the 2011 Working Group that is meeting to consider the questions that emerged last spring regarding what a liberal arts education at DePauw means for faculty work-life and our scholarly and artistic community.

Regarding the Winter Term Working Group, I met with that group in early summer, where they noted that the faculty development program doesn't really do much to help develop our Winter Term curriculum. I had to agree with them that it hasn't been a priority in the past. We would like to remedy this, but it will depend on what comes out of the Working Group.

It's clear that nimbleness and flexibility on the part of the faculty development program will be required for what might come out of the 2011 Working Group discussions, and I look forward to what their recommendations might bring.

Putting on my external grants hat, I hope that many people will be inspired to write grant proposals this year, and wanted to remind you of the new structure in Academic Affairs. Associate Dean of Academic Affairs Carol Steele is spending the majority of her time now on Grants, and so you should feel free to contact her regarding programs you'd like to apply to or research projects that you'd like to find funding for. In addition to Carol, Valerie O'Hair is our Grants Administrator – she helps with specific proposals and budgets for grants. We are still part of the New Directions Initiative, the Mellon grant to the GLCA that is providing funds for faculty projects. We are doing well in this initiative, but we could be doing better; if you are interested, talk to the Faculty Development Coordinator.

The United Methodist Church sponsors an annual teaching award, and our funding for this award is supplemented by an endowed fund provided by George and Virginia Crane. Please send to me your nominations of a faculty member who exemplifies excellence in teaching, civility and concern for students and colleagues, has a commitment to value-centered education, serving the students, institution and the community (deadline is October 1st). If you know someone who should be recognized for their teaching because they are excellent in the way I just described, send me an email or letter with the person's name and a brief description of why they should win this award.

One last important thing to note is that the Faculty Development Committee has been discussing what they would like to see as part of a Center for Teaching and Learning, which was one of the recommendations that emerged from the Summer 2009 Working Group. Right now, we carry out a lot of what would happen in a Teaching Center in a variety of locations on campus, and our Faculty Development Coordinator carries out many of the tasks that might be carried out by a Director of such a center. It would be great for us to have a place where faculty can hang out and discuss pedagogy. In particular, I'm thinking of a space that would be conducive to activities that could be considered group-oriented faculty development – like development that we have done in the past; conversations that kept us on the cutting edge of pedagogy, such as those that led to our Q, S, W and first-year seminar programs.

We'll be having open meetings to explore ideas and come up with a strategy that will lead us to what the faculty want in a Center for Teaching and Learning. If you have any specific comments, please let me know or contact any member of the Faculty Development Committee with your suggestions.

Old Business

There is no old business to come before the faculty.

New Business

There was no new business.

Announcements

Elections Results:

A number of special elections took place late last spring and early this fall to fill vacant positions. The results are as follows:

- COF At Large Position, Three Year Term: Clarissa Peterson
- COF At Large Position, Three Year Term: Lori Miles
- COF At Large Position, Two Year Replacement: Matt Hertenstein
- Parliamentarian, Three Year Term: Tiffany Hebb
- SLAAC At Large Position, Three Year Term: Kathryn Millis
- CAPP Division Four Position, Two Year Replacement: Rich Cameron

Executive Session

The Chair of the Faculty stated that, if there were no objections, the faculty meeting will enter an executive session for the purpose of President Casey's report on "Planning the Future of DePauw." Please consult Appendix A of the agenda for a listing of faculty members who have voting privileges and who are therefore invited to remain.

There were no objections.

The Chair of the Faculty reminded the faculty that our tradition is to not take minutes during an executive session. Related to this, the discussions during an executive session are considered to be confidential.

The faculty meeting moved to executive session at 4:27 PM.

Adjournment

The faculty meeting adjourned at approximately 5:45 PM.

Appendix A. List of Voting Faculty Members

Last	First	Status		Last	First	Status	
Adams	Jennifer	Voting		Crary	Sharon	Voting	
Altman	Meryl	Voting		Csicsery-Ronay	Istvan	Voting	
Alvarez	David	Voting		Cymerman	Claude	Voting	
Anderson	Jeremy	Voting		Dagaz	Mari	Voting	
Anthony	Susan	Voting		Davis	Nancy	Voting	
Arnold	Russell	Voting		DeCarlo	Victor	Voting	
Aures	Inge	Voting		Dewey	Robert	Voting	
Autman	Samuel	Voting		Dickerson	Vanessa	Voting	
Babington	Pat	Voting		Dickinson	Thomas	Voting	
Balasubramanian	Suman	Voting		Dixon	Mary	Voting	
Balensuela	Matthew	Voting		Dixon-Fyle	Joyce	Voting	
Ball	Thomas	Voting		Dixon-Fyle	Mac	Voting	
Barber	Amy Lynn	Voting		Doak	Emily	Voting	
Barreto	Humberto	Voting		Dudle	Dana	Voting	
Barros	Sandro	Voting		Dulanto	Jalh	Voting	
Bayer	Ellen	Voting		Dunn	Jeffrey	Voting	
Bean	Barbara	Voting		Dye	Ronald	Voting	
Beauboeuf	Tamara	Voting		Dziubinskyj	Aaron	Voting	
Bedard	Lynn	Voting		Edberg	Eric	Voting	
Belguellaoui	Cheira	Voting		Edwards	Carla	Voting	
Belyavski-Frank	Masha	Voting		Elman	Linda	Voting	
Benedix	Beth	Voting		Eppley	Hilary	Voting	
Benedix	James	Voting		Evans	Arthur	Voting	
Berenberg	Daniel	Voting		Everett	Jennifer	Voting	
Berque	David	Voting		Fancy	Nahyan	Voting	
Bhan	Mona	Voting		Field	William	Voting	
Bondy	Christopher	Voting		Finney	Melanie	Voting	
Bonebright	Terri	Voting		Flury	Angela	Voting	
Bordt	Rebecca	Voting		Forbes	Michael	Voting	
Bretscher	Mary	Voting		Forcadell	Maria	Voting	
Brickell	Meredith	Voting		Fornari	Chester	Voting	
Brockmann	Nicole	Voting		Foss	Pedar	Voting	
Brooks	Howard	Voting		Fox	Vanessa	Voting	
Brown	Harry	Voting		Foy	Leonard	Voting	
Bruggemann	Julia	Voting		Fruhan	Catherine	Voting	
Burgman	Raymonda	Voting		Fuller	Jason	Voting	
Call	Rex	Voting		Gallagher	Maryann	Voting	
Cameron	Richard	Voting		Geis	Deborah	Voting	
Caraher	John	Voting		Gellman	David	Voting	
Casey	Brian	Voting		Gilson	Caroline	Voting	
Castañeda	Angela	Voting		Glausser	Wayne	Voting	
Chiang	Yung-chen	Voting		Gloria	Eugene	Voting	
Chiba	Hiroko	Voting		Goma	Ophelia	Voting	
Cope	Tim	Voting		Good	Tim	Voting	
Cornell	Cynthia	Voting		Gourley	Bridget	Voting	
Cotton	Page	Voting		Graham	Peter	Voting	
Coulont-Henderson	Françoise	Voting		Gropp	Jeffrey	Voting	
Cox	Brooke	Voting		Guinee	David	Voting	

Last	First	Status
Gurnon	Daniel	Voting
Hahn	Susan	Voting
Hall	Thomas	Voting
Hansen	Jeffrey	Voting
Hanson	Bryan	Voting
Harms	Douglas	Voting
Harrington	Jan	Voting
Harris	Anne	Voting
Harvey	David	Voting
Harvey-Koelpin	Sally	Voting
Hayes	Andrew	Voting
Hazel	Wade	Voting
Hebb	Tiffany	Voting
Heithaus	Joseph	Voting
Henk	Amanda	Voting
Hershberger	Robert	Voting
Hertenstein	Matthew	Voting
Hillis	Rick	Voting
Howard	Brian	Voting
Howley	Kevin	Voting
Huffman	Carl	Voting
James	Leslie	Voting
Jetton	Caroline	Voting
Johnson	Cleveland	Voting
Johnson	Kaytie	Voting
Kannowski	Mark	Voting
Kenney	Jeffrey	Voting
Kertzman	Mary	Voting
Kingsley	Robert	Voting
Kinney	Kevin	Voting
Kirkpatrick	Kenneth	Voting
Klaus	Carrie	Voting
Klinger	Geoffrey	Voting
Komives	Alexander	Voting
Kuecker	Glen	Voting
Lafontant	Pascal	Voting
LaLone	Darrell	Voting
Lanzrein	Valentin	Voting
Leech	Dina	Voting
Lemon	Gary	Voting
Liu	Jinyu	Voting
Luque	Maria	Voting
Mackenzie	Michael	Voting
Manickam	Nachimuthu	Voting
Martoglio	Richard	Voting
Matthew	Mervin	Voting
McCall	Jeffrey	Voting
McInnes	Marion	Voting

Last	First	Status
McKelligan	Marcia	Voting
McVorrان	Marcelle	Voting
Menzel	Kent	Voting
Miles	Lori	Voting
Millis	Kathryn	Voting
Mills	James	Voting
Moore	Kevin	Voting
Mou	Sherry	Voting
Musser	Thomas	Voting
Nasr	Ghassan	Voting
Newman	David	Voting
Nichols-Pethick	Jonathan	Voting
O'Bannon	Brett	Voting
O'Dell	Cynthia	Voting
Olowoyeye	Adebayo	Voting
Ota	Pauline	Voting
Oware	Matthew	Voting
Pannell	Kerry	Voting
Paré	Craig	Voting
Peterson	Clarissa	Voting
Phang	May	Voting
Pickerill	Marie	Voting
Pizzolatto	Nicholas	Voting
Pollack-Milgate	Howard	Voting
Pope	Jeanette	Voting
Propsom	Pamela	Voting
Provine	Rick	Voting
Puga	Alejandro	Voting
Qu	Guangjun	Voting
Raghav	Manu	Voting
Rahman	Smita	Voting
Rainbolt	Martha	Voting
Rinker	Jeremy	Voting
Rizner	Dan	Voting
Roberts	Jacqueline	Voting
Roberts	Michael	Voting
Ross	Scott	Voting
Sahu	Sunil	Voting
Salman	Randy	Voting
Sanders	Bruce	Voting
Schindler	Rebecca	Voting
Schlotterbeck	John	Voting
Schneider	Henning	Voting
Schwipps	Gregory	Voting
Seaman	Francesca	Voting
Sears	Gregory	Voting
Serlin	Bruce	Voting
Shannon	Daniel	Voting

Last	First	Status
Shaw	Misti	Voting
Shifa	Naima	Voting
Sinowitz	Michael	Voting
Smith	Caroline	Voting
Smith	Orcenith	Voting
Smock	Richard	Voting
Smogor	Louis	Voting
Soster	Frederick	Voting
Spiegelberg	Scott	Voting
Stack	Jonathan	Voting
Stanfield	Kellin	Voting
Steele	Robert	Voting
Steinson	Barbara	Voting
Stewart	Khadija	Voting
Stinebrickner	Bruce	Voting
Stockton	Jamie	Voting
Suarez	Alicia	Voting
Sununu	Andrea	Voting
Thede	Scott	Voting
Timm	Steven	Voting
Tonne	Keith	Voting
Townsend	Gloria	Voting
Tremblay	Sheryl	Voting
Tromble	Rebekah	Voting
Tunguz	Sharmin	Voting
Upton	Rebecca	Voting
Vaglia	Janet	Voting
Van Brunt	Carrie	Voting
Villinski	Michele	Voting
Wachter	Daniel	Voting
Wagner	Christina	Voting
Ward	James	Voting
Watt	Paul	Voting
Weisz	Eva	Voting
White	Jay	Voting
White	Chris	Voting
Whitehead	Barbara	Voting
Wielenberg	Erik	Voting
Wilkerson	Scott	Voting
Wilson	Susan	Voting
Wilson	Wesley	Voting
Worthington	David	Voting
Wright	Lili	Voting
Wu	Zhixin	Voting
Ziegler	Valarie	Voting

DePauw University Faculty Meeting Minutes
October 4th, 2010

Call to Order

The Chair of the Faculty called the meeting to order at 4:05 PM.

Verification of Quorum

The Chair of the Faculty confirmed that more than 83 ballots had been distributed to voting faculty members at the meeting; therefore, the quorum was verified. There were a total of 107 ballots distributed at the meeting.

Approval of Minutes from the September 2010 Faculty Meeting

The Chair of the Faculty asked if there were any additions or corrections to the minutes of the September 2010 faculty meeting. There were none, and the minutes as circulated were approved by unanimous consent.

Reports from Coordinating Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

Student Life and Academic Atmosphere Committee – SLAAC (Kathryn Millis)

The chair of SLAAC's report consisted of an offer to answer questions. There were no questions.

The following announcements were found in the agenda, but not read during the meeting:

- SLAAC has begun discussion of the Nature Park Advisory Committee, which had been established in 2008 as a temporary committee, with the intent that it would be reviewed this fall.
- The committee is discussing procedures for University Review Committees to help clarify details.
- SLACC has generated pools of faculty members and students willing to serve on University Review Committees if needed.
- Jen Adams and Keith Tonne have been appointed by SLAAC to the Dining Services Oversight Committee.

Committee on Academic Policy and Planning – CAPP (Bruce Sanders)

The chair of CAPP reported that at CAPP's first meeting they discussed how to proceed with curricular reform. He stated that the committee has decided to proceed incrementally by looking at each competency one at a time. CAPP plans to begin with the writing competency.

The chair of CAPP stated that CAPP plans to consult with all interested parties; they have already met with the head of the English department's 100 committee. CAPP plans to meet with members of the Writing Program Coordinating Committee soon. CAPP is doing their homework in the meantime – they hope to have a proposal before the faculty by the February faculty meeting.

The chair of CAPP concluded his report by stating that the Winter Term Reform subcommittee is working on Winter Term reform, and CAPP hopes to consider their report in the early spring and bring a proposal to the faculty sometime in the spring semester.

There were no questions.

The following announcement was found in the agenda, but not read during the meeting:

- CAPP has appointed Marnie McInnes to be the CAPP representative to the ad hoc Faculty Committee on Admissions.

Management of Academic Operations – MAO (Andrew Hayes)

The chair of MAO made the following motion:

MAO moves that the faculty approve the following new courses:

- *ITAL 375: Introduction to Italian Literature (1 Credit)*
An introduction to short stories, and excerpts from some of the masterpieces of Italian literature of the Twentieth century. Literary texts will be the point of departure for a course based on discussion. Taught in Italian. PREREQ: Italian 371 or approval of the instructor.
- *ARTH 266: Savage and Surreal: Modernism's Wild Years in Paris (1 Credit)*
Picasso once said that he and his friend the painter Georges Braque had been like two mountain climbers in the first days of Cubism, roped together as they progressed, step by step, to the summit of modernist painting's accomplishment in Paris in the early years of the 20th century. He meant that they had worked closely together and had by turns taken the lead in their great discoveries, but also that they had challenged each other to take dizzying risks, going where none had been before, and that they had been alone up there, with nobody to rely on but themselves. In the years before and after the First World War, avant-garde artists in Paris demolished the limits of painting, first the limits of color, with the Fauves or "Wild Beasts," then the limits of perspective and the picture plane, with the Cubists, and finally the limits of painting itself, with the Surrealists, who even demolished the limits of rational thought. In this course we examine this adventure story of modern art, through artworks, original texts and recent scholarship, in the political and social context of France in the early 20th century with its conflicts about national identity, colonial empire, and cultural heritage. We also discuss how and why artists explored issues of gender and racial identity through formal innovations of color, composition, and materials.
- *HIST 252: U.S. – East Asian Relations (1 Credit)*
This course will examine the interactions between the United States and the major countries in East Asia - China, Japan, and Korea - from the 19th century to the present. The topics that will be explored include cultural interactions and changing mutual images, the impact of imperialism, Asian nationalisms, the Pacific War, communism in Asia, the Japanese developmental state, and, more recently, China's rise as a capitalist state with Chinese characteristics.
- *CLST 455: Independent Senior Thesis (1 Credit)*
Outstanding students in Classical Civilization, Latin, or Greek may choose to complete an intensive independent research project in their senior year. The project culminates in a written thesis (approx. 30-40 pages) and a public presentation of their research. The thesis is directed by a faculty member in the Department of Classical Studies. Thesis proposals must be approved by the Department of Classical Studies before a student can register for CLST 455.
- *MATH 332: Seminar in Financial Mathematics (0.5 Credit)*
This is a problem solving seminar that looks at the application of general derivatives, options, hedging and investment strategies, forwards and futures, and swaps. The context of these topics is actuarial science and financial mathematics. This course is of great assistance for students who are preparing for the actuarial exam (FM). Prerequisite: Math 331 which may be taken concurrently.
- *MATH 341: Statistical Model Analysis (1 Credit)*
This course introduces students to elementary probability and data analysis via visual presentation of

data, descriptive statistics and statistical inference. Emphasis will be placed on applications with examples drawn from a wide range of disciplines in both physical and behavioral sciences and humanities. Topics of statistical inference include: confidence intervals, hypothesis testing, regression, correlation, contingency tables, goodness of fit and ANOVA. The course will also develop familiarity with the most commonly encountered tables for probability distributions: binomial, normal, chi-squared, student-t and F. Prerequisite: Math 141 or ECON 350 or Psych 214 or BIO 275.

This motion came from a standing committee and needed no second.

There was no discussion, and the motion passed.

The chair of MAO then announced the following:

- *Announcement of SS course designation for HIST 265: 20th Century U.S. (1 Credit)*
This course will be offered as a social science course under the new distribution requirements effective Spring 2011.

The floor was opened to questions for MAO.

Art Evans spoke in reference to the last written announcement [see the end of this section]. Art noted that MAO has decided not to take any further action on the language requirement. He finds this regrettable, but wanted to assure the faculty that the reason for raising the issue was not departmental “empire building,” but to better integrate international study into the curriculum in a more structured way. By not giving more emphasis to internationalism at DePauw, Art believes we are missing a golden opportunity to both distinguish DePauw from other top-tier liberal arts colleges and to attract additional alumni support for our programs. DePauw already has some pretty impressive credentials to build upon. Here are a few that Art listed:

1. According to the 2008 “Open Doors” report by the Institute of International Education, DePauw was ranked #6 among baccalaureate institutions in the nation for the number of students studying abroad.
2. DePauw is also among the “Top Producers of Fulbright Awards for US students in 2008-09” according to *The Chronicle of Higher Education*.
3. As we discussed at the September faculty meeting, we have an increasing number of international students who come to DePauw, and we have a Hoosier Hospitality program which links them to the Greencastle community
4. The training students receive in DePauw foreign language programs and their overseas study have repeatedly earned rave reviews from both grad schools and employers
5. Unlike its peer institutions, DePauw also offers a host of international travel and study opportunities during Winter Term
6. Perhaps as a result of this, DePauw has recently received major gifts from alumni such as Steve Trulaske to support and expand such off-campus study opportunities for DePauw students

Finally, Art noted that during the past academic year of 2009-2010, the International Education program at DePauw conducted a massive self-study. The International Education Committee’s response to the External Reviewers Report includes the following recommendation:

“We concur with the external reviewers that ‘the Self-Study be made widely available to all constituencies of the DePauw community and that it serve as a central reference for future planning and development...’ Because this self-study is so broad, both in topic and in departmental involvement, we agree with the external reviewers that ‘the significant next steps in the process should take place with more deliberation and more mid- and long-term planning...’ [and that to] do so, it is important that members from across the University be involved, most notably the President, his cabinet and Academic Council.”

Finally, Art made the following motion:

I move that the faculty make a resolution to the President to appoint a group to examine globalization and internationalization issues at DePauw as suggested by the IEC and to make specific suggestions to the President before the end of the current academic year of 2010-11 as to the desirability and feasibility of enhancing DePauw's overall international program.

The motion was seconded, and the Chair of the Faculty opened the floor for discussion of the motion.

The chair of IEC stated that he was new to the committee, and was not involved in the self-study process. He stated that, so far this year, the committee has been doing exactly what the motion is asking for – investigating what internationalization is, what it should be, how our programs are meeting it, and getting enough input about the goals that will go forward.

The President stated that he welcomed the focus on this issue, and invited the VPAA to comment on his work with the IEC on this topic.

The VPAA stated that right now, no one can tell you exactly what off-campus study costs DePauw. He is currently trying to find information about budgets and expenses to discover what students pay for off-campus study versus what DePauw pays. Once we know the exact costs for off-campus study, we can ask and answer important questions about the program (such as what it would cost to send every student abroad).

A faculty member spoke in favor of the motion with some suggestions about how we approach it. He commends Art for pushing the issue, and recommends that we discuss what the terms “globalization” and “internationalization” actually mean when various people say them. He feels that globalization was the conversation of the 1990s; perhaps globalization has passed us by. He stated that globalization is part of our context, but something larger is afoot, and we don’t want to miss the opportunity to prepare our students for the conversations they need to have in the 21st century. He concluded by noting that there was no participation by the Modern Languages department in the Global Century project discussion group about globalization.

The Chair of the Faculty asked Art a point of clarification – who would appoint the group or who could the group be? Specifically is the motion consistent with having the IEC do the required work?

Art replied that the President would appoint the group, and that he is fine with the group being IEC, as long as they report back by the end of the year. He continued that the intent of the motion was to “make it such that members from across the university be involved, most notably the President, the Cabinet, and the Academic Council.” Art would also include Admissions in that group.

Another faculty member spoke on behalf of the motion. He noted that we are at a crossroads; we are looking for a big idea for the President to sell us to the world. Let’s make the world our campus; instead of looking inward, we should look outward. We should take advantage of some of our strengths to sell us to future students.

There was no further discussion, and the motion passed.

The following announcements were found in the agenda, but not read during the meeting:

- The Advising Committee for 2010-2011 approved by MAO is as follows: Dana Dudle (Chair), Meredith Brickell, Bert Barreto, Kelley Hall, Steve Langerud, and Andrew Hayes (MAO representative).
- [The announcement labeled B in the agenda was retracted at the meeting.]

<ul style="list-style-type: none"> MAO appointed a Statistics Curriculum Task Force (Brian Howard – Chair) to examine issues related to statistics course offerings across the curriculum. All departments offering a statistics course or requiring a statistics course of its majors were invited to send a representative to a meeting held on Thursday, September 30, 2010 at 4:00pm in Julian 300. After reviewing survey data from spring 2010, reviewing action taken by MAO last spring, and the discussion at the May Faculty Meeting, MAO has decided not to take further action with regard to the Language Requirement.
<p>Committee on Faculty – COF (Rick Smock)</p> <p>The chair of COF announced that COF has completed its review of department chairs and has forwarded its recommendations to the administration.</p> <p>The chair of COF then gave notice that COF intends to ask the faculty to vote on the following change to the Academic Handbook at the November faculty meeting. Text to be deleted is shown in strike-through; text to be inserted is shown in bold.</p> <p>Personnel Policies section II.C.1</p> <p>Evaluation of Faculty Members in Probationary Tenure-Track Positions</p> <p>Following the end of each calendar year (except the interim and tenure review years) of the probationary period, the faculty member shall submit in writing to the Dean of the school or department chair a reasonably detailed evaluation of his or her performance of that year relative to the stated criteria for the award of tenure. A written response to the faculty member shall be made by the dean or chair following the consultation and written report.</p> <p>Following the end of each academic year of a faculty member's probationary period, he or she shall submit to the Dean of the school or the department chair, a written annual report providing a self-reflective evaluation of his or her performance for that year relative to the criteria for tenure. A written response to the faculty member shall be made by the dean or chair following the consultation and written report.</p> <p>There were no questions for COF.</p>
<p>Reports from Other Committees</p> <p>Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp</p>
<p>Faculty Development Committee – FDC (Rich Martoglio)</p> <p>The chair of FDC's report consisted of an offer to answer questions. There were no questions.</p>
<p>Committee on Administration – COA (Jackie Roberts)</p> <p>The chair of COA's report consisted of an offer to answer questions. There were no questions.</p>
<p>Additional Business</p>
<p>Remarks from the President (Brian Casey)</p> <p>The president made the following remarks:</p>

Everyone should have received information about the search for Dean of School of Music. If you have anything to say about the search, you can say it in strict confidence to the search consultants. We hope to have candidates come to visit in late winter or early spring. We want everyone to have a chance to meet with these people.

We have retained the firm of Neudstadt Creative Marketing (www.ncmark.com) to help with our Admission materials, our web pages and our external communications, including communications needed for the Annual Fund and for Development efforts.

Mark Neudstadt, the founder and principle of the firm, is here this week to just see what data we have available and what data we will need to start the analysis of what we are saying about ourselves in the world.

We will work with Mark to determine how best to engage faculty and students in this effort. Mark is meeting with three faculty focus groups this week and with Christopher Wells' help we will organize ways for him to meet with all faculty governance committees in the months ahead as well as with students and alumni.

Mark knows liberal arts colleges and has focused his entire practice in this area. He has done significant admission and communication work for: Swarthmore, Kenyon, Dickinson, Tufts, Wesleyan, Oberlin and Lafayette Colleges. The work he does does not feel "markety" – it has a seriousness about it. We have sent tens to hundreds of thousands of mailings out. We should do this well. We selected him not only because he knows this area of higher education, but he produces very thoughtful serious presentations about colleges and their strengths.

Finally, the President stated that he wants to measure how the admissions season is going; the first Monday of October is when admissions departments start keeping track. In the last two years, we have had 529 and 662 applications at this point respectively. This year, we have 1,100 applications as of today. This is early data, but it seems like a good sign. The larger the pool that we have, the more selective we can be.

There were no questions for the President.

Remarks from the VPAA (David Harvey)

The VPAA made the following remarks:

At the first chair's meeting of the year, I reported that RAS had expressed to CAPP its concern that there was insufficient evidence in this year's proposals of long-range planning on the part of departments and programs. In particular, RAS found that there had been little follow through from departmental self-studies, particularly in responding to the reports from external evaluators. My examination of one-year and three-year department and program goals from last year lends weight to this conclusion. Given that the institutional self-study model for reaccreditation is no longer available to us—North Central and other accrediting agencies now emphasize continual institutional assessment rather than a once every 10-year assessment—it seems appropriate for us to reconsider how we assess departments and programs. I briefly discussed this with the Committee on Administration at its last meeting and will ask them to consider this issue during this academic year.

There are three important conversations before the faculty this year: a continuing discussion of our general education curriculum, an evaluation of Winter Term and other co-curricular

programs, and a discussion that will begin with the January Working Group of the faculty's role as teachers, scholars, and University citizens.

I think it important that we acknowledge that the conversations we started last year are not about fixing programs or policies that are broken—our general education curriculum is built on strong courses, our co-curricular programs, including Winter Term, connect students with the world outside of DePauw, and we have a strong, talented, and dedicated faculty. These discussions are, instead, an opportunity to consider how we might strengthen or reenergize existing programs and policies so they better serve our students' academic experience. These conversations are important because they shape the DePauw that prospective students see when they read our admissions materials and visit our campus, they shape our students' academic expectations when they first arrive on campus, they shape what our students learn from each other while they are here, and they shape who are students become after they graduate. We will be a stronger institution academically and a stronger institution financially if we strengthen these programs.

Let me use the discussion of our competency programs as an example. Our competency program has been in place almost 30 years, which in many ways is a remarkable strength; it is a mature program. But we are also 30 years distant from the last time the faculty engaged in a lengthy, thoughtful, and vigorous conversation of why we place value in the skills of writing, speaking & listening, and quantitative reasoning. With the exception of some small changes and some trimming around the edges—how many of us remember that we used to assess, for the purpose of placement and advising, every entering student's writing, quantitative reasoning, and speaking and listening skills during orientation week—the faculty has made no significant changes to these programs in 30 years. We have not adapted them to the changing needs of our students or to the other changes in our curriculum; simply put, we have not strengthened these programs by building on their success.

Almost none of the faculty at this meeting own our competency program in the sense of having helped shape its structure in meaningful ways. If we want our students to take these requirements seriously, if we want to convey to potential students why we value these skills, then this faculty, collectively, needs to take ownership of the competency program. In doing so we have the opportunity to make the programs even better—we might, for example, find a way to ensure that all students complete a writing intensive course in their first semester, a suggestion that appears in both the 2003 W-Program self-study and the minutes of the May 2010 faculty meeting, or to extend the writing program beyond a student's first two years by connecting it to his or her major, as suggested by the visiting team's evaluation of the program in 2003 and included in last year's proposal from CAPP. And certainly we can do better than the description of the competency requirements in the current college catalog, which reads as follows: "The competence requirements represent a University-wide commitment to have its graduates skillful in the basic areas essential to a liberal education: expository writing, quantitative reasoning and oral communication."

As our experience from last year suggests, these conversations are not easy as they involve complex issues that affect individual faculty members, departments and programs, and administrative offices in different ways. Nevertheless, I believe if we take these conversations seriously, if we listen to each other, if we are willing to see value in the positions of others and are willing to question our own positions, if we are willing to trust that each of us is interested in making DePauw a stronger and more compelling institution, then I'm convinced we can make thoughtful improvements to our programs and policies that will strengthen the general

education curriculum, strengthen the co-curricular programs, including Winter Term, and strengthen the faculty in service of the University's mission.

There were no questions for the VPAA.

Remarks from the Dean of the Faculty (Kerry Pannell)

The Dean of the Faculty announced that Faculty Fellowship applications are due to Terry Bruner by October 27. We are working on making FDC funding requests more predictable, so in your proposals, indicate your project expense budget needs within FDC's award guidelines of \$2,000 per year.

The Dean of the Faculty then made the following remarks about the Exemplary Teaching award:

This award, originally sponsored by the United Methodist Church, and now specifically supplemented by the George and Virginia Crane Endowed Fund, honors faculty members who are exemplary in their teaching, exhibiting civility, service and connection with students, colleagues, the University and the community. All teaching faculty are eligible for this award. Note that this award and the selection process are completely independent from the personnel process. I apologize for the relatively short time-period for nominations—the United Methodist Church's fall deadline is October 1, which is why you only had two weeks to submit nominations. In future years, we will use the spring deadline of March 1st, which will provide nominators more time to write of the good work colleagues are doing with their students.

We will have a "Celebration of Teaching" on Thursday, December 9 at 4pm at the Galleria at the Inn, where we will be honoring all nominees. There were an astounding number of nominees this year – more than any year in the past decade. I'll send out further announcements about this celebration as the date approaches.

There are two award winners this year.

This first faculty member received multiple nominations from people who praised her commitment and connection to students, her passion for her subject and her ability to maintain a lively, respectful classroom environment. According to a colleague, this professor encourages students to "push their boundaries and develop their arguments," and possesses a familiarity with her students that enables the shy ones to participate in class discussion. Likewise, students praise her ability to foster connections between them in classes with controversial subject matter. A quote from one student in such a class: "Everyone played a significant role in discussion as well as support. People really cared about others and their opinions." This faculty member manages to do this while broadening students' horizons. One student commented, "I have learned how to critically analyze a text and think about ... its deeper meanings.... It helped to open my eyes to new ideas and perspectives."

Comments from another student (and I think he may be referring to Plato in this quote): "I generally don't like theory classes but this one forced me to challenge myself. This professor was fine with me disliking some of the philosophers as long as I had valid reasons and ... made an attempt to work with the thinkers. Any form of critical involvement with [them] was appreciated which made it interesting, as they weren't just placed on a pedestal for all eternity and we were encouraged to disagree with some of the greatest thinkers in political science."

And a student in another course, "I think she should be recognized for her outstanding work as both a professor in the classroom, and a mentor outside of it. She's a great person and a great

professor..."

This first award goes to Smita Rahman.

Of this next professor's course, a student wrote that it "taught me how to appreciate art in a vastly different and better way." Another student said "What I liked best about the class was how excited Professor X is about art. I can tell she really loves art and talking about it and making observations and picking our brains to find out what we think about the artwork...." Her nominator wrote that this professor's dedication to teaching at DePauw extends to "dedication to our community at large."

An extended quote from the nominator: "I have long admired this person as a colleague and teacher, for both her generosity of spirit and her complete commitment to teaching at DePauw. But as I watched the more than 300 students take up not one but two overflow rooms at the September 20th screening of *Prom Night in Mississippi* ... , I knew that there was something truly extraordinary happening, something that I fervently hope may receive public recognition: this person creates communities of inquiry that extend well beyond the classroom. She offers that generosity and commitment to hundreds of students and has, through diligence and thoughtfulness, care and compassion, offered several transformative dialogues to the DePauw community. Her "Women and War" documentary film series last fall produced a [monthly] film screening and discussion.... This year, she is doing a "Multiculturalism" documentary film series, which began with *Prom Night* and will continue with *Speaking in Tongues*, a documentary about bilingual education in public schools. There is so much to admire here: from the meticulous preparation (the personal outreach, the discussion questions, the lunches and dinners), to the format (always a chance for discussion, always an opportunity to put questions forward), to the effect (students talking in the hallways and classrooms, professors wanting to continue the conversation in their own classes). One of the most remarkable aspects of these community-wide teaching moments is that *students* are doing most of the talking: she has provided a forum of incredibly complex issues in which students feel empowered to speak. The racism at the center of *Prom Night* that its protagonists work to overcome is difficult and dangerous, and yet, there were DePauw students addressing their own experiences of racism, their own struggles with solutions, and their own visions of their community. ... The high level of student engagement speaks volumes about the kind of teacher that she is in her own classroom.... she has taught me and many others the meaning of "dedication to teaching at DePauw" and it is inspiring to see her extend that dedication to our community at large."

The second winner is Catherine Fruhan.

The following announcement was found in the agenda, but not read during the meeting:

- Stemming from the Summer Working Group report, the Faculty Development Committee (FDC) has been discussing the possibility of having a Teaching Center at DePauw for nearly a year. Now is the time to broaden the discussion and get additional feedback from all of you. Although we already have many of the elements typically found in a Teaching Center (a faculty development coordinator, mentoring program, faculty fora, teaching roundtables,) we don't yet have a physical space dedicated to faculty and their pedagogical pursuits. What would you like to see in such a Center? Are there activities or resources that we should be adding to what we already do? Please enroll in FDC's moodle site to join the discussion:

<http://moodle.depauw.edu/course/view.php?id=7551>

The enrollment key is: tigers

There will also be open meetings later in the semester, but we wanted to provide some background materials and an electronic discussion forum ahead of those meetings.

Old Business

There was no old business to come before the faculty.

New Business

There was no new business.

Announcements

- **Discussions Related to Intellectual Life and the Greek System**
Towards the end of the last faculty meeting, several comments were raised about the possibility of a discussion focused around Greek Intellectual Life. The alumni group Greek Life Advisory Council (GLAC) produced a document on Intellectual Life that was submitted in the earlier intellectual life discussions. That report provides a good starting point for such a discussion, in conjunction with the intellectual life discussion Proposal #38 ("Proposal to Recommend the Inclusion of Conversation about the Impact of the Greek System within the Intellectual Life Discussions", please refer to proposal number 38 in the packet named "Round Two Proposals" which is the first entry in section 10 of the Intellectual Life Moodle Site). The GLAC report is the last document in section 14 on the Intellectual Life Moodle Site.

Interested faculty members can contact Andrew Hayes (amhayes@depauw.edu) with their ideas, and their availability for a proposed initial meeting on Tuesday, October 12 at 4 p.m. (location tba). The purpose of the meeting would be to discuss the documents, talk through how we might frame a discussion of Greek Intellectual Life, and work out some possible meetings with interested students. Anne Harris, Kent Menzel, Gigi Fenlon, Dave Guinee, David Worthington

Adjournment

The meeting adjourned at 4:48 PM.

DePauw University Faculty Meeting Minutes
November 1st, 2010 Faculty Meeting

Note: There was no quorum at 4pm so the meeting began with remarks from the President. The meeting was formally called to order after these remarks concluded.

Remarks from the President (Brian Casey)

The President started by saying he wanted to discuss two announcements. The first involved the Board of Trustees meeting. He stated that the Trustees had viewed the long-term strategic plan and the material about the campus master plan. They had endorsed these plans and asked that they be refined, contingent on the next several months of fund raising.

The President then said that he was happy to announce that David Harvey had agreed to continue to serve as VPAA, and that Pedar Foss and Kerry Pannell have agreed to continue in their positions until their next sabbatical leaves. The President continued by noting that there is no relationship more important for a university than the one between the President and the chief academic officer. He stated that working with David Harvey has been excellent, due to his even hand and steady temperament. He concluded by stating he is thrilled that the intellectual life initiatives are moving forward – he said these remain the most important conversations that we will have from a planning standpoint.

The President then asked for questions.

A faculty member asked where we should send inquiries about internationalization and foreign language requirements. The President responded that the VPAA would speak about this in his report later in the meeting.

Call to Order

The Chair of the Faculty called the meeting to order at 4:10 PM.

Verification of Quorum

The Chair of the Faculty confirmed that more than 83 ballots had been distributed to voting faculty members at the meeting; therefore, the quorum was verified. There were a total of 102 ballots distributed at the meeting.

Approval of Minutes from the October 2010 Faculty Meeting

The Chair of the Faculty asked if there were any additions or corrections to the minutes of the October 2010 faculty meeting. There were none, and the minutes as circulated were approved by unanimous consent.

Reports from Coordinating Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

Committee on Faculty – COF (Rick Smock)

The chair of COF made the following motion:

COF moves to change section II.C.1 of the Personnel Policies related to periodic evaluation as shown below.

Text to be deleted is shown in strike-through; text to be inserted is shown in bold. Previous notice of this motion was given at the October faculty meeting.

Personnel Policies section II.C.1

Evaluation of Faculty Members in Probationary Tenure-Track Positions

~~Following the end of each calendar year (except the interim and tenure review years) of the probationary period, the faculty member shall submit in writing to the Dean of the school or department chair a reasonably detailed evaluation of his or her performance of that year relative to the stated criteria for the award of tenure. A written response to the faculty member shall be made by the dean or chair following the consultation and written report.~~

Following the end of each academic year of a faculty member's probationary period, he or she shall submit to the Dean of the school or the department chair, a written annual report providing a self-reflective evaluation of his or her performance for that year relative to the criteria for tenure. A written response to the faculty member shall be made by the dean or chair following the consultation and written report.

This motion comes from a standing committee, and thus needs no second. The Chair of the Faculty opened up the floor for questions and comments.

A faculty member asked if there was a timeline for the written response to the faculty member. The chair of COF pointed out that this section of the text remains unchanged.

There were no further questions. The motion passed.

The following announcements were found in the agenda, but not read during the meeting:

- COF has begun its review of tenure cases.
- COF is organizing a subcommittee with the task of constructing new language in the Academic Handbook, Personnel Policies, Section V.: **Criteria for Decision on Faculty Status** which is specific to librarians with faculty rank.

Management of Academic Operations – MAO (Andrew Hayes)

The chair of MAO made the following motion:

MAO moves that the faculty approve the following new courses:

ARTH 270 - Urban Art of Early Modern Japan (1 Credit)

This course explores the spectacle and complexity of Japanese urban life in the early modern period through a study of the era's visual arts, particularly woodblock prints and paintings or ukiyo-e. Investigation of ukiyo-e yields a rich tapestry of issues and topics relevant to 'early modernity.' We will consider the economic currents of the time, the wealth of the commoner class as well as the concomitant blurring of social boundaries, government attempts at control, the powerful entertainment industries of theatre & sex, the visualization of urban literature, concepts of beauty, the 'burden' of history, and the supernatural. Our interdisciplinary approach will allow us to engage with not only art-historical issues, but also literary, sociological, historical, and religious concerns.

ARTH 370 - Kyoto: a Cultural Metropolis (1 Credit)

This course examines the rich visual culture of Kyoto, the imperial capital of Japan from 794 until 1868.

During its long history, the city witnessed astounding growth, cultural flowering first under the emperors and then under various warlords, devastation by wars, fires, and famine, and multiple rebirths. Kyoto presided over some of the nation's greatest artistic achievements including the construction of sumptuous palaces, get-away villas, grand temples, and the production of the paintings and decorative flourishes within these structures. In the early modern period, Kyoto silk weavers, lacquer-ware specialists, book illustrators, calligraphers, and especially, painters commanded the respect of consumers throughout Japan, spreading Kyoto's artistic 'style' to other urban centers and to the villages at the peripheries of power. The class will proceed chronologically, beginning with the founding of the city in 794 and ending with the city's role in the restoration of imperial power in 1868. Each week we will focus on specific case studies, monuments, art objects, illustrated works of literature, and maps, as well as translated primary sources and pertinent studies by art historians of Japan. Besides gaining a familiarity with Kyoto's pre-modern visual culture, the class aims to impart an awareness of Kyoto's role in the formation of Japanese 'nationhood' and national identity.

This motion comes from a standing committee, and thus needs no second. The Chair of the Faculty opened up the floor for questions and comments.

There were no questions. The motion passed.

MAO moves that the faculty approve the following changes to the minor in Political Science. Additions are shown in **bold** and deletions are shown in ~~strike through~~.

Total courses required:

Five

Core courses:

~~POLS 150, POLS 230~~

Two from POLS 110, POLS 130, POLS 150, POLS 170

Other required courses:

300 and 400 level courses:

One

This motion comes from a standing committee, and thus needs no second. The Chair of the Faculty opened up the floor for questions and comments.

There were no questions. The motion passed.

Student Life and Academic Atmosphere Committee – SLAAC (Kathryn Millis)

The chair of SLAAC's report consisted of an offer to answer questions. There were no questions.

The following announcement was found in the agenda, but not read during the meeting:

- SLAAC continues to discuss the Nature Park Advisory Committee and details in University Review Committee procedures.

Committee on Academic Policy and Planning – CAPP (Bruce Sanders)

The chair of CAPP made the following motion:

CAPP moves that the Department of Art be renamed to the Department of Art and Art History.

The chair of CAPP gave the following rationale for the motion:

- The name change more accurately reflects the staffing and curricular reality of the department.
- The catalog already distinguishes between art history and studio art courses.
- All eight tenure/tenure track members of the department have signed off on the proposal.

This motion comes from a standing committee, and thus needs no second. The Chair of the Faculty opened up the floor for questions and comments.

There were no questions. The motion passed.

The chair of CAPP then announced that CAPP would like to go into recess to discuss our model for the writing program. Before the recess, the chair of CAPP read the highlights of the model:

- First-year seminars in fall semester will be writing intensive.
- Spring semester writing intensive courses will be offered for first-year students who seek further practice in critical reading and analytical writing.
- Sophomores will complete a W course.
- Juniors and seniors will demonstrate writing in the major discipline.

The Chair of the Faculty then recessed the meeting in order to have an open discussion on a model for the writing program. The recess began at 4:16 PM, and the meeting returned to order at 4:56 PM.

Reports from Other Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

Faculty Development Committee – FDC (Rich Martoglio)

The chair of FDC announced the winners of the Fisher awards:

Fisher Time-Out Awards for Fall 2011-2012:

- David Alvarez (Assistant Professor of English) – “The Eschatology of Satire and Critique”
- Russell Arnold (Assistant Professor of Religious Studies) – “The Marriage of Isaac and Rebekah”
- Mona Bhan (Assistant Professor of Sociology and Anthropology) – “Hill-Councils: Decentralization and Development”
- Daniel Gurnon (Assistant Professor of Chemistry and Biochemistry) “Molecular Dynamics Simulations in Biochemistry Education”
- John Schlotterbeck (Professor of History) “Completion of Manuscript: Daily Life in the Colonial South”

Fisher Time-Out Awards for Spring 2011-2012:

- Meryl Altman (Professor of English/Women’s Studies) – “New Course: Twentieth-Century American Literature and the Working Class”
- Howard Pollack-Milgate (Associate Professor of Modern Languages) “The Human After Neuroscience: Ideas from the German Tradition About the Role of the Human in Nature”

Fisher Fellowship Award for Fall 2011-2012:

- Yung-chen Chiang (Professor of History) – The Midday Sun: Hu Shi and China’s New Culture, 1917-1937

The chair of FDC then reminded the faculty to visit the FDC Teaching Center discussion Moodle site to provide input, specifically in the "Brainstorming" forum.

The following announcement was found in the agenda, but not read during the meeting:

- There will be two open meetings for faculty to discuss the Teaching and Learning Center.
 - Tuesday, November 9th, 4-6 pm in the UB Ballroom
 - Friday, November 12th, 11:30 am - 1 pm in the UB Ballroom

Committee on Administration - COA (Jackie Roberts)

The chair of COA's report consisted of an offer to answer questions. There were no questions.

Additional Business

Remarks from VPAA (David Harvey)

The VPAA announced that on Thursday, November 11, faculty members will receive an email from the director of the Higher Education Research Institute at UCLA, inviting them to participate in their tri-annual Faculty Survey. Many faculty members will be familiar with this survey as DePauw has participated in this national study many times over the past 20 years. Participation is voluntary, but the VPAA hopes that faculty members will participate as the data obtained from this survey will provide DePauw with important information about faculty satisfaction, goals, and activities.

The VPAA stated that chairs and program directors should anticipate an email this week with instructions for making requests for term and part-time faculty positions for the 2011/2012 academic year. He stated that he hopes to have final decisions about staffing allocations complete by the end of the fall semester.

The VPAA said that the President has asked him to coordinate a response to the recent International Education self-study and the recommendations from the visiting team. He noted that the self-study, the visiting team's response, and the response from IEC are available from the President's web site. He is working on some preliminary suggestions on how to proceed and will consult with IEC, the Office of Civic, Global, and Professional Opportunities, and Academic Council. He expects to share additional information in the next few weeks.

The VPAA noted that at last November's faculty meeting he provided several tables of demographic data describing the composition of the faculty. The appendix to this month's agenda [this appendix is included at the end of these minutes] includes updated versions of these tables along with some additional information. The VPAA stated that much of this data has been shared or will be shared with the Board of Trustees. He then offered the following descriptions of the data in the tables:

The first table provides a total headcount of full-time faculty — and the distribution between tenured, tenure-track, and term positions — from 98/99 to the current academic year. Slightly more than 70% of the full-time faculty, and 80% of those not in term positions, hold tenure. There are 54 more full-time faculty now than in 98/99, which is a 32% increase. Also shown is the distribution of full-time faculty in terms of academic rank. Approximately half of the faculty members with tenure hold the rank of full professor and tenured full professors make up approximately 36% of the full-time faculty.

The second page provides data on our student/faculty ratio over the past six academic years. These data are derived from the Common Data Set, which is a standardized method for

reporting and sharing information. About half of tenured faculty hold rank of professor, and full professors are 1/3 of total full-time faculty. The faculty FTE is the number of full-time tenured and tenure-track faculty, including those on paid leaves, those term faculty who are not replacing a faculty member on leave, and 1/3 of the part-time faculty members. Also shown is a comparison of the 09/10 student/faculty ratios at a number of GLCA and ACM institutions.

The next four pages provide demographic information for full-time faculty members of color and for full-time women faculty. In each case, the two tables on the first page provide absolute headcounts and percentages for tenured faculty members, for tenure-track faculty members, for term faculty members, and all for all full-time faculty members. The table on the second page for each data set provides comparative data for a number of GLCA and ACM institutions. Because this table uses the Common Data Set, the percentages for DePauw shown here do not match those shown in the preceding tables.

A faculty member noted that the percentage of term faculty who are women has been steadily decreasing, and is now down to 26.1%. She stated that we need to pay attention to this, because it is a steady decline – why is this true, when other schools have much higher percentages? The VPAA noted that we went through a period of “converting” term positions to tenure track positions that may play a role; he indicated that he would like to look more closely at the data and report back to the faculty.

Another faculty member stated that the student-to-faculty ratio seems low relative to every class she had ever taught; she asked what the difference was between the student-to-faculty ration and average class size. The VPAA responded that the student-to-faculty ratio is determined by the number of full-time equivalent students and the number of full-time equivalent faculty members; the latter includes faculty members who are on paid leave and who currently are not teaching. He also noted that the teaching load is six courses per faculty member per year, and students take eight courses per year; this will increase the average class size.

A faculty member noted that one-third of the faculty is tenured full professors, and asked what the retirement picture looks like. The VPAA responded that he believes there are approximately twelve signed retirement agreements, noting that some of them are early retirements (pre-age 65). He thinks that there are perhaps another twelve faculty members that might decide to retire in the next 5-6 years.

The VPAA then continued his descriptions of the data in the tables:

The chart on the next page shows the distribution of our current full-time tenured and tenure-track faculty members by year of initial appointment. The two large spikes are hires that began in the 99/00 and the 02/03 academic years. You will note that we are a relatively young faculty — fully half of the tenured and tenure-track faculty members have been at DePauw for 12 years or less — and a relatively tenured faculty, with only 20% of those eligible to receive tenure still on the tenure-track. We will become increasingly more tenured as a staff over the next several years.

As the data on majors shows, during the last 10 years there has been an increase in the average number of degrees granted each year (500 versus 540) and the average number of majors completed per student (1.1 versus 1.2) and some significant changes in particular departments, schools, and programs. Having a relatively young faculty and a faculty that is increasingly tenured, coupled with a limited number of term positions complicates our ability to respond to changes in student interest. Over the next several years we likely will need to work hard and be creative so that we can continue to meet three equally important needs: the ability to respond to shifting student interests; the need of departments, interdisciplinary programs, and the

School of Music to offer a compelling curriculum; and the university's need to maintain a diverse faculty.

The table on class size shows the effect of last year's large first-year class as we had our smallest percentage of classes with enrollments of fewer than 20 students or fewer than 30 students.

The VPAA explained that when appointment letters were sent out last spring he indicated that he would share a report comparing our faculty salaries and benefits to those at peer institutions. The remaining tables provide data showing our rank relative to all institutions classified by the AAUP as IIB, our rank relative to institutions in the GLCA, a comparison by rank of average salaries amongst GLCA institutions for the last three years, a comparison of benefits as a percent of salary amongst the GLCA institutions for the last three years, and a comparison of salary pool increases amongst the GLCA institutions over the past two years.

Data such as this needs to be interpreted with care as it is sensitive to institutional contexts that are not always readily apparent. Some of these institutional contexts are obvious—some faculties, for example, are heavy populated with full professors and some are not. Other institutional contexts are less obvious, but nevertheless, important—these include, for example, the average time in rank before promotion from associate professor to full professor, whether that promotion comes with an increase in pay, and whether the institution allows overlaps in salary by rank. A few examples of policies for promotion to full professor illustrate the problem: Ohio Wesleyan has a minimum time in rank of 5 years with an average time in rank of 6.5 years and a requirement that salaries by rank cannot overlap; promotion at Earlham is automatic after seven years and comes without review and without an increase in salary; the average time in rank before promotion to professor at Allegheny is 15 years.

A faculty member noted the information about interdisciplinary and departmental majors, remarking that there seems to be a clear trend upward in the number of majors in interdisciplinary programs, while some departmental majors have increased and others have decreased. He asked what the institution thinks of this. The VPAA responded that this will certainly come up when staffing requests are made, noting that the faculty recently approved a change in policy that allows tenure-track lines to exist in interdisciplinary programs and that we are now filling the first such position in Women's Studies. He also said that some interdisciplinary programs are considering ways to restructure their majors in ways that better connect their first-year courses with the senior-year capstone experience; such changes will help stabilize staffing.

Old Business

There was no old business to come before the faculty.

New Business

There was no new business.

Announcements

Bridget Gourley, speaking for the January 2011 Working Group, made the following announcement:

In preparation for our main work during winter term, members of the January 2011 Working Group have been educating ourselves about the breadth of the definitions of faculty scholarship, all aspects of the expectations of faculty at DePauw, and having conversations

related to our charge. We decided we would like to gain input from our colleagues about key questions that are a part of our charge, particularly with regard to a goal President Casey shared with us related to his vision of DePauw in 2020. This quote, from a document designed for Board of Trustees, about the University's core mission says,

"The DePauw community understands fully, and is committed to the belief, that the power, and unique appeal of a liberal arts college and school of music comes from the totality and quality of the unique and transformative student experience we can provide: academic, residential, social and ethical."

In the next few weeks, we will start a series of faculty focus group conversations designed to help us answer the following key questions, which are part of our charge:

- In what ways can DePauw faculty members best contribute to the intellectual environment on campus?
- Which aspects of faculty life are most fulfilling and meaningful and best contribute to DePauw's liberal arts mission? Are there ways we could increase the frequency of these experiences?
- Which aspects are least fulfilling and meaningful and contribute least to DePauw's liberal arts mission? Could we reduce the frequency of those experiences?

Through these conversations we hope to learn from the faculty what programs and practices best serve this shared vision of faculty life at DePauw or impede this endeavor. We are particularly interested in learning where there is broad agreement and where there are differences of opinion.

To ensure that we have the opportunity to hear from a diverse representation of faculty, we plan to hold a set of open meetings organized by rank/tenure status and a set of meetings of representatively sampled faculty members; in addition we welcome your written responses to these questions.

Two members of the January 2011 Working Group will be at each focus group, both to facilitate the conversation and take notes to share with the full committee. Since we have colleagues from every rank on the committee we hope to match working group members with focus groups of their rank. Email with further details will be forthcoming. Again, we hope our colleagues will make every effort to participate, particularly, if their names come up in our sampling.

A faculty member commented that it is important to realize that the January Working group is completely different than the Winter Term Subcommittee. The Chair of the Faculty agreed, and noted that the Winter Term Subcommittee meets to discuss issues related to Winter Term, while the January Working Group is discussing broad issues related to what it means to be a faculty member at DePauw, but happens to be meeting during January.

Adjournment

The meeting was adjourned at 5:27 PM.

Appendix A. Materials to Support Report from the VPAA

CHANGES IN SIZE OF FULL-TIME FACULTY AND CURRENT DISTRIBUTION OF ACADEMIC RANKS

This table provides the total headcounts of tenured, tenure-track, and term faculty members; part-time faculty members are not included. The total headcount includes all full-time tenured and tenure-track faculty regardless of leave status, and all full-time term faculty even if they are replacing one or more tenured or tenure-track faculty members on leave, or if their appointment includes administrative duties.

Academic Year	Total Full-Time Faculty Members	Tenured Faculty Members	Tenure-Track Faculty Members	Term Faculty Members
98/99	168	142		26
99/00	—	—	—	—
00/01	203	117	38	48
01/02	204	117	42	45
02/03	222	118	59	45
03/04	223	122	65	36
04/05	224	126	62	36
05/06	229	147	51	31
06/07	226	147	51	28
07/08	231	142	52	37
08/09	230	151	49	30
09/10	221	153	50	18
10/11	222	160	39	23

This table summarizes the distribution of academic ranks amongst the full-time faculty members for the 10/11 academic year.

	Instructor	Assistant Professor	Associate Professor	Full Professor	Total
Tenured	—	6	75	79	160
Tenure-Track	2	35	2	—	39
Term	2	16	2	3	23
Total	4	57	79	82	222

STUDENT FACULTY RATIO

These tables show recent changes in our student-faculty ratio and a comparison of our 09/10 student-faculty ratio to that of GLCA and ACM colleges and universities. The data are drawn from the Common Data Set, a standardized method for reporting information used by many institutions. The number of students is a full-time equivalent, defined as all full-time students plus 1/3 of part-time students. The number of faculty also is a full-time equivalent, defined as all full-time faculty members (except those on unpaid leave or replacing those on paid leave) plus 1/3 of part-time faculty members. Comparative data shown only for those GLCA and ACM institutions that make their Common Data Set information available on the web.

Year	Students	Faculty	Student-to-Faculty Ratio
04/05	2370	227	10.44
05/06	2366	226	10.47
06/07	2305	229	10.07
07/08	2374	241	9.85
08/09	2265	251	9.02
09/10	2377	242	9.82

Comparison of Student-to-Faculty Ratios for 09/10			
Institution	Students	Faculty	Student-to-Faculty Ratio
DePauw	2377	242	9.8
Albion	1719	137	12.5
Allegheny	2107	163	12.9
Earlham	1108	90	12.3
Hope	3153	254	12.4
Kalamazoo	1384	97	14.3
Kenyon	1623	171	9.5
Oberlin	—	—	—
Carleton	1986	224	8.9
Colorado College	1966	195	10.1
Cornell	—	—	—
Grinnell	1558	172	9.1
Lawrence	1454	168	8.7
Macalester	1971	187	10.5
St. Olaf	3052	247	12.4

DEMOGRAPHIC DATA ON FULL-TIME FACULTY MEMBERS OF COLOR AT DEPAUW

These tables provide absolute headcounts and percentages of full-time faculty members of color at DePauw over the past 12 years.

Year	Total Tenured	Tenured Faculty of Color	Total Tenure-Track	Tenure-Track Faculty of Color	Total Term	Term Faculty of Color	Total Faculty	Total Faculty of Color
99/00	113	9	34	8	41	5	188	22
00/01	117	10	38	8	48	10	203	28
01/02	117	10	42	10	45	10	204	30
02/03	118	11	59	12	45	8	222	31
03/04	122	14	65	13	36	7	223	34
04/05	126	15	62	11	36	6	224	32
05/06	147	20	51	7	31	5	229	32
06/07	147	17	51	8	28	10	226	35
07/08	142	15	52	12	37	12	231	39
08/09	151	18	49	16	30	13	230	47
09/10	153	18	50	20	18	6	221	44
10/11	160	21	39	17	23	4	222	42

Year	Tenured Faculty of Color	Tenure-Track Faculty of Color	Term Faculty of Color	Total Faculty of Color
99/00	8.0%	23.5%	12.2%	11.7%
00/01	8.5%	21.1%	20.8%	13.8%
01/02	8.5%	23.8%	22.2%	14.7%
02/03	9.3%	20.3%	17.8%	14.0%
03/04	11.5%	20.0%	19.4%	15.2%
04/05	11.9%	17.7%	16.7%	14.3%
05/06	13.6%	13.7%	16.1%	14.0%
06/07	11.6%	15.7%	35.7%	15.5%
07/08	10.6%	23.1%	32.4%	16.9%
08/09	11.9%	32.7%	43.3%	20.4%
09/10	11.8%	40.0%	33.3%	19.9%
10/11	13.1%	43.6%	18.2%	18.9%

Tenured Faculty of Color in 10/11: 7 at rank of Associate Professor (8.9% of all at this rank); 14 at rank of Full Professor (17.1% of all at this rank).

This table provides comparisons of the percentage of full-time faculty of color at DePauw to GLCA and ACM colleges and universities based on the Common Data Set. The percentages shown here are different from the previous table because the Common Data Set is not based on an absolute headcount and omits those faculty members on unpaid leave and those replacing faculty members on paid leave. Comparative data are shown only for those GLCA and ACM institutions that make their Common Data Set information available on the web.

Year	DePauw	Albion	Allegheny	Dennison	Earlham	Hope	Kalamazoo	Kenyon	Oberlin
02/03	10.8%	—	—	10.8%	19.6%	—	—	—	—
03/04	13.4%	—	9.0%	11.0%	18.8%	—	—	—	15.4%
04/05	13.1%	8.4%	8.9%	12.3%	20.9%	—	—	17.2%	15.2%
05/06	13.7%	8.6%	8.1%	—	22.6%	—	15.0%	7.9%	14.6%
06/07	15.2%	8.4%	10.9%	—	20.8%	9.6%	15.8%	9.8%	10.6%
07/08	14.8%	11.1%	11.7%	—	22.7%	11.9%	16.0%	9.9%	14.5%
08/09	19.8%	11.1%	13.3%	—	20.2%	13.0%	18.3%	13.2%	10.9%
09/10	20.5%	13.7%	14.5%	—	22.5%	9.6%	22.0%	13.5%	—

Year	DePauw	Carleton	Colorado C.	Cornell	Grinnell	Lawrence	Macalester	St. Olaf
02/03	10.8%	20.5%	13.4%	—	—	—	20.7%	5.7%
03/04	13.4%	20.4%	14.5%	—	—	—	20.8%	5.3%
04/05	13.1%	21.5%	16.4%	—	10.0%	—	19.2%	5.6%
05/06	13.7%	21.7%	—	6.4%	12.8%	—	16.6%	5.6%
06/07	15.2%	22.0%	17.7%	7.2%	14.1%	11.3%	18.2%	5.1%
07/08	14.8%	25.6%	18.1%	5.8%	17.0%	9.2%	19.7%	6.6%
08/09	19.8%	21.4%	18.9%	6.4%	17.1%	11.0%	20.1%	8.8%
09/10	20.5%	19.4%	20.1%	—	15.9%	11.5%	20.2%	11.1%

DEMOGRAPHIC DATA ON FULL-TIME WOMEN FACULTY MEMBERS AT DEPAUW

These tables provide absolute headcounts and percentages of full-time women faculty at DePauw over the past 11 years.

Year	Total Tenured	Tenured Women	Total Tenure-Track	Tenure-Track Women	Total Term	Term Women	Total	Total Women
00/01	117	37	38	23	48	19	203	79
01/02	117	38	42	23	45	21	204	82
02/03	118	38	59	29	45	20	222	87
03/04	122	44	65	30	36	14	223	88
04/05	126	48	62	32	36	14	224	94
05/06	147	59	51	23	31	13	229	95
06/07	147	61	51	21	28	13	226	95
07/08	142	58	52	27	37	13	231	98
08/09	151	64	49	25	30	9	230	98
09/10	153	63	50	28	18	5	221	96
10/11	160	67	39	21	23	6	222	94

Year	Tenured Women	Tenure-Track Women	Term Women	Total Women
00/01	31.6%	60.5%	39.6%	38.9%
01/02	32.5%	54.8%	46.7%	40.2%
02/03	32.2%	49.2%	44.4%	39.2%
03/04	36.1%	46.2%	38.9%	39.5%
04/05	38.1%	51.6%	38.9%	42.0%
05/06	40.1%	45.1%	41.9%	41.5%
06/07	41.5%	41.2%	46.4%	42.0%
07/08	40.8%	51.9%	35.1%	42.4%
08/09	42.4%	51.0%	30.0%	42.6%
09/10	41.2%	56.0%	27.8%	43.4%
10/11	41.9%	53.8%	26.1%	42.3%

Tenured Women in 10/11: 3 at rank of Assistant Professor (50% of all at this rank); 38 at rank of Associate Professor (50.7% of all at this rank); 26 at rank of Full Professor (32.9% of all at this rank).

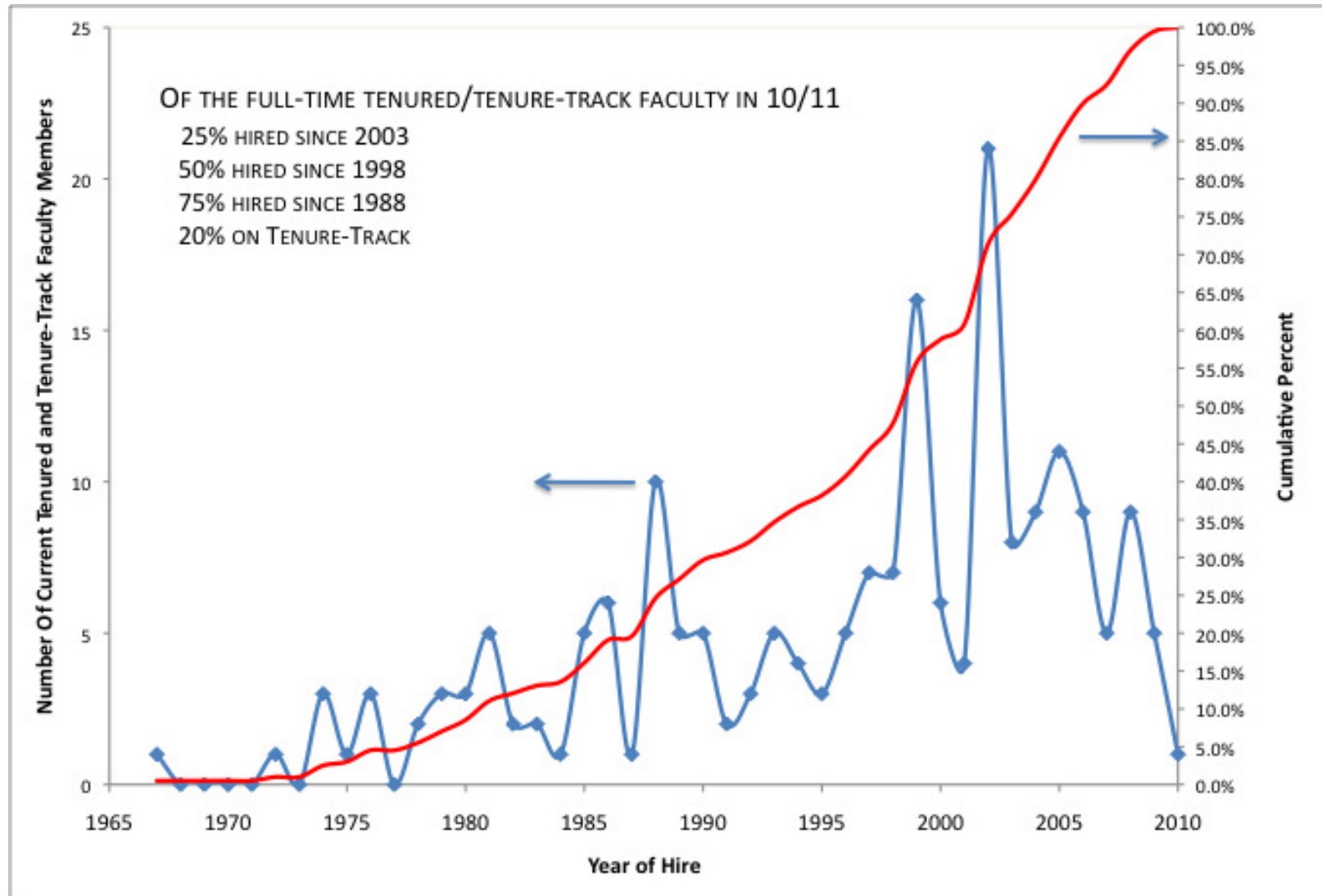
This table provides comparisons of the percentage of full-time women faculty at DePauw to GLCA and ACM colleges and universities based on the Common Data Set. The percentages shown here are different from the previous table because the Common Data Set is not based on an absolute headcount and omits those faculty members on unpaid leave and those replacing faculty members on paid leave. Comparative data are shown only for those GLCA and ACM institutions that make their Common Data Set information available on the web

Year	DePauw	Albion	Allegheny	Dennison	Earlham	Hope	Kalamazoo	Kenyon	Oberlin
02/03	39.0%	—	—	—	41.3%	—	—	—	—
03/04	38.8%	—	32.1%	—	40.6%	—	—	38.2%	36.4%
04/05	41.8%	35.9%	34.6%	—	44.0%	—	—	36.7%	37.9%
05/06	40.6%	37.4%	36.3%	—	45.2%	—	48.0%	39.1%	40.6%
06/07	40.8%	40.9%	40.1%	—	46.9%	41.4%	46.5%	38.6%	38.0%
07/08	39.8%	42.2%	40.7%	—	45.4%	43.4%	46.3%	42.1%	37.1%
08/09	41.9%	42.4%	44.7%	—	41.5%	44.8%	48.4%	40.8%	39.3%
09/10	43.3%	38.7%	44.1%	—	44.9%	45.2%	49.5%	44.3%	—

Year	DePauw	Carleton	Colorado C.	Cornell	Grinnell	Lawrence	Macalester	St. Olaf
02/03	39.0%	39.0%	40.2%	—	—	—	46.0%	40.6%
03/04	38.8%	41.8%	41.2%	—	—	—	46.3%	41.7%
04/05	41.8%	44.1%	39.8%	—	40.0%	—	45.0%	42.1%
05/06	40.6%	42.4%	—	46.8%	46.2%	—	44.4%	42.6%
06/07	40.8%	43.0%	39.9%	48.8%	46.6%	34.7%	44.2%	42.6%
07/08	39.8%	44.9%	40.6%	48.2%	46.1%	34.0%	47.1%	41.1%
08/09	41.9%	44.7%	40.6%	48.9%	40.5%	39.4%	47.6%	42.3%
09/10	43.3%	45.2%	42.1%	—	41.4%	38.2%	47.2%	44.4%

DISTRIBUTION OF CURRENT TENURED AND TENURE-TRACK FACULTY MEMBERS BY YEAR OF HIRE

This chart shows the year of hire for the current tenured and tenure-track faculty members and the cumulative percentage by year of hire.



NUMBER OF MAJORS IN DEPARTMENTS AND INTERDISCIPLINARY PROGRAMS

This table shows the total number of students completing a major in departments and interdisciplinary programs from 2001–2005 and from 2006–2010. A total of 2518 degrees were granted in 2001–2005 (average of 1.1 per student) and 2709 degrees in 2006–2010 (average of 1.2 per student).

Department	2001–2005	2006–2010	Interdisciplinary Program	2001–2005	2006–2010
Art	70	72	Asian Studies	24	25
Biology	163	230	Black Studies	1	8
Chemistry & Biochemistry	64	155	Conflict Studies	31	35
Classical Studies	26	41	Film Studies	—	7
Communication & Theatre	414	374	Interdisciplinary Major	5	10
Computer Science	190	96	Pre-Engineering	1	6
Economics & Management	280	306	Russian Studies	2	4
Education Studies	85	93	Women's Studies	8	9
English	385	353			
Geosciences	20	37			
History	119	128			
Kinesiology	72	117			
Math	39	70			
Modern Languages	167	260			
Music	118	137			
Philosophy	39	78			
Physics	20	23			
Political Science	121	162			
Psychology	143	167			
Religious Studies	22	37			
Sociology & Anthropology	185	171			
Total	2742	3107		72	104

CLASS SIZE INFORMATION

This table provides the number of classes and percentage of classes offered in different size ranges during the fall semester, as reported in the Common Data Set.

Academic Year	2-9	10-19	20-29	30-39	40-49	50-99	100+	Percentage 2-19	Percentage 2-29
00/01	152	268	138	25	6	0	0	61.3	94.7
01/02	99	252	119	12	4	0	0	72.2	96.7
02/03	80	242	119	27	3	0	0	68.4	93.6
03/04	66	245	139	18	6	0	0	65.6	94.9
04/05	62	258	150	28	5	0	0	63.6	93.4
05/06	101	247	153	16	0	0	0	67.3	96.9
06/07	88	272	172	26	0	0	0	64.5	95.3
07/08	98	292	178	17	0	0	0	66.7	97.1
08/09	48	299	167	13	0	0	0	65.8	97.5
09/10	61	252	167	35	2	0	0	60.5	92.8

AAUP QUINTILE RANKINGS FOR SALARIES AND SALARIES + BENEFITS

Salary	92/93	96/97	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10
Assistant Professor	2	2	1	1	1	1	1	1	1	1	2	1
Associate Professor	2	1	1	1	1	1	1	1	1	1	2	1
Full Professor	1	1	1	1	1	1	1	1	1	1	1	1
Salary + Benefits	92/93	96/97	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10
Assistant Professor	2	2	1	1	1	1	1	1	1	1	1	1
Associate Professor	1	1	1	1	1	1	1	1	1	1	1	1
Full Professor	1	1	1	1	1	1	1	1	1	1	1	2

Rankings: 1 is 95–100th percentile; 1 is 80–94.9th percentile; 2 is 60–79.9th percentile*

RANKINGS FOR SALARIES AND SALARIES + BENEFITS IN GLCA

Salary	92/93	96/97	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10
Assistant Professor	9	5	2	2	2	2	2	2	3	2	2	2
Associate Professor	9	3	3	2	2	3	3	3	4	3	3	3
Full Professor	8	7	5	5	5	4	4	4	4	4	4	4
All Ranks	9	4	3	3	3	3	2	2	3	2/3	2	2
Salary + Benefits	92/93	96/97	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10
Assistant Professor	9	6	2	2	2	2	2	1	2	2	1	2
Associate Professor	9	3	3	2	2	2	2	4	3	2	2	3
Full Professor	8	8	5	5	4	4	4	4	4	4	4	5
All Ranks	9	5	3	3	3	2/3	2	2	3	2	2	2

Institutions: Albion College, Antioch College (until 08/09), Allegheny College (since 08/09), Denison University, DePauw University, Earlham College, Hope College, Kalamazoo College, Kenyon College, Oberlin College, Ohio Wesleyan University, Wabash College, College of Wooster.

RECENT HISTORY OF SALARIES AT GLCA INSTITUTIONS

These tables provide a three-year comparison of salaries and of salary + benefits for GLCA institutions as reported to the AAUP.

Salary Only Institution	Assistant Professor			Associate Professor			Full Professor			All Ranks		
	07/08	08/09	09/10	07/08	08/09	09/10	07/08	08/09	09/10	07/08	08/09	09/10
Albion	50,226	—	51,864	59,758	—	58,742	77,448	—	74,923	58,800	—	60,300
Allegheny	51,265	55,851	56,955	63,366	66,742	69,111	85,953	89,900	90,192	65,900	68,000	70,200
Denison	54,813	56,706	56,232	72,662	74,910	73,830	97,859	100,530	110,413	70,000	72,500	71,900
DePauw	58,229	60,473	60,328	70,938	72,333	71,975	90,129	91,100	92,958	73,600	76,400	76,800
Earlham	52,027	54,170	53,268	62,246	64,757	64,168	85,483	87,200	80,894	65,700	67,400	62,100
Hope	51,472	53,190	53,734	60,227	63,420	62,402	73,268	76,255	75,941	63,100	65,800	65,700
Kalamazoo	49,809	52,100	52,309	60,905	61,200	62,103	75,681	76,969	81,641	61,000	63,900	64,200
Kenyon	56,034	58,269	58,200	65,338	68,127	67,597	90,129	92,795	92,566	69,800	74,000	73,900
Oberlin	63,257	63,834	64,267	82,093	86,302	85,766	106,576	112,493	117,778	87,300	90,100	89,200
Ohio Wesleyan	49,390	49,612	50,296	52,321	54,010	54,941	79,780	82,100	76,018	64,100	63,800	63,700
Wabash	57,143	58,093	56,931	69,397	71,767	70,025	95,130	97,670	94,004	73,600	74,500	72,200
Wooster	49,944	52,126	53,487	59,895	60,872	60,623	78,706	81,158	78,543	—	63,700	64,400

Salary + Benefits Institution	Assistant Professor			Associate Professor			Full Professor			All Ranks		
	07/08	08/09	09/10	07/08	08/09	09/10	07/08	08/09	09/10	07/08	08/09	09/10
Albion	64,779	—	67,717	78,351	—	77,647	100,058	—	96,469	76,100	—	78,400
Allegheny	67,400	72,196	75,411	82,900	88,084	90,092	111,309	118,900	118,520	85,400	88,100	92,300
Denison	71,502	74,814	73,863	93,875	96,931	98,706	126,270	128,875	136,520	90,600	93,500	95,900
DePauw	76,680	82,598	78,647	95,764	99,477	95,193	119,137	124,400	118,857	97,700	103,200	99,700
Earlham	70,133	73,449	74,982	85,047	86,698	88,422	108,100	110,000	109,312	88,400	90,800	92,100
Hope	69,531	70,360	72,881	81,440	85,847	84,322	98,930	101,218	101,997	85,200	87,700	88,500
Kalamazoo	63,622	67,600	67,545	78,364	80,200	82,305	102,488	105,940	107,212	78,600	83,300	84,200
Kenyon	72,753	75,476	76,706	86,867	91,251	90,372	119,137	123,298	123,082	92,400	98,000	98,200
Oberlin	78,476	78,973	80,400	106,787	117,708	112,435	141,195	148,340	147,157	113,700	116,700	116,000
Ohio Wesleyan	69,264	66,005	68,630	72,827	73,988	76,066	101,500	106,400	106,780	87,600	87,900	88,800
Wabash	74,881	74,881	74,704	90,260	95,115	92,973	120,388	126,257	121,528	94,600	96,900	91,700
Wooster	66,770	66,700	68,770	82,405	83,556	83,051	105,361	109,181	108,947	—	86,000	87,200

GLCA FACULTY SALARY INCREASES

Information shared by chief academic officers following an inquiry to the GLCA Dean's List. Increases are as a percentage of the total faculty salary pool. Some responses did not indicated if merit and promotions were included as part of the increase.

Institution	09/10 Increase	10/11 Increase	Notes
Albion	0.0%	0.5%	promotions, merit, bonuses only
Allegheny	4.5%	4.5%	faculty voted in 09/10 to take raise instead of hiring additional faculty
Denison	—	—	did not report
DePauw	0.0%	\$1,000	equivalent to 1.4% increase in salary pool; 1.6% with promotions
Earlham	0.0%	0.0%	did not make entering class for 10/11
Hope	0.0%	2.5%	additional merit pool of 0.5%; no details about promotions
Kalamazoo	2.0%	3.0%	no details about promotions or merit
Kenyon	0.0%	3.5%	includes merit pool of just under 1%; no details about promotions
Oberlin	0.0%	1.0%	no details about promotions or merit
Ohio Wesleyan	—	6.5%	merit handled by separate pool; no details about promotions
Wabash	0.0%	3.0%	no details about merit or promotions
Wooster	0.0%	9.0%	5% is for equity adjustments; no details about merit or promotions

BENEFITS AS PERCENT OF SALARY FOR 09/10 ACADEMIC YEAR.

Institution	Assistant Professor	Associate Professor	Full Professor
Albion	30.6%	31.1%	28.8%
Allegheny	32.8%	30.8%	31.4%
Denison	32.8%	33.7%	36.0%
DePauw	30.4%	32.3%	30.7%
Earlham	29.1%	37.8%	34.7%
Hope	37.5%	35.1%	34.3%
Kalamazoo	31.2%	33.7%	33.9%
Kenyon	31.8%	33.3%	28.4%
Oberlin	25.1%	31.1%	31.7%
Ohio Wesleyan	34.3%	38.5%	40.5%
Wabash	31.7%	32.8%	30.9%
Wooster	36.3%	35.8%	36.5%

**DePauw University Faculty Meeting Minutes
December 6th, 2010**

Call to Order

The Chair of the Faculty called the meeting to order at 4:04 PM.

Verification of Quorum

The Chair of the Faculty confirmed that more than 83 ballots had been distributed to voting faculty members at the meeting; therefore, the quorum was verified. There were a total of 111 ballots distributed at the meeting.

Approval of Minutes from the November 2010 Faculty Meeting

The Chair of the Faculty asked if there were any additions or corrections to the minutes of the November 2010 faculty meeting. There were none, and the minutes as circulated were approved by unanimous consent.

Conferring Degrees

The Registrar made the following motion:

I move that the faculty authorize the Board of Trustees to confer degrees on candidates eligible for graduation at the conclusion of the semester ending in December 2010.

The motion was seconded. There was no discussion or questions, and the motion passed.

Reports from Coordinating Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

Management of Academic Operations – MAO (Andrew Hayes)

The chair of MAO made the following motion:

MAO moves that the faculty approve the following new course:

ITAL 470 - Readings and Projects in Italian (1 Credit)

This course is an independent studies course for advanced students of Italian who wish to pursue an independently designed program of research or inquiry in Italian.

This motion comes from a standing committee, and thus needs no second. There was no discussion. The motion passed.

MAO moves that the faculty approve the following changes as a group:

Approve the following changes to the Economics minor. Additions shown in **bold**.

Total courses required: Five

Core courses: ECON 100, ECON 294, ECON 295

Other courses: Also required are two additional courses from the following list: ECON 140, 235, 250, 262,

290A, 310, 315, **320**, 342, 350, 360, 375, 390A, 410, 420, 430, **440**, **450**, 470, 490A.

300 and 400 level courses: One

NOTE: The three courses added to the "other courses" category are as follows:

Econ 320: Development Economics

Econ 440: Applied Game Theory

Econ 450: Econometrics.

Approve the following changes to the Sociology major and to the Anthropology major. Deletions are shown in ~~strike through~~.

The following language in the requirements for a major in Sociology and similar language in the requirements for a major in Anthropology will be struck from the "Other Required Courses" section of the description of requirements:

~~Of the remaining five courses, two courses in anthropology [sociology] may apply toward the sociology [anthropology] major.~~

NOTE: These changes to the Anthropology major and Sociology major will be effective for students declaring a major after July 1, 2011.

Approve the following changes to the Philosophy Bridge major.

The following language will completely replace the existing description of a Philosophy Bridge Major:

Requirements for a major in Philosophy bridged to another discipline:

Total courses required: Ten

Core courses: PHIL 470 or 491

Other required courses: Five additional courses in philosophy (three at the 300 level or above)

Three courses in the other discipline (two at the 200-level or above and one at the 300-level or above)

300 and 400 level courses: Five

Senior requirements: In the senior year, bridge majors complete either PHIL 470 or PHIL 491. In either case, bridge majors write a substantial paper that deals with material at the intersection of philosophy and the other discipline.

Additional information:

Students seeking a bridge major must submit a plan no later than fall break of the third year. This plan must include a description of the philosophical problem(s) at the intersection of philosophy and the other discipline that the student wishes to explore, as well as the courses that will constitute the bridge major. The plan should designate one course from the student's list of courses that will constitute the bridge major as the "bridge course." In constructing this plan, students must secure agreement from a philosophy department faculty member to oversee PHIL 470 or 491 in the student's senior year. This plan is to be submitted to the major advisor and must be approved by the department and filed with the registrar's office. The department's decision about whether to approve the plan will be based on the coherence of the plan as well as the department's assessment of the student's ability to carry out the independent research required to complete the proposed plan.

This motion comes from a standing committee, and thus needs no second. There was no discussion. The motion passed.

The chair of MAO gave notice of MAO's intent to ask the faculty to vote in February, 2011 on the following changes to the Withdrawal Deadline Policy. Deletions are shown in ~~strike-through~~. Additions are shown in **bold**.

Adjustments in Registration. Students are responsible for the accuracy of their course registrations. They may check their class schedule at any time on Student e-Services. Students, in consultation with their advisors, make changes to their course schedule within the deadlines specified as follows:

- The add/drop period extends through the first six class days of the semester. During this period, students may add or drop courses.
- Adjustments involving withdrawal from a course after the add/drop period or changes in the grade or credit status (grade to pass/fail, pass/fail to grade, credit to audit) may be made until the end of the ~~seventh~~ **eighth** week of classes.
- The deadline for adjustments in seven-week courses is the end of the fourth week of classes.

Adjustments after the above deadlines may be made only under extraordinary circumstances with permission of the Petitions Committee and a late adjustment fee may be assessed.

A faculty member asked why MAO was proposing changing the time frame for withdrawal from classes. The chair of MAO stated that the motion was on behalf of the Petitions committee. The current deadline in the seventh week is generally right before break. The Petitions committee routinely receives a flood of petitions the next week because students have gone home over break and done some thinking and discussed the situation with family members or others. MAO hopes that this change will reduce the number of petitions.

The following announcements were found in the meeting agenda, but not read during the meeting:

- Change to Course Number for ARTH 216
ARTH 216: Art of India (1 Credit) will be renumbered ARTH 134: Art of India.
- Course Designation Notices:
 - WS 140 has been approved as an SS course.
 - ARTH 340: Love and War in Medieval Art and Literature has been approved as an AH course.
 - All Applied Music Courses (e.g. MUS VLN: Violin) have been approved as AH courses.
 - All Music Dance Courses (MUS 173,174,175,176,177,178,179,180) have been approved as AH courses.
- Spring Breaks for Academic Years 2012, 2013, and 2014
MAO announces the following changes to the previously announced dates for Spring Break in the next three academic years:
 - 2011-2012 Academic Year: March 24-April 1, 2012
 - 2012-2013 Academic Year: March 23-March 31, 2013
 - 2013-2014 Academic Year: March 22-March 30, 2014

Student Life and Academic Atmosphere Committee – SLAAC (Kathryn Millis)

The chair of SLAAC's report consisted of an offer to answer questions.

A faculty member asked if the white papers mentioned in the announcements are available to the faculty at large. The chair of SLAAC responded that they are available on the student governance website. They can be found at the following link: <http://www.depauw.edu/student/orgs/dsg/legislation.html>

The following announcements were found in the agenda, but not read during the meeting:

- SLAAC has begun discussion of the “Feedback and Returned Academic Work” white paper that was passed by the DePauw Student Government on November 7th, 2010. Rick Smock, Chair of COF, and David Harvey, Vice President of Academic Affairs will meet with the committee on December 9 to discuss this student concern. We hope to bring more details and ideas for addressing this matter, to the faculty next spring.
- SLAAC has begun discussion of “A White Paper Concerning Overconsumption of Alcohol on Campus” (also passed November 7), on the keg policy. Among other activities, SLAAC representatives will attend a meeting later this month with representatives from the Greek Life Advisory Council (alumni), faculty, student life staff, and students, which is being coordinated by Cindy Babington, Vice President for Student Life.

Committee on Academic Policy and Planning – CAPP (Bruce Sanders)

The chair of CAPP gave notice of CAPP’s intent to ask the faculty to vote in February 2011 on the following proposed changes to the Academic Handbook with regards to the composition of the International Education Committee. Language indicating changes (deleted language ~~struck out~~; new language in [brackets]):

2. Membership. Voting Members: the President of the University, the Vice President for Academic Affairs (or his or her representative); the ~~Director of International and Experiential Education~~ [Director of Global Opportunities; the Director of International Student Services]; six elected faculty members (one elected from each division and two at-large faculty members); of which no more than two may be from one department; and three students, including one international student and another who has studied abroad.

Non-voting members: the Registrar; a representative of both the Admission and Financial Aid Offices; ~~and the coordinator of the International Students and Scholars Program.~~

A faculty member asked for clarification about whether two people (the Director of Global Opportunities and the Director of International Student Services) were replacing one person (the Director of International and Experiential Education). The chair of CAPP confirmed that this was the case.

The chair of CAPP gave notice of CAPP’s intent to ask the faculty to vote in February 2011 on the following proposed changes to the Academic Handbook with regards to the composition of the Hartman Steering Committee. Language indicating changes to the Handbook (deleted language struck out; new language in [brackets]):

2. Membership. ~~Director of the Hartman House, a representative from the Committee on Academic Policy and Planning, an administrator, the Chair of the Volunteer Student Council of DePauw Community Service, the Chair of the Volunteer Student Council of Winter Term in Service, the Indiana Campus Compact and Recorder, three faculty members elected at large, and three student members.~~[Director of Civic Opportunities, three faculty members elected at large, a representative of the Committee on Academic Policy and Planning, a faculty member representing the Indiana Campus Compact (appointed by the President of the University), a Cultural Resource Center representative (appointed by the Dean of Student Life), three students representing the Bonner Scholars Program, Community Outreach, and Winter Term in Service respectively (appointed by the Director of Civic Opportunities), two at-large students (appointed by Student Government), and a member from the Greencastle/Putnam County community (invited by the Hartman Steering Committee)].

A faculty member asked why these changes were being made. The chair of CAPP deferred to the Chair of the Hartman Center Steering Committee, who noted that these changes were to make sure that at least one student was a Bonner scholar, add a member of the community, and make a change in the administrative

<p>members of the committee.</p> <p>The following announcement was found in the agenda, but not read during the meeting:</p> <ul style="list-style-type: none"> • CAPP continues to work on a proposal to modify the writing program. We expect to have a proposal ready by the February faculty meeting and expect to ask for a vote later in the semester.
<p>Committee on Faculty – COF (Rick Smock)</p> <p>The chair of COF’s report consisted of an offer to answer questions.</p> <p>A faculty member stated that she noticed some of her students filling out student opinion surveys using their iPhones. She asked if COF had discussed this, and if they considered it advisable. The chair of COF responded that they had not discussed it. The faculty member stated that the student had finished much earlier than the others, and she was concerned about the thoroughness of the evaluation. The chair of COF stated that he was not concerned, assuming that students are willing to type as much on a phone as they are on a keyboard. He continued by saying that COF sees many examples of students who did not type anything.</p> <p>The following announcement was found in the agenda, but not read during the meeting:</p> <ul style="list-style-type: none"> • COF is still working on tenure cases.
<p>Reports from Other Committees</p> <p>Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp</p>
<p>Winter Term Task Force (David Worthington)</p> <p>The representative for the Winter Term Task Force announced that the task force had formed last spring, and was charged with investigating the Summer Working Group’s recommendations with respect to Winter Term. The overarching concern of the task force is to determine what outcomes are most productive for student learning. They want to know how January terms work at other schools. He continued by saying that the focus of the task force is an intentional commitment to the students, and getting the students to take responsibility for their own learning and be more self-directed. The task force hopes to change the student perspective of Winter Term from a checkbox to an opportunity.</p> <p>He continued by stating that the Winter Term Task Force plans to begin meetings over the coming months with faculty members. These meetings would be to discuss various perspectives and options for Winter Term. The task force will then draw up a model or models to bring to the faculty as a whole for discussion. Then, next fall, the task force will bring a plan to a faculty meeting to be voted upon.</p> <p>A faculty member asked how the task force defined the concept of experiential learning, and how it differs from what is done in traditional classrooms already. The representative responded that the task force doesn’t argue that experiential learning doesn’t happen at DePauw already, but Winter Term should be a time to encourage it even more. He concluded by saying that the Winter Term Task Force does not currently have a definition of experiential learning.</p>
<p>Faculty Development Committee – FDC (Rich Martoglio)</p> <p>The chair of FDC’s report consisted of an offer to answer questions. There were no questions.</p>
<p>Committee on Administration - COA (Jackie Roberts)</p>

The chair of COA's report consisted of an offer to answer questions. There were no questions.

Report from the January 2011 Working Group on Intellectual Life (Bridget Gourley)

The chair of the January 2011 Working Group's report consisted of an offer to answer questions. There were no questions.

The following announcements were found in the agenda, but not read during the meeting:

- *Open Meetings on Faculty Intellectual Life*

As was announced at the November faculty meeting the January 2011 Working Group focused on intellectual life is holding open meetings during these last two weeks of the semester.

Two members of the January 2011 Working Group will be at each focus group, both to facilitate the conversation and take notes to share with the full committee. Other members of the committee will attend as their schedules allow. Since we have colleagues from every rank on the committee we have matched working group members with focus groups of their rank/status as facilitators.

Open meetings have been organized for the following groups at the following times:

- Open Meeting for Full Professors - Friday 12/3 11:30 am-12:30 pm
- Open Meeting for Associate Professors. - Tuesday 12/7 4:00-5:00 pm
- Open Meeting for Assistant Professors. - Wednesday 12/8 4:00-5:00 pm
- Open Meeting for All Faculty - Friday 12/10 11:30 am-12:30 pm

All Meetings are schedule for Julian Room 157. For meetings at lunch please feel free to bring a sack lunch. For all meetings we will have cookies.

In addition we welcome written comments. Please respond to the focus group questions below and email to bgourley@depauw.edu. Your comments will be aggregated with all written comments received and shared with the committee by question disassociating your name with your response unless you identify yourself within your commentary. The Working Group is meeting Friday 12/10 beginning at 4:30 pm and will have our initial conversation about the input from faculty.

As a reminder, the open meetings are so the working group can gain input from our colleagues about key questions that are a part of our charge, particularly with regard to a goal President Casey shared with us related to his vision of DePauw in 2020. The quote, from a document designed for Board of Trustees, about the University's core mission says,

"The DePauw community understands fully, and is committed to the belief, that the power, and unique appeal of a liberal arts college and school of music comes from the totality and quality of the unique and transformative student experience we can provide: academic, residential, social and ethical."

During the open meeting we will be asking colleagues to comment on the following key questions, which are part of our charge:

- In what ways can DePauw faculty members best contribute to the intellectual environment on campus?
- Which aspects of faculty life are most fulfilling and meaningful and best contribute to DePauw's liberal arts mission?
- Are there ways we could increase the frequency of these experiences?
- Which aspects are least fulfilling and meaningful and contribute least to DePauw's liberal arts mission?

- Could we reduce the frequency of those experiences?

Through these conversations we hope to learn from the faculty what programs and practices best serve this shared vision of faculty life at DePauw or impede this endeavor. We are particularly interested in learning where there is broad agreement and where there are differences of opinion.

International Education Committee - IEC (Russ Arnold)

The chair of IEC's report consisted of an offer to answer questions. There were no questions.

The following announcement was found in the agenda, but not read during the meeting:

- In response to last year's self study and outside review, IEC has spent the semester hearing from a variety of constituencies in an effort to develop broader goals for internationalization of DePauw that would include international students coming and domestic students going abroad, but would also reach beyond this to address on-campus exposure and engagement with the myriad issues of living in a complex global society in the 21st Century. In the spring semester we will be considering ways to more clearly articulate these goals as well as ways to assess how well our current range of programs and support networks are meeting these goals. If you have questions, ideas, or concerns that you feel might help guide us in this work please contact Russ Arnold, or one of the other members of the committee.

Additional Business

Remarks from the President (Brian Casey)

The President stated that he wanted to report a few updates on events that are going on. He noted that assembling a senior administration is a crucial task, and that we are very close to hiring a new VP of Development. He is planning a series of events in the spring to introduce the new VP to the faculty when the hire is completed. He noted that we have just completed a review of the development office's operations – the report will be on the VP's desk when the new VP arrives.

The President stated that an external review is going on of our facilities operations. He also noted that he had just attended the third meeting of the search committee for the Dean of the School of Music. He said that the candidate pools that are emerging are remarkably strong. He then opened the floor for questions.

A faculty member asked if questions of sustainability are being considered during the facilities review. The President asked the VP of Finance and Operations to respond. The VP of Finance responded that the external reviewers are meeting with Carol Steele, and they have a checklist approach that includes sustainability issues. The President then asked the VPAA and Carol Steele to follow up on the question. The VPAA stated that all the external reviewers asked him was whether the Facilities department is involved in the curriculum, and he replied no. Carol Steele stated that she has not yet met with the external reviewers, but she is sure the issue of sustainability would come up. The President concluded by stating that sustainability is discussed in the master plan that was adopted by the Board of Trustees.

Remarks from the Vice President for Academic Affairs (David Harvey)

The VPAA stated that a question at the last faculty meeting asked if we know why the percentage of women holding term faculty appointments has decreased in recent years. He stated that although the answer likely involves a complex mix of many factors, he has some additional information about term appointments over the past five years that provides some insight:

- During this period 28 women have held 45 separate term appointments, and 42 men have held 71

separate term appointments, with women accounting for 40% of term positions and 39% of term appointments.

- Of the 70 term faculty members hired during this period, 32 remain in some capacity, most in continuing term positions, some in tenure-track positions, some in part-time positions, and some in administrative positions. Of these, 10 (or 31%) are held by women.
- Although interesting, this data does not fully explain the four-year decline in the percentage of term positions held by women from a seven-year average of approximately 40% to 26% in the current year. This appears to be an artifact of a general decrease in the number of term positions in which 10 of the 17 current terms positions held by male faculty members are continuing positions that have been in place for two or more years, while only two of the six current term positions held by female faculty members are continuing positions; that is, the continuing need for those term positions filled by women has been significantly less than that of those term positions held by men. Of the 11 term positions that are new this year, four (or 36%) are filled by women; over the last four years women have made up 43% of new term hires.

The VPAA stated that, as announced by the President last week, an initial response to the report from the Task Force on Women and Families is now available at the President's web site. The response summarizes actions to be taken for each of the Task Force's 23 recommendations, and a time-line for completion of each action. The VPAA encouraged faculty members to read the response and to share your thoughts with Pat Bacon in Human Resources or with him. He stated that he will be working on those during the spring semester – most of those should be completed by May.

The VPAA concluded by thanking Department Chairs and Program Directors for providing staffing requests for the next academic year. He said he is now compiling the requests for term faculty positions and will try to have decisions made by the end of the semester.

Old Business

There was no old business to come before the faculty.

New Business

There was no new business.

Announcements

A. Announcement from the Vice President of Admissions and Financial Aid (Dan Meyer)

Faculty Travel Abroad and International Recruiting

In an effort to expand our international recruitment reach at a time when resources are limited, the Office of Admission is reaching out to DePauw faculty and staff who travel abroad. Depending on the country to which you are traveling and the number of international contacts we have in that country, Admission would be willing to cover your hotel and meal costs for an extra day's stay in the country if you would be willing to meet with prospective students and their family members or visit with high school officials in the area. Just let us know in advance so we can determine costs and if we have interest from the area you are visiting. For further information on this request, contact Daniel Meyer, VP for Admission and FA at x4102. Thank you in advance for all of your support of DePauw's recruitment efforts!

B. Announcements from the Dean of the Faculty (Kerry Pannell)

Celebration of Teaching on December 9th

Please join FDC and recent teaching award nominees and winners for a Celebration of Teaching on Thursday, Dec. 9 from 4-6pm in the Galleria at the Inn (east end of the social center space.) Treats and cheer will abound!

Grant Proposal Assistance:

If you are working on a grant proposal, recall that there are people ready to help you: Carol Steele, Associate Dean of Academic Affairs, and I assist with individual grants to government agencies and private foundations; Dave Guinee, Faculty Development Coordinator, helps with grants to the New Directions program run through the GLCA; Grants Coordinator Valerie O'Hair is available to assist with developing a budget, record keeping and uploading of grant applications. Any grant requiring release time or matching funds from DePauw needs to be approved by David Harvey so that those resource requests can be included in overall Academic Affairs planning.

Reminder about Faculty Development Expenses:

Please note that faculty development funds up to \$50 a day for meals and that receipts need to be submitted within 4 weeks after the conference/workshop/travel has occurred. Reimbursements are limited to the amount that you requested, so plan ahead and budget wisely. If you applied for conference funds but did not attend the conference, please let Becky Wallace (bwallace@depauw.edu) or Terry Bruner (tbruner@depauw.edu) know so that those funds can be released to support someone else's faculty development travel or project.

C. Mellon Environmental Studies Grant Co-coordinator's Announcement (Jim Benedix & Michele Villinski)

As we approach the end of our first semester of funding under the Mellon grant, we want to give a brief update on grant-related activities, a reminder of opportunities for funding research and course development, and a request for faculty input on curricular proposals related to the environment.

Activities:

- Faculty workshop on climate change (Prindle Institute, August 18-19, 2010) attended by 33 faculty members from 17 programs and departments.
- On-going curricular discussions with Environmental Education Committee (Jim Benedix, Michele Villinski, Jen Everett, Fred Soster, John Caraher, Greg Schwipps)
- Summer 2010 funding for 7 new or enhanced courses with environmental content.
- Summer 2010 funding for 3 student/faculty research projects.
- Financial support for course-related speakers, equipment, and events.
- Planning for Feb. 23-24, 2011 symposium: "You Gonna Eat That?: The Ethics and Economics of Food Choices." Keynote speaker: Frances Moore Lappe.

Funding opportunities:

We invite faculty members and departments to take advantage of opportunities for funding through the Mellon grant. Funding is available in 4 primary categories:

- Course-related speakers, supplies, and events (apply via e-mail to Jim Benedix and Michele Villinski)
- Summer student/faculty research (apply through the usual FDC process)
- Summer course development or enhancement (apply through the usual FDC process)
- One new tenure-track position with an environmental focus, in humanities and social sciences (apply through RAS)

Faculty input on curriculum:

The purpose of the Mellon grant is to “*fully integrate environmental education into our academic program and into the intellectual life of the University*”. We are crafting a proposal for a new curricular program about the environment and will be inviting faculty comment and input at the beginning of spring semester.

D. Announcement From the Chair of the Faculty (Dave Berque)**Intellectual Life Initiatives Status Update Document**

Dave Berque and David Harvey have authored an Intellectual Life Initiatives Status Update document with input from the Faculty Governance Steering Committee and the Academic Council. Please see Appendix A of the agenda.

Executive Session to Consider Honorary Degrees (Brian Casey)

The faculty meeting entered executive session at 4:31 PM.

Adjournment

The meeting was adjourned informally at 4:35 PM and faculty members were invited to complete their honorary degree ballots before leaving the Ballroom.

Appendix A.

Intellectual Life Initiatives - A Status Report

November 28th, 2010

Dave Berque, Chair of the Faculty

David Harvey, Vice President for Academic Affairs

(With Input from the Academic Council and the Faculty Governance Steering Committee.)

The general principles of the 2009 Summer Working Group Report, endorsed by the faculty in September 2009, recommended that DePauw's curriculum should be adjusted based on a rationale that:

1. emphasizes the first two years as a time for foundational learning, intensive exploration, and intentional teaching of writing, speaking, and problem-solving;
2. favors giving students greater autonomy as they grow at DePauw;
3. reinvigorates Winter Term as a time for experimentation, significant student-faculty contact, and academic rigor; and
4. recognizes senior year as a time for deep exploration of a given subject and for synthesis of the liberal arts education as a whole. All of our seniors should fully share in and contribute to the intellectual life of the community.

In addition to putting forth this curricular rationale, the report presented a number of additional recommendations – both general and specific – related to the curriculum, the co-curriculum, and the depth and quality of the intellectual life of the University as experienced by all members of the DePauw community. Many of the report's recommendations were centered on the themes of exploration, engagement, experience, and synthesis as guideposts for enriching the intellectual life at DePauw.

A little more than a year has passed since the faculty endorsed the general vision put forth in the 2009 Summer Working Group Report. In this time period, a number of initiatives that are consistent with the report's vision have been completed and others are in progress. Some of these initiatives were suggested by the report, others are consistent with the report although not explicitly mentioned. As the faculty gets ready to consider additional curricular motions during the spring of 2011, it may be helpful to review some of these key initiatives.

Completed Initiatives

1. Distribution Requirements. Under the leadership of MAO, in December 2009 the faculty voted to revise the distribution requirements, reducing the number of required courses. The new model encourages students to build a broad liberal arts foundation in the areas of Arts and Humanities, Social Science, and Science and Mathematics during their first two years at DePauw, while providing more autonomy for increased exploration during the later years of their academic careers as students move into disciplinary study. The existing language requirement was unchanged.

2. Senior Capstone Experience. In April 2010 the faculty voted to enhance the catalog description of DePauw's senior capstone experience. The new language clearly gives every senior the option to apply to do independent work (many departments already require this) in their major. To date, the faculty responsible for 20 of our 40 academic majors have provided revised descriptions of their major requirements to better emphasize the senior capstone experience.

3. Recognizing Academic Achievement. In April 2010 the faculty voted to add catalog text describing a new senior celebration day to be held each spring semester. The purpose of this day is to recognize and celebrate the work done by DePauw seniors. The first annual Senior Capstone Celebration was organized by Academic Affairs in late April 2010. During the celebration, 61 students from 24 departments and programs displayed research posters, made formal presentations, and gave artistic performances during this day.

4. Student Life and Academic Life. The offices of Academic Affairs and Student Life have been reconfigured to better reflect their roles in serving the “whole student.” For example, international student support has been moved to the Division of Student Life from Academic Affairs. This has allowed us to centralize services to international students. In addition the offices of Residence Life and Fraternity and Sorority Life have been combined under the title of Campus Living and Community Development. DePauw students live in University owned housing (residence hall, suites, apartments and houses) or they live in facilities owned by Greek-letter organizations. Combining these offices will allow us to capitalize on the unique residential nature of our campus by building intentional communities that promote student learning and a common educational experience.

Through changes to physical space in the Union Building, and by leveraging the reconfigured structure of Academic Affairs and Student Life, many curricular and co-curricular services for students have been centralized around the UB Lobby. Staff members and administrators are on-hand to assist students as they plan their professional, international, Winter Term and service opportunities.

Academic and Curricular Initiatives that are In-progress

1. Competency Programs. Under the leadership of CAPP, the faculty continues to consider DePauw’s approach to the competency programs. Using the discussions generated during last spring’s faculty meetings as a starting point, CAPP is considering ways to enhance DePauw’s writing program by building on its existing strengths. The committee expects to ask the faculty to consider a related motion in spring 2011. Discussion of Q and S will follow the discussion of the W program.

2. Winter Term. Under the leadership of the Winter Term Task Force (which reports to CAPP), the faculty is considering how to best configure and communicate the purpose of Winter Term. The task-force wants to try a step-wise approach, and suggests that faculty action take place in early Fall 2011.

3. Advising. Academic Affairs, with feedback from the faculty, has revised our advising documents to emphasize exploration, engagement, experience and synthesis as common themes. These documents will be further updated as additional curricular changes are considered by the faculty. The Advising Committee has taken up in 2010-11 a comprehensive review of academic advising. This will be considered alongside an administrative review, in Academic Life, of other advising processes for off-campus and experiential opportunities, pre-professional preparation, competitive national fellowships, civic engagement, and career discernment.

4. Teaching Center. For several months, FDC has been exploring the possibility of creating a Teaching Center at DePauw. With support from Academic Affairs, FDC is holding open meetings to get feedback from faculty and the University community on the goals, purposes and possible structure of such a center.

5. Faculty Life at DePauw. With the endorsement of a faculty vote in March 2010, a working group has been elected/appointed to consider a number of questions related to what it means to be a faculty member at DePauw. This group will convene in January 2011 and is also meeting three times during the fall 2010 semester.

The COA has considered faculty workload and has passed its recommendation for a 3–2 teaching load to the faculty and to the 2011 January Working Group for consideration as part of the broader question of intellectual life at DePauw. The FDC has endorsed the COA's recommendations.

6. Faculty Development. The FDC and Academic Affairs are discussing DePauw's approach to faculty development in order to ensure that our faculty development programs support the faculty's pedagogical, scholarly, and creative endeavors, and enrich the learning experience of DePauw students. Any revisions to our current programs should support the vision that emerges from the work of the January 2011 Working Group and subsequent faculty discussions.

7. Programs of Distinction (Honors and Fellows Programs). The President has charged the Vice President for Academic Affairs with conducting a review of the programs of distinction to see how they are structured and managed, and to determine how they might be strengthened.

8. Support for Student Scholarly and Artistic Work. Academic Affairs has begun discussions about forming a Student Development Committee to providing funding and support to students who are engaged in scholarly and artistic projects.

9. Declare a Major Day. Discussions led by Kelley Hall, which include the Advising Committee, have centered on developing a robust sophomore-year program, in which sophomores would be given opportunities to discuss, ask questions about, and discern the next stage of their academic career. Elements of this program might include a sophomore retreat in the Fall (which could involve discussions about off-campus study, internships, career options, meetings with alumni/ae, discussions about campus and community life, academic assistance, leadership) and a major-declaration celebration in the Spring. Departments will be an integral part of planning a welcome for their new majors in the spring.

Other University-Wide Initiatives

1. Admission. Through the appointment of a new Vice President for Admission and Financial Aid, and the implementation of new admission and financial aid modeling efforts, the University seeks to improve its admissions processes to better meet a number of goals including stabilizing the size of the incoming classes.

2. The Campus Master Plan. The University's Board of Trustees has endorsed a long-term Campus Master Plan that calls for investments in a number of campus areas.

3. Residential Life. In the spring of 2010, SLAAC developed a set of principles for how our students should live on campus. Beginning with those principles, the Division of Student Life is working towards a re-imagining of our residential structure. In the immediate future, this includes creating a senior neighborhood and streamlining the current lottery process by which students select housing.

4. Internationalization. At the October 2010 faculty meeting, the faculty passed a motion from Art Evans, Professor of Modern Languages, asking "the President to appoint a group to examine globalization and internationalization issues at DePauw as suggested by the IEC and to make specific suggestions to the President before the end of the current academic year of 2010-11 as to the desirability and feasibility of enhancing DePauw's overall international programs." President Casey has asked David Harvey, Vice President for Academic Affairs, to lead a response to the recent self study and external review of International Education at DePauw, specifically engaging the International Education Committee and CAPP as well as other faculty and administrative offices.

DePauw University Faculty Meeting Minutes
February 7th, 2011

Call to Order

The Chair of the Faculty called the meeting to order at 4:04 PM.

Announcement of Spring Semester Quorum by VPAA (David Harvey)

The VPAA announced that the Handbook defines the quorum as 40% of those faculty members eligible to vote and not on an approved leave, based on the faculty roster on the Friday immediately preceding the first faculty meeting of the semester. This spring there are 237 total eligible voting faculty members. After adjusting for those on approved leaves, there are 203 faculty members, which gives a quorum for the semester of 81.

Verification of Quorum

The Chair of the Faculty confirmed that more than 81 ballots had been distributed to voting faculty members at the meeting; therefore, the quorum was verified. There were a total of 104 ballots distributed at the meeting.

Approval of Minutes from the December 2010 Faculty Meeting

The Chair of the Faculty asked if there were any additions or corrections to the minutes of the December 2010 faculty meeting. There were none, and the minutes as circulated were approved by unanimous consent.

Reports from Coordinating Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

Management of Academic Operations – MAO (Andrew Hayes)

The chair of MAO made the following motion:

MAO moves that the faculty approve the following new course:

MATH 336 – An Introduction to Financial Engineering (1 Credit)

The course builds on mathematical models of bond and stock prices and focuses on the mathematical modeling of financial derivatives. It covers several major areas of financial derivative pricing modeling, namely: Efficient market and No-Arbitrage Principle; basics of fixed-income instrument and risk-free asset; Risk-neutral Probability and Risk-Neutral Pricing; Black-Scholes' arbitrage pricing of options and other derivative securities; Numerical Methods like a Binomial Tree for derivative pricing; the Greeks and Hedging using derivatives. Assuming only a basic knowledge of probability and calculus, it covers the material in a mathematically rigorous and complete way at a level accessible to second or third year undergraduate students. This course is suitable not only for students of mathematics, but also students of business management, finance and economics, and anyone with an interest in finance who needs to understand the underlying theory. Prerequisites: Math 151, Econ 100, and either Math 141 or Econ 350

It is intended that this course will be cross-listed in the Department of Economics and Management.

This motion comes from a standing committee, and thus needs no second. There was no discussion. The

motion passed.

The chair of MAO made the following motion:

MAO moves that the faculty approve the following changes to the Economics major, which includes the addition of a new course:

The Department of Economics and Management requests the following changes to the Major in Economics and Management: The addition of ECON 490 Topics in Economics and Management (Variable Credit) to the list of “other required courses” to fulfill the requirements for the major and the creation of a new course ECON 485 Independent Senior Thesis (Variable Credit). The requested changes also require an editorial correction to the catalogue language for ECON 480 to provide for the option of substituting ECON 485 to fulfill the Senior Seminar requirement in the major.

The change to ‘other required courses’ simply adds Econ 490 to the list of courses from which the student must take at least one to fulfill the requirements of the major. The department expects students to take a 400-level elective so this list should include the 400-level topics courses. The department is implementing a more transparent and coordinated process for students to complete independent research as part of their senior requirement.

The proposed changes will not affect May 2011 graduates. The changes expand the options available for fulfilling the senior requirement by creating an avenue for students in subsequent graduating classes to pursue independent research.

We plan to offer ECON 485 beginning in Fall 2011. Since the proposed changes apply only to the senior requirement (which must be fulfilled in the senior year), we should not have a period in which we have majors operating under two sets of requirements. The one exception to this is the one or two students per year (at most) who graduate a semester or two behind their class.

New Course Proposal

ECON 485 – Independent Senior Thesis (Variable Credit)

Outstanding students in economics may complete an intensive independent research project in their senior year. The project culminates in a written thesis and a public presentation of their research. The thesis is directed by a faculty member in the Department of Economics and Management. Thesis proposals must be approved by the department before a student can register for ECON 485. Prerequisite: Permission of the department. May be taken for 1 semester (1 credit) or in two consecutive semesters (½ credit each semester). Not open for pass/fail credit.

Course Description Change

ECON 480 Seminar (1 Credit) will now include language acknowledging the option for students to take ECON 485. The new language states “*Required of all senior Economics and Management majors who have not been approved to take ECON 485.*”

This motion comes from a standing committee, and thus needs no second. There was no discussion. The motion passed.

The chair of MAO gave notice that MAO will ask the faculty to vote in March on a motion regarding an extension to the withdrawal deadline. MAO gave notice of this motion in December but did not put the motion on the agenda for a vote in February.

Committee on Academic Policy and Planning – CAPP (Bruce Sanders)

The chair of CAPP made the following motion:

CAPP moves that the faculty approve the following changes to the Academic Handbook with regards to the composition of the International Education Committee. Language indicating changes (deleted language struck out; new language in brackets). CAPP gave previous notice of this motion at the December 2010 faculty meeting.

2. Membership. Voting Members: the President of the University, the Vice President for Academic Affairs (or his or her representative); the ~~Director of International and Experiential Education~~ [Director of Global Opportunities; the Director of International Student Services]; six elected faculty members (one elected from each division and two at-large faculty members); of which no more than two may be from one department; and three students, including one international student and another who has studied abroad.

Non-voting members: the Registrar; a representative of both the Admission and Financial Aid Offices; ~~and the coordinator of the International Students and Scholars Program.~~

The chair of CAPP noted that the faculty composition of the committee will remain the same. This motion comes from a standing committee, and thus needs no second. There was no discussion. The motion passed.

The chair of CAPP made the following motion:

CAPP moves that the faculty approve the following changes to the Academic Handbook with regards to the composition of the Hartman Steering Committee. Language indicating changes to the Handbook (deleted language struck out; new language in brackets). CAPP gave previous notice of this motion at the December 2010 faculty meeting.

2. Membership. ~~Director of the Hartman House, a representative from the Committee on Academic Policy and Planning, an administrator, the Chair of the Volunteer Student Council of DePauw Community Service, the Chair of the Volunteer Student Council of Winter Term in Service, the Indiana Campus Compact and Recorder, three faculty members elected at-large, and three student members.~~[Director of Civic Opportunities, three faculty members elected at large, a representative of the Committee on Academic Policy and Planning, a faculty member representing the Indiana Campus Compact (appointed by the President of the University), a Cultural Resource Center representative (appointed by the Dean of Student Life), three students representing the Bonner Scholars Program, Community Outreach, and Winter Term in Service respectively (appointed by the Director of Civic Opportunities), two at-large students (appointed by Student Government), and a member from the Greencastle/Putnam County community (invited by the Hartman Steering Committee)].

The chair of CAPP noted that the committee wanted to guarantee that a Bonner scholar would be one of the student members of the committee, and that a community member would be added to the committee. This motion comes from a standing committee, and thus needs no second. There was no discussion. The motion passed.

The following information was provided as background information on the Proposal to Strengthen the Writing Program at DePauw. A sample syllabus may be found in Appendix A.

**Proposal for Strengthening the Writing Program at DePauw University
Committee on Academic Policy and Planning**

In designing the following proposal for DePauw's Writing Program, the Committee on Academic Policy and Planning (CAPP) consulted with the Writing Program Coordinating Committee, the English Department's "Century" Committee, the DePauw faculty as a whole, and colleagues at other liberal arts institutions including, in particular, Carleton, Middlebury, and Wabash Colleges. We reviewed the self-studies of the Writing Program (2004) and the First-Year Seminar Program (2009), and we read and discussed current scholarly publications about the teaching of writing, a list of which may be found at the end of this document.

The proposal described below is faithful to goals supported by the faculty throughout the years: that every DePauw graduate should be adept at writing critical essays for broad audiences as well as reports, interpretive essays, and analyses particular to the style and lexicon of a student's chosen discipline.

CAPP's proposed revisions to the writing program build on the strengths of a longstanding program which has flourished because of the hard work and devotion of a great number of faculty members. But as VPAA David Harvey recently noted to the faculty, the writing program has not been revised in several decades and all programs, however strong, require periodic refreshing both to build on successes and also to ensure that current faculty members have a chance to discuss and make decisions about the program. Moreover, self-studies of the Writing Program (2004) and the First-Year Seminar Program (2009) led two sets of external evaluators to recommend modifying the W and FYS programs to bring the two into closer alignment. Both external reports proposed that FYS courses be writing intensive.

As presented to the faculty earlier this fall, CAPP's proposal is based on three main principles. First, that writing is not only an important form of communication, but also a crucial tool for learning and thinking about new material. Second, that writing instruction is appropriately done across all disciplines. And third, that a writing program ought to be developmental and sequenced through all years of undergraduate instruction. The third principle is key to CAPP's thinking. It leads us to emphasize a writing intensive fall semester course for every first-year student, optional writing courses for first-year students, a sophomore W requirement, and discipline-specific writing instruction within the major during the junior and senior years.

Specifically, CAPP's proposal calls for the following modifications to DePauw's writing program:

1. First-year seminars (FYS) in fall semester will be writing intensive, offering every first-year student instruction and practice in analytical writing. Writing assignments may be designed to foster class discussion and dovetail with oral assignments and research projects.
 - a. English 110 and 115 (College Writing for Non-Native Speakers of English) will continue to be offered, with placement determined by on-campus written and oral assessments.
 - b. Sections of English 120 and 130 (College Writing I and II) will continue to be offered in the fall semester as staffing permits. Enrollment will be voluntary; students who elect College Writing will also take a writing intensive FYS.
 - c. Spring semester writing intensive topics (WIT) courses will be offered for first-year students who are interested in critical writing or in a particular topic being offered, and/or who seek further practice in critical reading, analytical writing, and seminar-style discussion.
2. Students will take a W course and attempt to earn W certification during the sophomore year. The W course becomes a distinctive part of the sophomore experience.
 - a. First-years, juniors, and seniors may enroll in a W course if spaces remain open.
 - b. Class size will be set at 18 to allow additional time for feedback on writing assignments.

3. Juniors and seniors will demonstrate writing competence in the major discipline in a way determined by the major department or program.

CAPP believes that many benefits are to be had by spreading the teaching of writing across the curriculum. Faculty members in every discipline can help students become better writers. We believe that an increase in (or reallocation of) faculty development resources could be used to support writing workshops and other developmental programs for faculty members teaching writing intensive courses. Such support will benefit teaching and learning across the curriculum. This proposal honors strategies for teaching writing that have worked well for many years, while at the same time giving all faculty members a chance to teach students how to write with energy, focus, and grace.

CAPP envisions that oversight of the writing program will continue to be invested in the Writing Program Coordinating Committee (WPCC), while the review and support of writing intensive FYS will be coordinated by the FYS Committee. Ideally the two committees will coordinate closely, and, in keeping with the principles of faculty governance, both will be invited to report yearly to CAPP on outcomes, needs, and proposed changes.

How will it work?

1. First-year seminars (FYS) in fall semester will be writing intensive.
 - a. All first-year students (as opposed to 40%) who enter DePauw in the fall semester will have practice and instruction in analytical writing during the first semester.
 - b. Class size: 12-15.
 - c. As instructors design new first-year seminars, or as they revise syllabi used in the past, they will follow guidelines similar to those used for ENG 130: College Writing II. (See Intellectual Life Moodle site for a copy of these guidelines.)
 - d. An emphasis on writing in FYS can be coordinated with other, long-standing FYS goals. Informal writing assignments, for example, make class discussions livelier; writing assignments dovetail well with oral presentations, library research, and critical reading.
 - e. A set of writing intensive FYS will be offered in Fall 2011 (taught by volunteers from among those already scheduled to teach FYS), with the full program beginning in Fall 2012. The experience gained from the pilot seminars in Fall 2011 can be used to refine the guidelines for writing intensive FYS.
 - f. The associate faculty development coordinator for W will be in charge of coordinating support for faculty members who wish to revise their seminars or design new ones. The AFDC, working with the WPCC and FYS committee, will provide workshops (on assignment design, use of revisions, grading of written work, use of oral projects linked to writing assignments, etc.) and other forms of support for those teaching writing intensive FYS.
 - g. CAPP suggests that the FYS committee continue to review proposals, as before, ensuring that seminars follow the guidelines that will be developed for these courses.
 - h. For personnel decisions, FYS courses will be reviewed by the relevant departments in the usual ways.
 - i. Support for faculty instructors could take many forms: workshops on writing assignment design; summer stipends for course renewal and development; lunch meetings and individual consultations among faculty members who teach writing regularly and those who teach writing less often in their courses.
 - j. The School of Music works quite differently from the CLA. SoM faculty members and administrators will decide how exactly they would like to adopt the writing intensive FYS proposal.
 - k. As is true now, first-year students will be required to take a FYS in the fall semester. If they do

not pass the course, they will not be required to retake it. Other opportunities will be available to help students develop their writing skills.

2. Spring Semester writing intensive topics (WIT) courses will be offered for first-year students and others who enjoy writing and/or who seek to sharpen their skills as writers of analytical essays.
 - a. Faculty members will be invited to create second semester seminar-style courses that emphasize writing.
 - b. Class size: 12-15.
 - c. Such seminar-style courses may satisfy an area requirement: social sciences (SS), science and mathematics (SM), or arts and humanities (AH). They could count towards a major, or not.
 - d. WIT course instructors have no formal advising responsibilities.
 - e. There could be 3 WIT courses or 15 of them. It will take time to find how many are needed and sought by students.
 - f. The courses would follow guidelines similar to those developed for fall semester FYS.
 - g. WIT courses could take several forms. They might use the word "writing" in the title, or not. Some examples:
 - FILM 198 (WIT): Writing about Film
 - PSY 198 (WIT): Undoing Myths about Science
 - HIST 198 (WIT): Globalization and Migration
 - CLST 198 (WIT): Greek Drama
 - GEOS 198 (WIT): Environmental Controversies
 - SOC 198 (WIT): Juvenile Justice
 - ENG 198 (WIT): The Art of the Essay from the 18th Century to the Present
 - CHEM 198 (WIT): The Chemistry of Nutrition
 - REL 198 (WIT): Radical Islam
 - MUS 198 (WIT): Writing about Opera
3. Sophomores will complete a W course.
 - a. The W requirement remains similar to the one on the books.
 - b. Priority for all W courses will be given to sophomores, and students will complete a W course and attempt W certification in the sophomore year. The W course will become a distinctive part of the sophomore experience.
 - c. Class size: 18. A smaller class size allows faculty instructors additional time to give feedback on writing assignments.
 - d. Approximately 15-20 W courses would need to be offered each semester. The WPCC, CAPP, and the VPAA will work out a rotation system and staffing process to ensure that all departments are able to contribute W courses on a regular basis.
 - e. Faculty development funds will be earmarked for W courses to encourage field trips and optional out-of-class events and entertainment.
 - f. Other students may enroll in W courses if space remains.
4. Juniors and seniors will demonstrate writing competence in the major discipline.
 - a. Departments and programs will have a free hand in developing guidelines for writing competence in the discipline. The Department of Modern Languages, for example, could require some or all of a student's disciplinary writing experience to be in a language other than English.
 - b. Some departments may require a single writing intensive course for all majors; others may ask students to put together a writing portfolio; others may fold writing in the discipline into the capstone experience.
 - c. Many departments and programs already ask students to do significant writing in the discipline; in these cases, the department would need simply to articulate the requirement in language that

could be included in the catalogue.

Articles on Writing Courses and Writing Pedagogy

- David, D., Gordon, B., & Pollard, R. (1995). Seeking common ground: Guiding assumptions for writing courses. *College Composition and Communication* 46(4), 522-532. [See also the following replies: Gottschalk, K. (1996). Uncommon grounds: What are the primary traits of a writing course. *College Composition and Communication* 47(4), 594-599. And Ryder, P. M. (1996). Will your disciplinary umbrella cover me? *College Composition and Communication* 47(4), 599-602.]
- Dew, D. F. (2003). Language matters: Rhetoric and writing I as content course. *Writing Program Administration* 26(3), 87 ff.
- Gottschalk, K. & Hjortshoj, K. (2004). *The Elements of Teaching Writing: A Resource for Instructors in All Disciplines*. Boston: Bedford/St. Martin's. [NB. Carleton College orders this book for all writing instructors. A copy is on reserve at Roy O. West Library.]
- Horning, A. (2007). The definitive article on class size. *Writing Program Administration* 31(1-2), 11 ff.
- Indispensable reference for teachers of first-year writing seminars. Cornell University. Retrieved from http://www.arts.cornell.edu/knight_institute
- Moon, G. F. (2003). First-year writing in first-year seminars: Writing across the curriculum from the start. *Writing Program Administration* 26(3), 105 ff.
- Rutz, C., C. S. Hardy, et al. (2002). WAC for the long haul: A tale of hope. *The WAC Journal* 13, 7-16.
- Rutz, C. (2006). Delivering composition at a liberal arts college: Making the implicit explicit. *Delivering College Composition: The Fifth Canon*. K. B. Yancey. Portsmouth, NH, Bynton/Cook, 60-71.
- Sommers, N. & Saltz, L. (2004). The novice as expert: Writing the freshman year. *College Composition and Communication* 56(1), 124-149.
- Sommers, N. (2006). Across the drafts. *College Composition and Communication* 58(2), 248-257.
- Smit, D. (2008). Curriculum design for first-year writing programs. *Longman Sourcebook for Writing Program Administrators*. I. Ward and W. J. Carpenter, Longman, 185-206.
- The Outcomes Group. (1999). WPA outcomes statement for first-year composition (w/ responses). *Writing Program Administration* 23(1-2), 59-69. See also: Harrington, S., R. Malencyzk, et al. (2001). WPA outcomes statement for first-year composition. *College English* 63(3), 321-325.
- White, E. M. (2005). The scoring of writing portfolios: Phase 2. *College Composition and Communication* 56(4), 581-600.
- The chair of CAPP gave notice of CAPP's intent to ask the faculty to vote at the March 2011 faculty meeting on the following proposed changes to the DePauw Catalog. Text to be deleted is ~~struck out~~; text to be inserted is shown in [brackets]; and explanatory notes, which are not part of the catalog language, are shown in {braces}.

[These requirements are effective starting with the Fall 2012 entering class. Students who entered DePauw prior to Fall 2012 will follow the existing requirements (see below).]

First-Year Seminar

First-Year Seminars introduce students to college work and prepare students for the courses they will take later at DePauw. [As seminars, these courses emphasize and nurture discussion and other skills essential to active student participation in their own educations. They are also each student's gateway into DePauw's writing curriculum and emphasize writing skills that will be taken up and built upon across the curriculum.] ~~They~~ [Seminars] are offered as full credit courses to first-year students in the fall term. While First-Year Seminars differ from one another in topic and in the kind of assignments they ask students to complete, they are similar in the following ways. Each seminar:

- creates a sense of intellectual community for the students and faculty member involved;
 - uses discussion as the primary basis for classroom learning;
 - emphasizes critical [writing,] thinking and ~~critical~~, reading;
 - encourages the academic growth and development of individual students; and
 - uses a variety of writing [assignments, along with] research or problem-solving assignments[,]
- designed to give students skills and modes of analysis that will serve them well in their other courses at DePauw.

Students will not be required to repeat the seminar. Students may withdraw from the First-Year Seminar only under exceptional circumstances with the permission of the Petitions Committee. Matriculated students entering in the spring semester and transfer students do not take First-Year Seminars.

{There are no changes to the intervening **Senior Capstone Experience** section.}

Competence Requirements

Competence requirements represent a University-wide commitment to the basic areas essential to a liberal arts education:

- expository writing
- quantitative reasoning
- oral communication

Students pursuing a Bachelor of Arts degree must earn certification in all three competencies. Students pursuing the Bachelor of Music, Bachelor of Music Arts, or Bachelor of Music Education must earn certification in the Writing and Oral Communication competencies. Students must demonstrate their competence in these areas by satisfactorily completing courses that integrate these skills with academic subjects. Competence course offerings may not be taken Pass/Fail unless the student has previously established competency and has the permission of the instructor.

~~Writing~~ [Overview of the Writing Curriculum]

[Writing at DePauw is taught across the curriculum on the assumption that skill in written communication is intimately connected with clear thinking in all subjects. We believe that writing is an essential means for thinking and learning across the University. Writing requirements are also premised on the idea that students do not learn to write in any one particular course, that is, no single course completes one's growth and development as a writer and thinker. Rather, writing is a skill that must be nurtured and

developed throughout one's intellectual journey.

DePauw's writing program begins with a writing intensive First-Year Seminar, builds with a required writing-competency or 'W' course during the sophomore year, and culminates with demonstrated writing competency within the major. This last feature in particular marks DePauw's embrace of the idea that the nature and role of writing varies across disciplines. Writing for different purposes and audiences must be tailored to demands inherent in the disciplines themselves. Regardless of one's chosen major, a DePauw education emphasizes the importance of writing to thinking and learning.]

~~All English composition courses begin with critical thinking. Their aim is to teach college-level thinking through college-level writing. Courses are designed to position students for academic success.~~

~~The writing program at DePauw has a range of levels to meet students' needs. Students are placed into the writing program based on a variety of factors: standardized test scores (SATV and ACTE), Advanced Placement in Writing (AP) score, writing samples, portfolios of previous college-level writings, transfer credit and college professors' recommendations. They may be placed into College Writing I, College Writing II, Writing Seminar for Non-Native Speakers of English I or II, or a W course. W courses may not be taken on a Pass/Fail basis, and certification of writing competence is separate from the grade earned in the course.~~

[Core Components of the Writing Curriculum]

1. [As part of the writing program, each student takes a writing intensive First-Year Seminar (described in detail above). First-Year Seminars introduce students to skills essential for success at DePauw generally, but focus on writing and oral communication specifically given their centrality to everything we do. The course begins nurturing essential skills in writing, thinking, and speaking with the expectation that these skills will be reinforced and further developed throughout students' time at DePauw both in courses specific to the writing curriculum and in broader general education and departmental/program curricula.]
2. [As part of the developmental approach DePauw embraces, students must complete a course with a W designation during their sophomore year.] ~~In addition to the writing courses, students must fulfill the University's expository requirement in W courses taught by faculty members representing most departments throughout the University. A student is eligible to elect a W course either through placement or after earning the grade of C- or better in College Writing II (ENG 130). Several W courses are offered each semester, have limited enrollments and carry one course credit each. [Sophomore W courses are offered across the curriculum each semester; enrollment is limited to approximately 18, with sophomores receiving first priority during registration.]~~

~~They combine~~ [The sophomore W combines] an emphasis on academic content with practice in writing. Such courses encourage:

- the logical development of argument, clear and precise diction and a coherent prose style;
- the development of general skills of expository writing as they apply in the academic disciplines; and
- the responsible, appropriate and effective use of sources and special or technical language.

Students must achieve W certification [during] ~~by the end of~~ their sophomore year. (Music degree students have until the second semester of their junior year [to complete the W requirement].) If certification is not attained before the second semester of the sophomore year, students must

complete a W course each succeeding semester until they achieve certification.

In a few exceptional cases, students may fulfill the W requirement through a portfolio of college-level writings. [Students seeking such exemptions should speak to the director of writing placement.] - To request this exception, students must:

- ~~be eligible to take a W course;~~
- ~~submit an application (and learning contract, if certification is to be based on anticipated work) to the Writing Placement Coordinator with a copy to the Office of Academic Affairs by the eighth week of the first semester of their sophomore year, or, in the case of those who transfer after that, by the eighth week of their first semester at DePauw; and~~
- ~~submit a portfolio of their own college-level writing, done either at DePauw or at another college or university, in courses that provide attention to the writing process similar to that found in W courses at DePauw.~~

~~The portfolio must contain both out-of-class and in-class writing (essay examinations, for example). There must be a minimum total of 16 pages (at least 4,000 words) in the portfolio. The quality of the writing in the portfolio must correspond to the quality of writing of those who have completed W courses at DePauw, according to the judgment of the Writing Placement Coordinator and at least one other W-certified instructor. The Writing Placement Coordinator will notify the Office of the Registrar and the Office of Academic Affairs of the outcome and report this action to the Writing Program Coordinating Committee.~~

3. [DePauw's writing curriculum also includes requirements—developed by each department or program—that focus on the skills, methodologies, and types of writing specific to one's chosen major. The writing curriculum thus sharpens skills throughout the college career, culminating in explicit focus on the role of writing within specific academic fields.]

[Other Writing-Specific Courses]

[Writing and the teaching of writing are emphasized in *many* courses at DePauw, far more than will be listed specifically here. Still, certain courses deserve special attention.]

1. Writing Seminar for Non-Native Speakers of English I and II (ENG 110 and ENG 115) are offered as ~~prerequisites to College Writing II (ENG 130)~~ for students whose first language is not English. English courses for non-native speakers of English are aimed at strengthening existing language skills and developing new skills necessary for academic success. Placement in the appropriate English courses is made based on three criteria: 1) English language assessments administered on campus during orientation, 2) recommendation from the English language coordinator, and 3) confirmation by appointed faculty representing the English department (department chair, W Center director, etc.). Students are expected to complete ENG 110, 115, ~~120 or 130~~ in the semester assigned. They may withdraw from these courses only under exceptional circumstances, ~~such as extended illness~~, with the permission of the Petitions Committee.
2. College Writing I (ENG 120) stresses the development of writing skills fundamental for expressing ideas, imagination and opinion. By means of short essay assignments, some of which may be reflections on their own experience, students will build fluency in written expression, clarity of style and proficiency in the use of language. ENG 120 is offered [to first-year students in the fall semester as an elective] on a Pass/Fail basis.
3. College Writing II (ENG 130) ~~refines and builds writing skills. It stresses~~ [emphasizes] the development of critical thinking skills, logical development of ideas, and a coherent and readable style. In the course,

students base their writing on both personal experience and the critical reading and viewing of materials from a variety of disciplines. [ENG 130 is offered to first-year students in the fall semester as an elective.]

4. [Writing Intensive Topics (WIT) courses are offered for first-year students who enjoy writing and seminar-style discussion, and/or who seek to sharpen their skills in college writing. WIT courses are offered in the spring semester as electives, with priority given to first-year students; other interested students may enroll as space permits.]

[These requirements are effective for students who entered DePauw before Fall 2012.]

{The following requirements are unchanged from the existing catalog.}

First-Year Seminar

First-Year Seminars introduce students to college work and prepare students for the courses they will take later at DePauw. They are offered as full credit courses to first-year students in the fall term. While First-Year Seminars differ from one another in topic and in the kind of assignments they ask students to complete, they are similar in the following ways. Each seminar:

- creates a sense of intellectual community for the students and faculty member involved;
- uses discussion as the primary basis for classroom learning;
- emphasizes critical thinking and critical reading;
- encourages the academic growth and development of individual students; and
- uses a variety of writing, research, or problem-solving assignments designed to give students skills and modes of analysis that will serve them well in their other courses at DePauw.

Students will not be required to repeat the seminar. Students may withdraw from the First-Year Seminar only under exceptional circumstances with the permission of the Petitions Committee. Matriculated students entering in the spring semester and transfer students do not take First-Year Seminars.

{There are no changes to the intervening Senior Capstone Experience section.}

Competence Requirements

Competence requirements represent a University-wide commitment to the basic areas essential to a liberal arts education:

- expository writing
- quantitative reasoning
- oral communication

Students pursuing a Bachelor of Arts degree must earn certification in all three competencies. Students pursuing the Bachelor of Music, Bachelor of Music Arts, or Bachelor of Music Education must earn certification in the Writing and Oral Communication competencies. Students must demonstrate their competence in these areas by satisfactorily completing courses that integrate these skills with academic subjects. Competence course offerings may not be taken Pass/Fail unless the student has previously established competency and has the permission of the instructor.

Writing

All English composition courses begin with critical thinking. Their aim is to teach college level thinking through college level writing. Courses are designed to position students for academic success.

The writing program at DePauw has a range of levels to meet students' needs. Students are placed into the writing program based on a variety of factors: standardized test scores (SATV and ACTE), Advanced Placement in Writing (AP) score, writing samples, portfolios of previous college-level writings, transfer credit and college professors' recommendations. They may be placed into College Writing I, College Writing II, Writing Seminar for Non-Native Speakers of English I or II, or a W course. W courses may not be taken on a Pass/Fail basis, and certification of writing competence is separate from the grade earned in the course.

Writing Seminar for Non-Native Speakers of English I and II (ENG 110 and ENG 115) are offered as prerequisites to College Writing II (ENG 130) for students whose first language is not English. English courses for non-native speakers of English are aimed at strengthening existing language skills and developing new skills necessary for academic success. Placement in the appropriate English courses is made based on three criteria: 1) English language assessments administered on campus during orientation, 2) recommendation from the English language coordinator, and 3) confirmation by appointed faculty representing the English department (department chair, W Center director, etc.). Successful completion in each course is required to advance to a higher level course.

College Writing I (ENG 120) stresses the development of writing skills fundamental for expressing ideas, imagination and opinion. By means of short essay assignments, some of which may be reflections on their own experience, students will build fluency in written expression, clarity of style and proficiency in the use of language. ENG 120 is offered on a Pass/Fail basis.

College Writing II (ENG 130) refines and builds writing skills. It stresses the development of critical thinking skills, logical development of ideas and a coherent and readable style. In the course, students base their writing on both personal experience and the critical reading and viewing of materials from a variety of disciplines.

Students are expected to complete ENG 110, 115, 120 or 130 in the semester assigned. They may withdraw from these courses only under exceptional circumstances, such as extended illness, with the permission of the Petitions Committee.

In addition to the writing courses, students must fulfill the University's expository requirement in W courses taught by faculty members representing most departments throughout the University.

A student is eligible to elect a W course either through placement or after earning the grade of C- or better in College Writing II (ENG 130). Several W courses are offered each semester, have limited enrollments and carry one course credit each.

They combine an emphasis on academic content with practice in writing. Such courses encourage:

- the logical development of argument, clear and precise diction and a coherent prose style;
- the development of general skills of expository writing as they apply in the academic disciplines; and
- the responsible, appropriate and effective use of sources and special or technical

language.

Students must achieve W certification by the end of their sophomore year. (Music degree students have until the second semester of their junior year.) If certification is not attained before the second semester of the sophomore year, students must complete a W course each succeeding semester until they achieve certification.

In a few exceptional cases, students may fulfill the W requirement through a portfolio of college-level writings. To request this exception, students must:

- be eligible to take a W course;
- submit an application (and learning contract, if certification is to be based on anticipated work) to the Writing Placement Coordinator with a copy to the Office of Academic Affairs by the eighth week of the first semester of their sophomore year, or, in the case of those who transfer after that, by the eighth week of their first semester at DePauw; and
- submit a portfolio of their own college-level writing, done either at DePauw or at another college or university, in courses that provide attention to the writing process similar to that found in W courses at DePauw.

The portfolio must contain both out-of-class and in-class writing (essay examinations, for example). There must be a minimum total of 16 pages (at least 4,000 words) in the portfolio. The quality of the writing in the portfolio must correspond to the quality of writing of those who have completed W courses at DePauw, according to the judgment of the Writing Placement Coordinator and at least one other W-certified instructor. The Writing Placement Coordinator will notify the Office of the Registrar and the Office of Academic Affairs of the outcome and report this action to the Writing Program Coordinating Committee.

The chair of CAPP pointed out the background information for the motion is available – he encouraged all the faculty members to read the information carefully, as well as looking at some of the articles from the bibliography. He also stated that a sample syllabus for a writing intensive First-Year Seminar is in Appendix A.

He stated that CAPP believes that the changes they are proposing will:

- promote writing across the curriculum
- increase faculty development for writing pedagogy
- rejuvenate an already strong writing program
- and is imminently feasible

The chair of CAPP asked if there were any questions.

A faculty member noted that the W program committee sent a letter to CAPP asking CAPP not to put this proposal forward until the W committee and the ENG 130 committee could look at it. They did not get a chance to look at it before this proposal was put on the agenda. She asked if CAPP would be holding open meetings to discuss this. The chair of CAPP responded that meetings could be held if people think they are necessary, but the proposal cannot be substantively changed between now and March other than changes that do not increase its scope. The faculty member asked how CAPP envisioned leadership on this proposal; given that the W program committee will be in charge of faculty development and supervising the writing program, but the first-year seminar committee will be in charge of the seminar program, won't there be the possibility of working at cross purposes? The chair of CAPP stated that the W program committee and the first-year seminar committee will definitely have to coordinate, but he didn't anticipate them working at cross purposes.

The faculty member asked the Chair of the Faculty to ask the faculty who would be interested in open meetings. He did so, and noted that members of CAPP could observe the number of people who were interested in attending meetings. The chair of CAPP said that CAPP would discuss this at their next meeting.

Another faculty member asked if there were data to back up the costs of this proposal. The chair of CAPP said that they do have data – if the size of a first-year seminar was fifteen students, then thirty-five sections would be required; if the size was kept at twelve, we would need fifty three sections. The first-year seminar aspect is perfectly feasible. W courses don't really change at all. He noted that the junior and senior level courses are for departments to work out, and shouldn't have an effect. The faculty member noted that the departmental courses would have to be capped at a small number of students, which would certainly have an effect in some departments. He stated that CAPP believes that English faculty would teach the majority of the sophomore level courses. Until CAPP knows the precise demand CAPP cannot comment on the exact costs.

A faculty member stated that CAPP did meet with the first-year seminar committee last fall; they were not asked by CAPP to vote on the proposal, but they were asked for comments. The chair of CAPP said that CAPP met with the W program committee last fall as well, but the model was probably not as detailed as it is now.

Another faculty member asked how first-year seminar courses would be assigned. The chair of CAPP said that it would still be a voluntary system. He believes that faculty members will step up and propose enough first-year seminars to make it work. If the proposal is approved by the faculty, it will be made to work.

Student Life and Academic Atmosphere Committee – SLAAC (Kathryn Millis)

The chair of SLAAC's report consisted of an offer to answer questions.

There were no questions for the chair of SLAAC.

The following announcement was provided in the meeting agenda, but was not read in the meeting.

- SLAAC met with Rick Smock, Chair of COF, and David Harvey, Vice President of Academic Affairs to discuss the "Feedback and Returned Academic Work" white paper that was passed by the DePauw Student Government on November 7th, 2010.

Committee on Faculty – COF (Rick Smock)

The chair of COF's report consisted of an offer to answer questions.

There were no questions for the chair of COF.

Reports from Other Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

Faculty Development Committee – FDC (Rich Martoglio)

The chair of FDC's report consisted of an offer to answer questions.

There were no questions for the chair of FDC.

The following announcements were provided in the meeting agenda, but were not read in the meeting.

- Student Faculty Summer Research (funded either by the Mellon Environmental Studies grant or by FDC) applications are due February 24.
- Summer Stipend applications (for Mellon Environmental Studies or FDC pedagogical projects) are due

March 31.

Committee on Administration - COA (Jackie Roberts)

The chair of COA's report consisted of an offer to answer questions.

There were no questions for the chair of COA.

Winter Term Subcommittee of CAPP – (Dave Worthington)

A faculty member asked if the Winter Term Subcommittee of CAPP would consider extending the deadline for proposals until Monday. The chair of the subcommittee agreed to extend the deadline until Monday, February 14.

The following announcement was provided in the meeting agenda, but was not read in the meeting.

- Call for On and Off-campus Course Proposals, Winter Term 2012
From: Winter Term Subcommittee
To: Faculty

Dear Colleagues,

The Winter Term Subcommittee of CAPP invites faculty members who are interested in teaching an **off-campus** study or service course, or **on campus** course during Winter Term 2012 to submit a proposal following the detailed guidelines set forth in the online proposal forms. Proposals are due Friday, February 11, 2011.

The proposal forms may be found on Moodle at: <http://moodle.depauw.edu/> titled **Group_WT 2012 Faculty Proposals**. You will need to log in with your DePauw username and password. The link for the Moodle "course" is: <http://moodle.depauw.edu/course/view.php?id=8516/>. Click on the link for the course and enter the Enrollment Key. The Enrollment Key is: **WT2012**.

Winter Term allows both faculty members and students to experiment and explore new ways and new topics in their learning. Members of the faculty have frequently taught successful Winter Term courses outside their primary areas of scholarly expertise. In recent years we have attempted to forge closer connections between Winter Term courses and departmental curricula. We continue to encourage proposals related to standard or experimental courses and that link a Winter Term with a fall or spring semester course in order to provide opportunity for direct and intentional links between in-class and out-of-class experiences.

Winter Term courses for 2012 will be selected from among fully-developed and complete submissions. The evaluation criteria used by the Winter Term Subcommittee is attached to this email and can be found on the Moodle Winter term 2012 Faculty Proposal page. Faculty members are encouraged to submit previously offered successful courses.

The Winter Term Subcommittee will review proposed syllabi during the semester and announce decisions and recommendations for revision by mid-March, 2011.

If you are interested in submitting a proposal, feel free to contact [Mandy Brookins Blinn](#) (x4090) with ideas or questions. We look forward to hearing from you.

David Worthington (Chair)
Ophelia Goma

Pedar Foss
Jeffrey Hansen
Valarie Ziegler
Kate Knaul
Mandy Brookins Blinn
Vincent Aguirre

January 2011 Working Group on Intellectual Life (Bridget Gourley)

The report of the representative of the working group consisted of an offer to answer questions.

There were no questions.

The following announcements were provided in the meeting agenda, but were not read in the meeting.

- The January 2011 Working Group on Intellectual Life had a productive WT. We are finalizing our report to the faculty and plan to release it mid-February. In our report we have some recommendations to bring to the faculty directly, probably in March and April with suggested implementation by AY11-12; we have some recommendations where we suggest options for DePauw to consider and thus describe the pros and cons of these various options; and we have some bold ideas for further thought and suggestions about how to move the conversations forward as well. We look forward to sharing our work with the community.

Additional Business

Remarks from the President (Brian Casey)

The President gave the following report:

Welcome back.

Thank you to all who helped during the ice storm. A number of faculty members helped keep buildings opened and worked with students. I must acknowledge the nearly 40 staff members who moved onto the campus and stayed here during the duration of the storm and its aftermath.

Next I would like to formally welcome Dr. Marcia Latta who joins us as Vice President for Advancement. Marcia joins us from Bowling Green State University and she comes with considerable national presence in development and fundraising as well as a significant record of campaign planning and fundraising success.

Marcia will, I believe, come to the Department Chairs meeting next month. We are also beginning discussions as to how to bring faculty into planning for a capital campaign and into our efforts to garner funds for our academic endeavors. Marcia is interested in meeting every one of you and working with all of you.

The Dean for the School of Music Search is nearing its final phase. After meeting eight candidates over several intensive days of meetings away from campus, the search committee has recommended three candidates to come to the campus. An email about those dates and a call to have as many of you hear from the candidates will go out. There will be chances for all faculty members to meet with the candidates. This is an important appointment for the future of the campus.

During the next three weeks I will be having dinner at the house with the Winter Term Working

Group, the January Working Group that was focused on faculty life, and I have invited all the faculty signers of the memo to the January Working Group to my house to speak about faculty life. I am looking forward to these conversations.

In all these conversations, and in the conversations we will continue to have in this room, I will keep firmly in focus first the importance of excellent teaching across the curriculum, next the ways in which faculty are supported in their efforts to enhance their teaching lives, and finally the ways in which this institution's very considerable faculty development programs produces an academic culture that is rich and complex – one that enhances not only to the reach and reputation of the institution but leads to the development and transformation of our students. I am looking very much forward to these conversations, and I will be personally involved in these continuing conversations about what our core mission is.

During the President's report, Jeannette Pope made the following motion:

I move that the faculty formally recognize the staff for their contributions and hard work during the recent ice storm.

The motion was seconded. There was no discussion, and the motion passed.

After his report, the President invited the Vice President for Advancement (Dr. Marcia Latta) to speak.

Vice President Latta thanked us for the opportunity to speak, and stated that she was looking forward to meeting all of the faculty members. As the University begins to plan for a campaign, we will rely on those that were here for the previous campaign to offer ideas and thoughts. She said that if we have students that have gone on to do great things, this will be an opportunity for them to remember their alma mater. She said that she was struck by DePauw's wonderfully rich heritage, and she was looking forward to the opportunity to celebrate DePauw's 175th anniversary. She feels that this is an opportunity to reflect on our past, present, and future. She said that she finds it exciting to be part of an institution that knows what it does well but wants to continually improve. She invited departments to invite her to attend a department meeting, and noted that she would be at the department chair's meeting. She concluded by saying that she will be sending a memo in two weeks to indicate how faculty voices will be involved in the campaign.

The President returned to the podium and stated that he spent a lot of time talking about the finances of the University at the Board of Trustees meeting. He then invited Vice President Brad Kelsheimer to offer an update on the University's finances.

Vice President Kelsheimer presented the faculty with a PowerPoint presentation to give us an update on our current status and our plans for the future. After his presentation, the floor was opened for questions.

A faculty member asked a question about our approach. She understands how to control costs and support the student experience, but what is the strategy for faculty members to help make the transition from merit-based aid to need-based aid. The President responded that one thing is important – how we communicate what is happening at DePauw to prospective students? He stated that we have underplayed the importance of intellectual life and the liberal arts experience. He said there would be a significant push out to every department and faculty member to present what is happening in their department. DePauw could be well served by a word- and information-intensive set of messages about life on this campus. We want to make a rich narrative story about what's happening in our courses and with our faculty; that will go a very long way toward attracting intellectual students to this school. The President concluded by stating that he wants faculty members to "play with" admissions materials and be a part of its creation.

Another faculty member asked what “improving the product” really means. Vice President Kelsheimer responded that our students are attracted first and foremost to the intellectual reputation of DePauw. That reputation is stronger than the operational side of the University. We need to consider what our first impression looks like; when students come to campus or visit our website, what do they see? We need to support our intellectual reputation. The faculty member stated this all refers to a packaging issue; improving the product would involve changing the product, not how it is packaged. The President responded that students are hungry for meaningful encounters with faculty members that are intellectually challenging. If we can come up with new ways to tell students that these encounters will happen here, that will drive interest. Some of this may be packaging, or branding, but we have so radically underplayed what actually happens here. Meaningful, intellectual encounters between students and faculty members drive everything.

A faculty member wondered if our product isn’t our graduates? He wondered what it means to others if a faculty member writes a recommendation that “This is the best student I’ve ever had.” Our students who are being admitted to law, medical, and graduate schools are a measure of our product, and that measure is not as high as we would like. The President responded that a major assessment effort is underway to study what happens to our students after they leave here. Prospective students are curious about where DePauw graduates go after graduation. He invited Vice President Christopher Wells to comment on this. The Vice President noted that a number of things are going on in assessment, looking at outcomes in particular. He noted that there is not a lot of existing data. We are aggressively tracking recent data, but it will take some time to get a large set of data. The President stated that DePauw might see things happening first that seem like packaging – spending money on the website, materials, trees, etc. These items will be done first, because they are easy and are funded through means other than the budget. He noted that real change is deeper and takes time. The supplemental draws authorized by the Board of Trustees are a vote of confidence from them in our plans; they are giving us extra money to accomplish these things. He stated that this is our moment, and he remains profoundly optimistic about where DePauw is going.

Remarks from VPAA (David Harvey)

The VPAA stated that he will be discussing with CAPP plans for this year’s RAS process; details will be shared with the faculty in late February or early March.

The VPAA noted that DePauw’s Rector Scholar Program recognizes first-year incoming DePauw Students of exceptional scholarship. Typically the top 2% of the first-year applicant pool are invited to apply for Rector Scholarships. The recipients are selected on the basis of academic achievement, the rigor of the high-school curriculum, the strength of standardized test results, and an essay that accompanies each student’s application. The VPAA stated that the Admissions Office is looking for faculty members who are willing to read and evaluate essays during the last week of February and the first week of March. Each essay is approximately 1,000–1,500 words and the Admissions Office anticipates having essays from approximately 100 applicants. He asked faculty members to consider volunteering to read several essays; this is one thing we can do to try to attract the best students to DePauw.

The VPAA said that the Alumni Healthcare and Legal Professionals weekend is March 4-5. Look for further details from Jennifer Soster later this month. He asked faculty members to please consider recommending this event to advisees interested in careers in healthcare and law.

Old Business

There was no old business to come before the faculty.

New Business

A faculty member asked if it would be possible for the faculty to start getting away from printing the agenda for faculty meetings. Many faculty members bring the agenda on electronic devices already, or could print it themselves. He requested we move toward a paperless meeting.

The Chair of the Faculty said that he would discuss the idea with the FGSC.

Announcements

Announcement from Dan Meyer, VP for Admission and Financial Aid:

This is a reminder from the Office of Admission for those faculty members who expressed a willingness to assist DePauw's recruitment efforts by contacting admitted students from their academic discipline. At present, we have admitted just over 1,500 students, so I do apologize if this first batch of names is especially large. The next group of names won't be sent until March 1, so you have nearly three weeks to contact students on the original list.

A letter with additional information will be sent to faculty who indicated their willingness to contact members of the Class of 2015. If anyone is so inclined, it isn't too late to volunteer your time to this endeavor.

Thanks again for all that you do to assist DePauw's recruitment efforts. Best wishes for a great Spring Semester!

Sincerely,
Dan Meyer, VP for Admission and FA

Adjournment

The meeting was adjourned by the Chair of the Faculty at 5:01 PM.

Appendices**Appendix A. Example of A Writing Intensive First-Year Seminar in Geosciences****Summary of Revisions to First-Year Seminar Taught in 2009**

- Eliminated 1 of 3 books on energy.
- Added a manual on style as a reference for grammar, punctuation, mechanics, documentation, and word usage.
- Decreased the amount of weekly reading to allow time for writing instruction.
- Added more emphasis on writing skills (e.g., use of sources, development of argument, clarity, focus, organization, etc.)
- Added United States Energy Policy 2009 as a focal point for two of four papers (#2 and #4 below).
- Decreased the final writing assignment (research paper) from 15-20 pages to 9-10 pages.
- Created two new writing assignments (#1 and #2 below) for the first half of the semester.
- Sequenced writing assignments to build cognitive skills.

Summary of Writing Assignments*

ASSIGNMENT #	TOPIC	COGNITIVE SKILLS EMPHASIZED
Writing Assignment #1	Energy Resources (3-4 page paper describing an energy resource, how it forms, how it is converted to useful energy, current status as a fuel source, and the long term prospects for providing a reliable fuel source)	Knowledge Comprehension
Writing Assignment #2	U.S. Energy Policy (4-5 page paper describing a controversial area of the energy policy with supporting argument for or against)	Analysis Synthesis
Writing Assignment #3	Incandescent, Compact Fluorescent, or LED Lighting? (5-6 page paper presenting a comparative cost/benefit analysis for each bulb type)	Application Analysis Synthesis
Writing Assignment #4	Additions or Amendments to U.S. Energy Policy (9-10 page paper developing and defending additions or amendments to the United States Energy Policy)	Analysis Synthesis Evaluation

*Pages 3-5 of the attached syllabus show how the writing assignments are integrated with course content, discussion, and speaking assignments.

GEOS 197SA: Energy for the 21st Century

Fall Term 2011

Dr. Fred Soster, 216 Julian S&M, 658-4670, e-mail: fsoster@depauw.edu

Office Hours: By appointment or stop by anytime.

Seminar: 10:00 – 11:30 a.m., TTh, Rm. 203, Julian S&M.

Books: Doing Honest Work in College by Charles Lipson © 2008 (Free copy provided)

A Pocket Style Manual by Diana Hacker, Douglas Downs, and Diana Fister © 2009 (ISBN 13:978-0312608545; \$30.95)

The Party's Over: Oil, War, and the Fate of Industrial Societies by Richard Heinberg © 2005 (ISBN 13: 978-0-86571-529-5; \$12.21)

Big Coal: The Dirty Secret Behind America's Energy Future by Jeff Goodell © 2006 (ISBN 13: 978-0-618-87224-4; \$5.98)

Course Goals

This first-year seminar is designed to help you develop some of the skills that you will need to be successful in college. The seminar is built around the topic of energy. As we explore this topic through reading, writing, speaking, and listening, you will develop the following skills that will enable you do good, honest, college-level work:

- ✓ Taking good notes and studying effectively.
- ✓ Asking good questions and contributing to a discussion.
- ✓ Communicating ideas in written form.
- ✓ Speaking well in front of an audience.

I will work with you individually and as a group to develop these skills, and I will provide plenty of feedback to help you along.

The Topic

The era of cheap, abundant energy provided by fossil fuels will end during your lifetime. Major changes in human civilization will occur as we strive to make the transition from non-renewable, polluting fossil fuels to renewable and sustainable alternatives. Some doubt that we can make this transition and predict that modern industrialized societies will begin to collapse in the not too distant future. Others believe that technological innovation, that has been the hallmark of human existence, will enable us to make this transition successfully. Whatever the outcome, make no mistake about it, the way we live, work, play, and interact is going to change drastically during this century. This is an interdisciplinary topic. It involves science, politics, economics, sociology, demographics, and many other disciplines. No matter what your interests are, you have to be interested in this.

Components of the Seminar

The seminar consists of several components: reading, discussion, quizzes, oral presentations, and writing assignments. We will meet twice a week on Tuesday and Thursday for 90 minutes. This time will be spent discussing the books that we are reading, working on skill development, making presentations, working on assignments, and viewing DVDs.

Reading: We will read two books on energy: one that focuses primarily on oil and a second on coal. We also will read the United States Energy Policy 2009 document and this will serve as the focal point for some of our discussions, two of the papers, and two of the oral presentations.

Discussion: As you are reading the books, think about what you are reading. Take notes about anything that you might want to discuss with the seminar group. What did you find to be interesting? Why? What did you not understand? Is there anything that you disagree with and want to challenge? Are claims supported with data? Can you find any information from another source that supports or contradicts a claim? What position does the majority of the scientific community hold? Politicians? Economists? Are the arguments balanced and logical? Are alternate viewpoints considered? Are references provided and are they from reliable sources?

Quizzes: Prior to our discussions, you will be given a short (10-15 minute) quiz over the assigned reading. The format will be written short answers. The quizzes are designed to ensure that you have completed the reading, have taken good notes, and have studied effectively.

Oral Presentations: You will compose Power Point presentations about energy-related topics that you will present to the seminar. The purposes of the presentations are to help you develop your oral presentation skills, and to present information and your ideas to the seminar group. The oral presentations will be based on the papers that you are writing. Hopefully, a synergistic effect will develop between your writing, your presentations, and our discussions. Writing will help you to learn, understand, and explore the material on your own; oral presentations will enable you to convey your knowledge and ideas to the seminar group; discussions will stimulate deeper understanding, further analysis, new ideas, and alternative view points.

Writing Assignments You will write 4 papers during the semester. The general topics that you will write about are (1) energy resources, (2) U.S. Energy Policy, (3) cost effectiveness of incandescent, compact fluorescent, and LED light bulbs, and (4) development and defense of an addition or amendment to U. S. Energy Policy. The papers are sequenced through the semester so that you become progressively better at analyzing information and communicating through writing. Your four papers will be in the "public domain", meaning that they will be read not only by me, but by other students in the seminar. Each paper will involve a first draft, editing of the first draft based on comments from your peers and from me, and a final draft. Class time will be spent on writing instruction using excerpts from the first drafts of your papers. We will work as a class to rewrite these excerpts.

Comment [FS1]: Students are writing for the entire seminar group, not just for me.

I will provide detailed written instructions for each writing and speaking assignment.

Course Outline and Tentative Schedule

(Writing activities in bold italics.)

<u>Day</u>	<u>Topic</u>	<u>Reading Assignment</u>
	PART I: The Problem	
8/25	Introduction; DVD: Green: The New Red, White, and Blue <i>Receive Writing Assignment #1: Energy Resources (3-4 page paper describing an energy resource, how it forms, how it is converted to useful energy, current status as a fuel source, and the long term prospects for providing a reliable fuel source) First draft due on 9/3 (3 copies)</i>	
8/30	Library Resources; Plagiarism Discussion <i>How to Write a Good Paper</i>	Lipson, p. 3-53
9/1	<i>Hand in first draft of Writing Assignment #1 (3 copies)</i> First and Second Laws of Thermodynamics How to Give a Good Oral Presentation Receive Speaking Assignment #1: Energy Resources (5 minute presentation on Energy Resources based on Writing Assignment #1) Presentation on 9/10	
9/6	Quiz #1 Discussion: The Era of Cheap Abundant Energy <i>Writing Workshop</i>	Heinberg, p. 1-84 <i>Edit 2 student papers</i>
9/8	Oral Presentations on Energy Resources	
9/13	<i>Hand in final paper for Writing Assignment #1 (1 copy)</i> Worksheet: How Do We Measure Energy? Due on 9/22	

Comment [FS2]: There are no reading assignments on days that writing assignments are due.

Comment [FS3]: 1 copy to Soster; 2 copies to two students for editing in preparation for the Writing Workshop on 9/6.

Comment [FS4]: Soster will begin with a general discussion of common problems encountered in the first drafts. Then, students will break up into groups of three and discuss each other's drafts that they edited.

Comment [FS5]: Students have had a week to revise their first drafts based on Soster's comments and peer editing.

PART II: Oil & Gas		
9/15	Quiz #2 Discussion: Peak Oil Receive Writing Assignment #2: U.S. Energy Policy (4-5 page paper describing a controversial area of the energy policy with supporting argument for or against) First draft due 9/29 (3 copies) Receive Speaking Assignment #2: U.S. Energy Policy (5 minute presentation, based on Writing Assignment #2)	Heinberg, p. 85-136
9/20	Hand in Worksheet Quiz #3 Discussion: U.S. Energy Policy	U.S. Energy Policy
9/22	Oral Presentations on U.S. Energy Policy	
9/27	Hand in first draft of Writing Assignment #2 (3 copies) DVD: Crude Impact	
9/29	Writing Workshop DVD: Life After Oil: The New Energy Alternatives Receive Writing Assignment #4 (9-10 page paper developing and defending additions or amendments to the United States Energy Policy) Due 11/24 Receive Speaking Assignment #3 & #4	<i>Edit 2 student papers</i>
10/4	Quiz #4 Discussion: Problems with Alternatives to Petroleum	Heinberg, p. 137-184
10/6	Hand in final paper for Writing Assignment #2 (1 copy) Receive Writing Assignment #3: Incandescent, Compact Fluorescent, or LED Lighting? (5-6 page paper presenting a comparative cost/benefit analysis for each type of light bulb) Due 10/27	
10/11	Quiz #5 Discussion: Consequences of Peak Oil	Heinberg, p. 185-224
10/13	Quiz #6 Discussion: Life After Peak Oil	Heinberg, p. 225-274
Fall Break – Saturday, October 15 through Sunday, October 23		
PART III: Coal		
10/25	Hand in first draft of Writing Assignment #3 (3 copies) DVD: Burning the Future: Coal in America	
10/27	Writing Workshop Individual Conferences (10/28-10/30)	<i>Edit 2 student papers</i>
11/1	Quiz #7 Discussion: Coal: The Dig	Goodell, p. xi-93

Comment [FS6]: Based on readings and previous discussions, students understand the concept of "peak oil" and its implications for our standard of living. Discussion can focus on how well the Energy Policy addresses issues related to peak oil. Students also are developing their first drafts for Writing Assignment #2, so they have been thinking about this. This discussion should help them further develop and focus their ideas for their papers.

Comment [FS7]: Provides the students an opportunity to present their ideas that they are writing about to the class and to receive feedback.

Comment [FS8]: 1 copy to Soster; 2 copies to two students for editing in preparation for the Writing Workshop on 9/29.

Comment [FS9]: Soster will begin with a general discussion of common problems in the first drafts. Then work as a class fixing some problem paragraphs excerpted from student papers. End with groups of three discussing each other's drafts that they edited.

Comment [FS10]: This is the culminating writing assignment that is due at the end of the semester. It is assigned early so that students can begin to make links between what we are reading and discussing, and possible revisions to the U.S. Energy Policy.

Comment [FS11]: The DVD viewed on 10/1 provides a rosy scenario for the future (i.e., technology will save us). Heinberg argues otherwise.

Comment [FS12]: Students have had a week to revise their first drafts based on Soster's comments and peer editing.

Comment [FS13]: This writing assignment has students completing an analysis and presenting the results in written form. They will learn how to present numerical data using figures and tables to support their conclusions. Learning how to effectively present numerical data to support an argument or conclusion will prove useful for their final papers (Writing Assignment #4).

Comment [FS14]: Same format as above (9/29).

Comment [FS15]: Address writing issues unique to each student. (1/2 hour per student)

11/3	<i>Hand in final paper for Writing Assignment #3 (1 copy)</i> <i>Discuss Writing Assignment #4</i> DVD: Plan B: Mobilizing to Save Civilization	
11/8	Quiz #8 Discussion: Coal: The Burn	Goodell, p. 95-169
11/10	<i>Hand in Writing Assignment #4a: Proposal and Outline (1 copy)</i> <i>Speaking Assignment #3: Oral Presentation of Proposal</i>	
11/15	Quiz #9 Discussion: Coal: The Heat	Goodell, p. 171-260
11/17	<i>Hand in Writing Assignment #4b: Introduction (3 copies)</i> <i>Writing Workshop</i>	<i>Edit introductions</i>
PART IV: The Future		
11/22	<i>Hand in Writing Assignment #4c: First Draft (1 copy)</i>	
Thanksgiving Recess – Wednesday, November 23 through Sunday, November 27		
11/29	Student Course Evaluation <i>Individual Conferences (12/1-12/4)</i>	
12/1	Final Presentations	
12/6	Final Presentations	
12/8	Final Presentations	
<i>Final Papers due by 4:00 p.m. on Friday, December 9 (the last day of classes)</i>		
Grading		
You will receive grades for each component of the course and these grades will be weighted to determine your final course grade in the following manner:		
	Discussion	15%
	Quizzes	10%
	Writing Assignment #1	6%
	Speaking Assignment #1	2%
	Writing Assignment #2	8%
	Speaking Assignment #2	3%
	Writing Assignment #3	12%
	Writing Assignment #4	
	#4a) Proposal and Outline	2%
	#4b) Introduction	3%
	#4c) First Draft	10%
	#4d) Final Paper	20%
	Speaking Assignment #3	2%
	Speaking Assignment #4	4%
	Worksheet	3%
A > 90%; B = 80-89%; C = 70-79%; D = 60-69%; F < 60%		

Comment [FS16]: Students have had a week to revise their first drafts based on Soster's comments and peer editing.

Comment [FS17]: Students identify areas of U.S. Energy Policy that they are going to change or amend, indicate the structure of their argument, and identify what supporting evidence or data they will use.

Comment [FS18]: Students present their proposal to the class for feedback, suggestions, and alternate viewpoints.

Comment [FS19]: Several paragraphs that provide the background and their proposed additions or amendments to U.S. Energy Policy.

Comment [FS20]: Students receive feedback on their first drafts.

Criteria for Assigning Discussion Grades*

On each day that we have a discussion about a reading assignment, you will receive a discussion grade based on the following criteria.

- A** (90-100) You initiated or contributed to a discussion that led to a deeper or broader understanding of the subject matter; you raised new issues or extended the discussion into related areas; you were able to clearly defend your position on an issue with appropriate evidence and supporting argument; you challenged someone else's position, belief, or assertion, with contrary evidence or argument.
- B** (80-89) You participated by answering or asking questions of a factual nature; your comments showed that you completed the reading assignment, that you followed the general trend of the discussion, and that you understood the topics/issues being discussed.
- C** (70-79) You were in class and seemed interested in the discussion. You participated in the discussion just enough to show that you completed the assigned reading.
- D** (60-69) You showed up for class, but you really didn't say much of anything. You were only marginally engaged in the discussion and consequently, it was hard to assess your understanding of the material.
- F** (0) You weren't in class, either physically or mentally.

*From DePauw University Department of Biology Senior Seminar

DePauw University Faculty Meeting Minutes
March 7th, 2011

Call to Order

The Chair of the Faculty called the meeting to order at 4:03 PM.

Verification of Quorum

The Chair of the Faculty confirmed that more than 81 ballots had been distributed to voting faculty members at the meeting; therefore, the quorum was verified. There were a total of 125 ballots distributed at the meeting.

Approval of Minutes from the February 2011 Faculty Meeting

The Chair of the Faculty asked if there were any additions or corrections to the minutes of the February 2011 faculty meeting. There were none, and the minutes as circulated were approved by unanimous consent.

Remarks by President Casey

The President asked to make some remarks at this point in the meeting, as he might be called out of the meeting later and this announcement could not wait. He stated that several months ago, the state of Indiana created a Stellar Community competition in which Indiana municipalities would compete to win several million dollars from multiple state agencies to revitalize their towns. The mayor of Greencastle called earlier today to report that Greencastle was one of two Indiana towns that had been awarded the grant. On Thursday, representatives from the Governor's office, the mayor of Greencastle, and President Casey will have a press conference to announce the award. He thanked everyone at DePauw who had been directly involved in working on the grant, including Brad Kelsheimer and Jonathan Coffin, and he stated that there would be more details coming including the specific amount of funds that would be allotted to Greencastle and the timing of the projects that were included in the grant application.

Moment of Silence to Honor John E. Kaemmer

The Chair of the Faculty asked the faculty to join in a moment of silence to remember John E. Kaemmer, who passed away January 4, 2011. John E. Kaemmer, Professor Emeritus of Anthropology, served DePauw from 1975 to 1992. A full tribute to John may be found in an appendix to this agenda.

Special Written Report from the CIO (Carol Smith)

The CIO's report consisted of an offer to answer questions about the following written announcement. There were no questions.

The following announcement was found in the agenda, but was not read during the meeting.

E-SERVICES & RELATED SYSTEMS WILL BE UNAVAILABLE - MARCH 18-22, 2011

System maintenance on the University core data systems is planned for March 18-22, 2011. e-Services and several related systems will be unavailable during this period.

The following systems will be OFFLINE and UNAVAILABLE during Friday, March 18, 6:30 pm -- Wednesday, March 23, 8:00 am:

- e-Services
- Oracle e-Business Suite
- ADMIN2 (Registrar applications)
- TMA (Facilities Services)
- Selected University web pages, including:
- Alumni Gateway
- Campus Directory (faculty, staff and students)
- Campus Calendars
- Alumni and Development Online Gifts portal
- Event Registration portals (incl. Commencement, Alumni Reunion Weekend, DePauw Discourse, etc.)
- Admission Application and Online Deposits pages for prospective students
- Athletic Questionnaire for prospective students
- Faculty members list (www.depauw.edu/admin/acadaffairs/faculty/faculty.asp)
- Faculty email list utilities (www.depauw.edu/adam/acadaffairs/facemail)
- Student Third-Party Access portal (for parents and others to view invoices, check students' grades, etc.)
- Academic department sites
- University Catalog
- Library Acquisitions Orders
- iPhone App - Calendar & Directory offline. (News feeds, WGRE player & Athletic fees will not be affected.)
- Titanium - Available for scheduling, but new clients will need to be entered manually
- PowerFAIDS - System will be available, but batch interface jobs with e-Services will be disabled

The following systems will be ONLINE and not affected by the maintenance outage:

- Google Apps - mail.depauw.edu
- DePauw website - www.depauw.edu (excluding applications noted above)
- Online Schedule of Classes (will be a static page)
- Swipe card access to campus buildings
- On & off campus food purchases using ID Card (CSGold & Micros)
- Canon printer/copiers and campus network printers
- Luna - luna.depauw.edu
- ContentDM
- Easy Proxy
- DyKnow
- Moodle - moodle.depauw.edu
- Network drives (P,I,U, W)
- Personal websites at academic.depauw.edu, dpuadweb.depauw.edu & studentweb.depauw.edu
- OTG (Document Imaging)
- VPN - remote.depauw.edu
- Wordpress - wordpress.depauw.edu

Why are we having this system outage?

During this maintenance, the Finance Office and Information Services are collaborating to complete an important major upgrade to Oracle e-Business Suite, moving from Release 11i to Release 12 (or "R12"). While most people on campus do not use e-Business Suite system directly, it is the core system that maintains the University financial and human resources databases.

After the upgrade is completed, it will introduce process changes for only those staff in the Finance and Human Resources offices who regularly use e-Business Suite and they have been directly involved in preparing for those changes. Otherwise, the upgrade should not result in any noticeable changes in e-Services for other faculty, staff or students. Thank you for your patience as we implement this important system upgrade.

This notice and any further updates/details will be available at the I.S. Blog:

<http://lisnews.wordpress.depauw.edu>

If you have any questions, please contact Carol Smith (clsmith@depauw.edu).

Reports from Coordinating Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

Committee on Academic Policy and Planning – CAPP (Bruce Sanders)

NOTE: Please refer to CAPP's replies to the "Writing Program Coordinating Committee (WPCC) Questions/Discussion Points" and the "CAPP Explanation of Writing Proposal from February 2011 Faculty Meeting Agenda" in the first section of the "Intellectual Life Discussions" Moodle site to understand the reasoning and some of the finer points behind the motion that follows below.

The chair of CAPP moved that the faculty make the following changes to the DePauw Catalog with respect to the Writing program. Previous notice of this motion was given at the February faculty meeting. Text to be deleted is ~~struck-out~~; text to be inserted is shown in [brackets]; and explanatory notes, which are not part of the catalog language, are shown in {braces}. Handouts distributed at the faculty meeting offered the following adjustments to the motion on the agenda (and repeated below):

These changes were made to the motion in the agenda:

As the materials provided to the faculty at the February faculty meeting indicated, CAPP's motion is not intended to change the writing requirement for the School of Music. In response to a question that has been posed in the past few days, CAPP is adjusting the language (but not the intent) of its motion to make this clearer. The following adjustments, consistent with current practice in the SoM, are being made to the motion CAPP will offer:

a) On page three of the agenda, modify the paragraph under the five bulleted points by appending the following text to the end of the paragraph (text shown in bold to clarify the addition): **School of Music students take the music first-year seminar, MUS 130: Understanding Music. This course serves the needs of School of Music students as determined by the School of Music faculty.**

b) On page four of the agenda, modify the first paragraph under Core Components of the Writing Program, by appending the following bold text to the end of the paragraph (text shown in bold to clarify the addition): **School of Music students take the music first-year seminar, MUS 130: Understanding Music, as described above.**

The motion under consideration is the adjusted version of the motion.

[These requirements are effective starting with the Fall 2012 entering class. Students who entered DePauw

prior to Fall 2012 will follow the existing requirements (see below).]

First-Year Seminar

First-Year Seminars introduce students to college work and prepare students for the courses they will take later at DePauw. [As seminars, these courses emphasize and nurture discussion and other skills essential to active student participation in their own educations. They are also each student's gateway into DePauw's writing curriculum and emphasize writing skills that will be taken up and built upon across the curriculum.] ~~They~~ [Seminars] are offered as full credit courses to first-year students in the fall term. While First-Year Seminars differ from one another in topic and in the kind of assignments they ask students to complete, they are similar in the following ways. Each seminar:

- creates a sense of intellectual community for the students and faculty member involved;
 - uses discussion as the primary basis for classroom learning;
 - emphasizes critical [writing,] thinking and ~~critical~~, reading;
 - encourages the academic growth and development of individual students; and
 - uses a variety of writing [assignments, along with] research or problem-solving assignments[,]
- designed to give students skills and modes of analysis that will serve them well in their other courses at DePauw.

Students will not be required to repeat the seminar. Students may withdraw from the First-Year Seminar only under exceptional circumstances with the permission of the Petitions Committee. Matriculated students entering in the spring semester and transfer students do not take First-Year Seminars.

{There are no changes to the intervening **Senior Capstone Experience** section.}

Competence Requirements

Competence requirements represent a University-wide commitment to the basic areas essential to a liberal arts education:

- expository writing
- quantitative reasoning
- oral communication

Students pursuing a Bachelor of Arts degree must earn certification in all three competencies. Students pursuing the Bachelor of Music, Bachelor of Music Arts, or Bachelor of Music Education must earn certification in the Writing and Oral Communication competencies. Students must demonstrate their competence in these areas by satisfactorily completing courses that integrate these skills with academic subjects. Competence course offerings may not be taken Pass/Fail unless the student has previously established competency and has the permission of the instructor.

Writing [Overview of the Writing Curriculum]

[Writing at DePauw is taught across the curriculum on the assumption that skill in written communication is intimately connected with clear thinking in all subjects. We believe that writing is an essential means for thinking and learning across the University. Writing requirements are also premised on the idea that students do not learn to write in any one particular course, that is, no single course completes one's

growth and development as a writer and thinker. Rather, writing is a skill that must be nurtured and developed throughout one's intellectual journey.

DePauw's writing program begins with a writing intensive First-Year Seminar, builds with a required writing-competency or 'W' course during the sophomore year, and culminates with demonstrated writing competency within the major. This last feature in particular marks DePauw's embrace of the idea that the nature and role of writing varies across disciplines. Writing for different purposes and audiences must be tailored to demands inherent in the disciplines themselves. Regardless of one's chosen major, a DePauw education emphasizes the importance of writing to thinking and learning.]

~~All English composition courses begin with critical thinking. Their aim is to teach college-level thinking through college-level writing. Courses are designed to position students for academic success.~~

~~The writing program at DePauw has a range of levels to meet students' needs. Students are placed into the writing program based on a variety of factors: standardized test scores (SATV and ACTE), Advanced Placement in Writing (AP) score, writing samples, portfolios of previous college-level writings, transfer credit and college professors' recommendations. They may be placed into College Writing I, College Writing II, Writing Seminar for Non-Native Speakers of English I or II, or a W course. W courses may not be taken on a Pass/Fail basis, and certification of writing competence is separate from the grade earned in the course.~~

[Core Components of the Writing Curriculum]

1. [As part of the writing program, each student takes a writing intensive First-Year Seminar (described in detail above). First-Year Seminars introduce students to skills essential for success at DePauw generally, but focus on writing and oral communication specifically given their centrality to everything we do. The course begins nurturing essential skills in writing, thinking, and speaking with the expectation that these skills will be reinforced and further developed throughout students' time at DePauw both in courses specific to the writing curriculum and in broader general education and departmental/program curricula.]
2. [As part of the developmental approach DePauw embraces, students must complete a course with a W designation during their sophomore year.] ~~In addition to the writing courses, students must fulfill the University's expository requirement in W courses taught by faculty members representing most departments throughout the University. A student is eligible to elect a W course either through placement or after earning the grade of C- or better in College Writing II (ENG 130). Several W courses are offered each semester, have limited enrollments and carry one course credit each. [Sophomore W courses are offered across the curriculum each semester; enrollment is limited to approximately 18, with sophomores receiving first priority during registration.]~~

~~They combine~~ [The sophomore W combines] an emphasis on academic content with practice in writing. Such courses encourage:

- the logical development of argument, clear and precise diction and a coherent prose style;
- the development of general skills of expository writing as they apply in the academic disciplines; and
- the responsible, appropriate and effective use of sources and special or technical language.

Students must achieve W certification [during] ~~by the end of~~ their sophomore year. (Music degree students have until the second semester of their junior year [to complete the W requirement].) If certification is not attained before the second semester of the sophomore year, students must complete a W course each succeeding semester until they achieve certification.

In a few exceptional cases, students may fulfill the W requirement through a portfolio of college-level writings. [Students seeking such exemptions should speak to the director of writing placement.] ~~To request this exception, students must:~~

- ~~• be eligible to take a W course;~~
- ~~• submit an application (and learning contract, if certification is to be based on anticipated work) to the Writing Placement Coordinator with a copy to the Office of Academic Affairs by the eighth week of the first semester of their sophomore year, or, in the case of those who transfer after that, by the eighth week of their first semester at DePauw; and~~
- ~~• submit a portfolio of their own college-level writing, done either at DePauw or at another college or university, in courses that provide attention to the writing process similar to that found in W courses at DePauw.~~

~~The portfolio must contain both out of class and in class writing (essay examinations, for example). There must be a minimum total of 16 pages (at least 4,000 words) in the portfolio. The quality of the writing in the portfolio must correspond to the quality of writing of those who have completed W courses at DePauw, according to the judgment of the Writing Placement Coordinator and at least one other W-certified instructor. The Writing Placement Coordinator will notify the Office of the Registrar and the Office of Academic Affairs of the outcome and report this action to the Writing Program Coordinating Committee.~~

3. [DePauw's writing curriculum also includes requirements—developed by each department or program—that focus on the skills, methodologies, and types of writing specific to one's chosen major. The writing curriculum thus sharpens skills throughout the college career, culminating in explicit focus on the role of writing within specific academic fields.]

[Other Writing-Specific Courses]

[Writing and the teaching of writing are emphasized in *many* courses at DePauw, far more than will be listed specifically here. Still, certain courses deserve special attention.]

1. Writing Seminar for Non-Native Speakers of English I and II (ENG 110 and ENG 115) are offered ~~as prerequisites to College Writing II (ENG 130)~~ for students whose first language is not English. English courses for non-native speakers of English are aimed at strengthening existing language skills and developing new skills necessary for academic success. Placement in the appropriate English courses is made based on three criteria: 1) English language assessments administered on campus during orientation, 2) recommendation from the English language coordinator, and 3) confirmation by appointed faculty representing the English department (department chair, W Center director, etc.). Students are expected to complete ENG 110, 115, ~~120 or 130~~ in the semester assigned. They may withdraw from these courses only under exceptional circumstances, ~~such as extended illness~~, with the

permission of the Petitions Committee.

2. College Writing I (ENG 120) stresses the development of writing skills fundamental for expressing ideas, imagination and opinion. By means of short essay assignments, some of which may be reflections on their own experience, students will build fluency in written expression, clarity of style and proficiency in the use of language. ENG 120 is offered [to first-year students in the fall semester as an elective] on a Pass/Fail basis.
3. College Writing II (ENG 130) ~~refines and builds writing skills. It stresses~~ [emphasizes] the development of critical thinking skills, logical development of ideas, and a coherent and readable style. In the course, students base their writing on both personal experience and the critical reading and viewing of materials from a variety of disciplines. [ENG 130 is offered to first-year students in the fall semester as an elective.]
4. [Writing Intensive Topics (WIT) courses are offered for first-year students who enjoy writing and seminar-style discussion, and/or who seek to sharpen their skills in college writing. WIT courses are offered in the spring semester as electives, with priority given to first-year students; other interested students may enroll as space permits.]

[These requirements are effective for students who entered DePauw before Fall 2012.]

{The following requirements are unchanged from the existing catalog.}

First-Year Seminar

First-Year Seminars introduce students to college work and prepare students for the courses they will take later at DePauw. They are offered as full credit courses to first-year students in the fall term. While First-Year Seminars differ from one another in topic and in the kind of assignments they ask students to complete, they are similar in the following ways. Each seminar:

- creates a sense of intellectual community for the students and faculty member involved;
- uses discussion as the primary basis for classroom learning;
- emphasizes critical thinking and critical reading;
- encourages the academic growth and development of individual students; and
- uses a variety of writing, research, or problem-solving assignments designed to give students skills and modes of analysis that will serve them well in their other courses at DePauw.

Students will not be required to repeat the seminar. Students may withdraw from the First-Year Seminar only under exceptional circumstances with the permission of the Petitions Committee. Matriculated students entering in the spring semester and transfer students do not take First-Year Seminars.

{There are no changes to the intervening Senior Capstone Experience section.}

Competence Requirements

Competence requirements represent a University-wide commitment to the basic areas essential to a liberal arts education:

- expository writing

- quantitative reasoning
- oral communication

Students pursuing a Bachelor of Arts degree must earn certification in all three competencies. Students pursuing the Bachelor of Music, Bachelor of Music Arts, or Bachelor of Music Education must earn certification in the Writing and Oral Communication competencies. Students must demonstrate their competence in these areas by satisfactorily completing courses that integrate these skills with academic subjects. Competence course offerings may not be taken Pass/Fail unless the student has previously established competency and has the permission of the instructor.

Writing

All English composition courses begin with critical thinking. Their aim is to teach college level thinking through college level writing. Courses are designed to position students for academic success.

The writing program at DePauw has a range of levels to meet students' needs. Students are placed into the writing program based on a variety of factors: standardized test scores (SATV and ACTE), Advanced Placement in Writing (AP) score, writing samples, portfolios of previous college-level writings, transfer credit and college professors' recommendations. They may be placed into College Writing I, College Writing II, Writing Seminar for Non-Native Speakers of English I or II, or a W course. W courses may not be taken on a Pass/Fail basis, and certification of writing competence is separate from the grade earned in the course.

Writing Seminar for Non-Native Speakers of English I and II (ENG 110 and ENG 115) are offered as prerequisites to College Writing II (ENG 130) for students whose first language is not English. English courses for non-native speakers of English are aimed at strengthening existing language skills and developing new skills necessary for academic success. Placement in the appropriate English courses is made based on three criteria: 1) English language assessments administered on campus during orientation, 2) recommendation from the English language coordinator, and 3) confirmation by appointed faculty representing the English department (department chair, W Center director, etc.). Successful completion in each course is required to advance to a higher level course.

College Writing I (ENG 120) stresses the development of writing skills fundamental for expressing ideas, imagination and opinion. By means of short essay assignments, some of which may be reflections on their own experience, students will build fluency in written expression, clarity of style and proficiency in the use of language. ENG 120 is offered on a Pass/Fail basis.

College Writing II (ENG 130) refines and builds writing skills. It stresses the development of critical thinking skills, logical development of ideas and a coherent and readable style. In the course, students base their writing on both personal experience and the critical reading and viewing of materials from a variety of disciplines.

Students are expected to complete ENG 110, 115, 120 or 130 in the semester assigned. They may withdraw from these courses only under exceptional circumstances, such as extended illness, with the permission of the Petitions Committee.

In addition to the writing courses, students must fulfill the University's expository requirement in W courses taught by faculty members representing most departments throughout the University.

A student is eligible to elect a W course either through placement or after earning the grade of C- or better in College Writing II (ENG 130). Several W courses are offered each semester, have limited enrollments and carry one course credit each.

They combine an emphasis on academic content with practice in writing. Such courses encourage:

- the logical development of argument, clear and precise diction and a coherent prose style;
- the development of general skills of expository writing as they apply in the academic disciplines; and
- the responsible, appropriate and effective use of sources and special or technical language.

Students must achieve W certification by the end of their sophomore year. (Music degree students have until the second semester of their junior year.) If certification is not attained before the second semester of the sophomore year, students must complete a W course each succeeding semester until they achieve certification.

In a few exceptional cases, students may fulfill the W requirement through a portfolio of college-level writings. To request this exception, students must:

- be eligible to take a W course;
- submit an application (and learning contract, if certification is to be based on anticipated work) to the Writing Placement Coordinator with a copy to the Office of Academic Affairs by the eighth week of the first semester of their sophomore year, or, in the case of those who transfer after that, by the eighth week of their first semester at DePauw; and
- submit a portfolio of their own college-level writing, done either at DePauw or at another college or university, in courses that provide attention to the writing process similar to that found in W courses at DePauw.

The portfolio must contain both out-of-class and in-class writing (essay examinations, for example). There must be a minimum total of 16 pages (at least 4,000 words) in the portfolio. The quality of the writing in the portfolio must correspond to the quality of writing of those who have completed W courses at DePauw, according to the judgment of the Writing Placement Coordinator and at least one other W-certified instructor. The Writing Placement Coordinator will notify the Office of the Registrar and the Office of Academic Affairs of the outcome and report this action to the Writing Program Coordinating Committee.

The motion was from a standing committee, and needs no second. After the motion was made, the Chair of the Faculty invited CAPP to speak to the motion first. A representative of CAPP made the following statement:

At the beginning of this academic year, CAPP decided to look at curricular reform in the writing program. This decision was based in part on the defeat of the motion proposed by CAPP last year. It also was based on comments from faculty members that we were “trying to do too much too soon” or that “the motion was too complicated.” And finally, it was based on a portion of President Casey’s fifth charge, which stated, “Among the matters to be considered by the faculty are how to

strengthen and potentially expand the First-Year Seminar, [and] how to best integrate English 130 into an expanded first-year program..."

As CAPP worked on a proposal to strengthen the entire writing program at DePauw, our thinking was informed from a variety of sources: scholarly work, writing programs at other schools, last year's motion, and the W Program and First-Year Seminar self-studies. We presented a preliminary model to you at last year's November Faculty Meeting and asked for your feedback. We met with members of the Writing Program Coordinating Committee, members of the First-Year Seminar Committee, members of the English Department, and Department Chairs. We listened to your comments, we read your e-mails, and we discussed your concerns. You offered sound advice and you pointed out potential problems.

Using all of this information, we devised a model that we feel will be easy to implement, yet will have far-reaching positive effects on the intellectual life of our community. One of the main conclusions of the Harvard Study of Undergraduate Writing, described by Nancy Sommers in her article "Across the Drafts" was that "for students to improve as writers, a number of factors are necessary: in addition to honest comments, they need plenty of opportunities to practice writing throughout their college careers, not merely in one course or in one year, and plenty of opportunities to receive writing instruction in and beyond the first year, especially instruction in one discipline's method." In other words, students must write early, write often, and write within their major.

Our proposal has students doing each of these. All students write early by participating in a writing intensive first-year seminar. We think this is a good thing. Opportunities to write often are available through Writing Intensive Topics courses and W courses. We think this is a good thing. Writing within the discipline is done more deliberately by having departments and programs incorporate writing intensive experiences into their major's curriculum. We think this is a good thing. Finally, our proposal will create an intellectual community that stretches across the curriculum: a writer's community supported by a vibrant faculty development program. We think this is a good thing.

We present a motion to this faculty that builds on existing strengths that have served our students well: the First-Year Seminar Program, the W program, and this faculty's own strength and commitment to teaching writing across the curriculum. Having looked at writing programs at some of the best schools across the country, CAPP can say with confidence, that if this motion passes, we could develop one of the strongest writing programs in the country. We can tell potential students that if you come to DePauw, we will help you develop into the best possible writer you can be. You will write early, you will write often, and you will write within your major.

CAPP unanimously and enthusiastically endorses this motion. We urge this faculty to do likewise. Let's take the next step in curricular reform. Let's strengthen the writing program by passing this motion. And then come join the writer's community.

A faculty member stated that she supported teaching writing at multiple levels of the curriculum, but this current proposal has some of the same problems as previous proposals. She believes that CAPP is overly optimistic about the resources available to maintain a strong writing program. The only way she can support this new first-year seminar (FYS) idea is if it meets the same criteria as ENG 130; however, she has been concerned that the FYS will continue to meet its goals and those of ENG 130. She stated that it defies logic that one course can do everything well with the same level of teaching expertise. She said that some faculty members here (herself included) have worked hard to become good generalist writing teachers, and this

style of teaching is very different than the usual. She believes that people doing well at teaching ENG 130 are those who have been doing it most; the best people to teach a writing style course are people in the English department. She is thrilled that people want to teach this course, but we need forty-eight people to do it repeatedly. She feels that these resources would be better spent teaching writing at the sophomore level and in ENG 130. She is in favor of the third part of the motion. She noted that we are not teaching the same type of students who are in the other schools to which we are comparing ourselves. She is also worried that we are proposing this ambitious program when we have dwindling resources. Tutors in the W center are booked weeks in advance, and the W center ran over budget; how will we sustain this effort? She also asked how we will address S and Q; we should know this before we vote. She concluded that we should use the FYS to introduce writing, but leave ENG 130 unchanged, and keep the third portion of this motion.

Another faculty member noted that the first-year seminar committee voted unanimously to endorse this motion. She stated that the committee believes the changes reflect the stated goals of the FYS, and reflects the manner in which most of the FYS's are already being taught. The CAPP motion is not a major change in the FYS, but formalizes what is already being done. She noted that there are roughly forty proposals for first-year seminars for next fall from tenured or tenure-track faculty members.

A faculty member stated that the English department is sympathetic with the motion, but believes in "trust but verify." He said that the program should be piloted, and we should know what comparative assessments would be used. He noted this could be an exhausting amount of work to do. He wishes that we could set up a set of guidelines or structures for assessing the new program after two or three years.

Another faculty member stated that he cautiously endorses the motion. He has tremendous respect for those teaching ENG 130 now; he noted that they are better trained than those of us who have not gone through graduate programs involving writing. He followed up by noting that English departments hire new people to do this sort of job with no experience – they improve as they teach writing courses more and more often. He said that if the administration can give us the funding, and the faculty follows through, DePauw can have a better faculty all around. He concluded by saying that if we are not willing to invest a huge amount of effort to accomplish this, then we should not do it.

The chair of CAPP stated that we have assurances that the money for faculty development will be available for this program. He said that the VPAA agreed to use some of the Hewlett-Mellon President's discretionary fund to invest in this; this will provide a level of funding equal to what was there ten years ago.

A faculty member stated that she was on the first-year seminar committee while the outside review of the program was conducted. She said we will need all of that development money to get the program "up to snuff." They counted an FYS as including "writing" if the students did any writing – this did not necessarily include drafts, workshops, etc. She is afraid that the writing focus will detract from the "little S" idea of the first-year seminar; she is afraid that we will lose that notion.

The chair of CAPP stated that the FYS external review recommended that first-year seminars become more writing intensive. The external review of the S program suggested that the W and S programs be better integrated, and the first-year seminar would be a good place to do that. He agreed that the proposal will not work without significant faculty development.

Another faculty member stated that the head of the S program knows better than anyone that the W and S programs go together. She said that the money we had ten years ago was adequate ten years ago at a bare minimum. Many faculty members have become trained in composition, and it takes years to accomplish this training. She noted that Claremont McKenna College has received a million dollar grant to combine their W and S programs in the first-year program and run it through for four years.

A faculty member said that she has had several good conversations with colleagues that are transforming first-year seminars from courses that assign writing to courses that teach writing. She has gotten ideas for changing the way she teaches writing classes from doing research on writing programs. She believes that the writing program is due for a rejuvenation, and the first stages have begun. CAPP's motion is to address the request by non-English faculty members to join English faculty members in teaching writing to first-year students. She believes that all students should have the advantages that Honor Scholar students have – a writing intensive first-year seminar. She concluded that we can learn to teach writing by teaching writing; this is a good way to shake things up, and she hopes that we accept the challenge.

Another faculty member spoke in favor of the motion. She is in favor of the motion because of the way it integrates the things we do well (writing and speaking) together. She welcomes the integration of the faculty; she is eager to learn from her English department colleagues. She welcomes conversations about integrating our teaching and professional writing. She feels that this proposal builds on what we already do well.

A faculty member asked about the section of the catalog that does not change – it notes that students can satisfy the W requirement in alternative ways. The chair of CAPP noted that everything in the original catalog has to stay there until current students have graduated and explained that this section only applies to students who enter DePauw before fall of 2012.

Another faculty member asked about the clarification distributed in the meeting. The chair of CAPP noted that it is just a clarification, and did not change the spirit of the motion. It clarified that these requirements did not apply to the School of Music. The VPAA noted that changes made to general graduation requirements for students in the College of Liberal Arts do not apply to the School of Music unless the school of music faculty ask to change their requirements. Currently the writing requirement in the School of Music is that students must complete a W course by the end of their junior year. The VPAA noted that students in the School of Music do not complete the Q requirement and have only been required to complete the W and S requirement since 1996 from some degrees and since 2008 for all degrees.

A faculty member spoke in favor of the motion, because CAPP has brought us a motion written by “notorious skeptics” and people who are very careful with these sorts of things. She feels that they have brought us a motion that will allow us to have writing across great breadth in the curriculum. She believes that first-year seminars in the sciences will be exciting, and she is excited about divisional discussions about writing at the first-year level. She trusts that her colleagues from across the University have thought this through.

Another faculty member stated that the difference between preferring a discrete course in writing at the first-year level and adding writing to an existing course is a legitimate difference of opinion. She asked faculty members to think about whether their department can spare them to teach these courses. She then left the decision in the faculty's hands.

A faculty member called the question. There was an objection to calling the question, so a vote on the motion to stop discussion was required. The motion to stop discussion carried, and discussion on the original motion was stopped.

The vote on the motion, as printed on the agenda and clarified by the handout noted at the top of this section, was taken by secret ballot. The motion passed with 67 in favor, 51 opposed, and 1 written abstention.

Management of Academic Operations – MAO (Andrew Hayes)

The chair of MAO made the following announcement:

MAO announces the following action taken regarding the class timebanks. After reviewing data collected through a Questionnaire to the Chairs, Deans, and Program Directors, talking with the Registrar, and reviewing student concerns expressed in the recent White Paper on Enrollment, MAO voted to phase out the 10-11:30, 12:30-2 MW WF MF time banks by Spring 2012. These particular timebanks create the greatest conflict with MWF course offerings as they occur in the peak demand hours. The MW WF MF 90-minute/twice a week timebanks starting outside of the peak demand hours will remain.

A faculty member asked if this announcement included the 12:40 – 2:10 MW/WF/MF timebanks? The chair of MAO responded that it does include those timebanks. He stated it does not include the 2:30 – 3:50 timebanks, nor does it include the 8:10 – 9:40 timebanks. The faculty member asked if the lost timebanks would be replaced with anything. The chair of MAO said they would not be replaced with anything.

[This announcement was later clarified via email: MAO voted to phase out all twice a week, 90 minute timebank course offerings starting between the hours of 10:00am and 1:00pm offered on Monday/Wednesday, Wednesday/Friday, or Monday/Friday by Spring 2012.]

A faculty member stated that he has found the ninety-minute timebanks very useful; what did the survey uncover? Why did we get rid of these timebanks? The chair of MAO stated that, looking at information from faculty, students, and anecdotal evidence, these timebanks caused the maximum conflict between class registrations. The totality of the evidence and the opinion of the Registrar led MAO to make this decision.

Another faculty member thanked MAO for removing these timebanks.

The chair of MAO announced the following change to the Classification of Students:

Current System

Students are classified under one of three groups: undergraduate, special or auditor.

Undergraduate students are candidates for degrees. The classification of students is determined by the amount of academic credit earned.

First-year:	fewer than seven course credits
Sophomore:	seven to 14.75 course credits
Junior:	15 to 22.75 course credits
Senior:	23 or more course credits

New System

Students are classified under one of three groups: undergraduate, special or auditor.

Undergraduate students are candidates for degrees. Students who enter DePauw as first-time degree seeking students are expected to complete their degree work in eight semesters. The classification of students is determined by the number of full-time semesters completed. A full time semester is defined as one in which three or more course credits are earned at DePauw or in a DePauw approved off-campus study program.

Classification	Number of Semesters Completed
First-year	0-1
Sophomore	2-3
Junior	4-5

Senior

6 and over

When a student earns fewer than three course credits in a semester, the Registrar's Office will review the student's academic record and determine the appropriate classification. Transfer students are assigned a class standing based on number of credits transferred and anticipated time to degree completion. Students may petition to have their class standing changed.

A faculty member want to clarify that this will change how registration occurs; this is an important change. The chair of MAO stated that students will be classified by their semesters in residency. He said that students supported this change strongly. He concluded by stating the change could not be implemented for fall registration, but they hope to complete the change over the summer.

The chair of MAO announced the approval of the following experimental course:

UNIV EXP: THE TEMPEST (.25 Credit)

An intensive course on William Shakespeare's *The Tempest* offered in conjunction with the residency by the Actors from the London Stage. This course combines reading and textual analysis of the play with approaches to performing it, culminating in a workshop with our visiting actors. The course will also be looking at some film interpretations and critical re-visions. Students are not expected to have any previous experience with Shakespeare or with acting, but a willingness to participate in all aspects of the course is a must. Weekly readings, occasional short assignments, a final project/presentation.

The chair of MAO announced the following changes in course distribution designation, course number, description, prerequisites, and/or FYS designation (details will be provided upon request):

MATH 341: Statistical Model Analysis (SM designation)

MATH 240 to MATH 247: Mathematical Statistics (Course Number Change)

WS 240 to WS 350: Feminist Inquiry (Course Number Change)

REL 130E: Introduction to Religions (Course Description)

REL 253: Religions of India (Course Description)

REL 257: Hinduism (Course Description)

REL 357: Modern Hinduism (Course Description)

REL 375 Psychoanalytic Approaches to the Study of Religion (Course Description)

MUS 341: Symphonic Literature (Course Prerequisite)

BLST 197 (FYS Course Designation)

The chair of MAO made the following motion:

MAO moves that the faculty approve the following new courses:

BIO 381: Cell Signaling in Physiology, (1 credit)

This class explores how cellular signaling coordinates physiological function. It focuses on the modes of operation of complex and dynamic molecular networks that are linked to the families of G-protein coupled receptors, receptor tyrosine kinases, cytokines receptors, second messengers, and small G proteins. The class explores the role of cell signaling in 1) cell growth, proliferation, differentiation, and cell death, and 2) their regulation of stress responses, inflammation, tissue remodeling, wound healing, regeneration and cancer. This class makes extensive use of primary literature. Weekly 3-hour labs include tissue culture, cell imaging, protein expression, protein isolation and detection by ELISA and Western, and a multi-weeks independent project (4 to 5 weeks) using various cell and

molecular techniques, and in vitro cell culture models as well as in vivo research models.
Prerequisite: Bio 215

REL 342: Jewish and Christian Origins (1 credit)

This course focuses on the history, literature, and religious communities in the period that defines the background and the emergence of Christianity and Rabbinic Judaism (400BCE – 400CE). We deal with a vast array of ancient primary sources ranging from late biblical literature, Apocrypha and Pseudepigrapha, Dead Sea Scrolls, New Testament and early Christian texts, and the literature of Rabbinic Judaism. These texts allow us to discuss the formations and developments of communities such as the Jerusalem Priesthood, the Dead Sea Scrolls Community, the Pharisees, and the various communities of Early Christianity, Rabbinic Judaism, and Jewish-Christianity.

CFT 295: Advanced Conflict Analysis and Resolution (1 credit)

This course serves as a bridge between the introductory course in Conflict Studies Program (CFT 100) and the Program's senior capstone experience (CFT 430) and is designed to be fully integrative in terms of conflict theory, practice, and research. The class is intended to provide students with an understanding of how to integrate theory and analytical knowledge into developing effective research methodology and practice. In addition to regular class-time, students will complete a 2-hour practicum lab each week, which immerses them in extensive simulated case studies and equips them with tools for applied conflict analysis and resolution. Prerequisite: CFT 100.

This motion is from a standing committee, and does not need a second. There was no discussion of the motion, and the motion carried.

The chair of MAO made the following motion:

MAO moves that the faculty approve the following changes to the Conflict Studies Major.

Additions are shown in **bold** and deletions are shown in ~~strike through~~.

Major in Conflict Studies:

Total courses required:

Eleven

Core courses:

CFT 100, **CFT 295**, CFT 430. **CFT 100 must be completed by the fourth semester of study or at the latest the semester following the declaration of major.** Students majoring in Conflict Studies are required to participate in workshops that are designed to help them integrate conflict theory and knowledge of practice.

Other required courses:

Additional courses that may be chosen for the major are: ANTH 151, ANTH 253, ANTH 255, ANTH 256, ANTH 290*, ANTH 390*, COMM 223, COMM 224, COMM 227, COMM 327, COMM 401*, ECON 250, **ECON 262**, ECON 290*, **ECON 320**, ECON 390*, EDUC 300, EDUC 320, EDUC 362, EDUC 425*, HIST 105*, HIST 109, HIST 110, HIST 206, HIST 256, HIST 257, HIST 263, HIST 264, HIST 265, HIST 275, HIST 290*, **HIST 300***, **HIS 351**, HIST 355, **HIST 358**, HIST 364, HIST 367, HIST 368, HIST 385, HIST 490*, HONR 101*, PHIL 230, PHIL 233, PHIL 234, PHIL 342, POLS ~~230~~ **130**, **POLS 150**, POLS ~~270~~ **170**, **POLS 235**, POLS 324, **POLS 335** POLS 352, **POLS 360**, POLS 370, POLS 374, POLS 382, POLS 384, POLS 390*, POLS 450*, PSY 246*, PSY 346*, PSY 352, REL 132, **REL 252**, REL 263, REL 269, REL 290*, **REL 340***, REL 370*, SOC 197S*, SOC 210, SOC 222, SOC 225, SOC 237, SOC 249, SOC 301*, SOC 303, SOC 320, SOC 323, SOC 337, SOC 343, SOC 410*, WS 140, WS 270, WS 340, WS 370*

(*if approved topic)

This list of courses that satisfy CFT requirements for credit toward the major is not exhaustive. Other

courses may be awarded CFT credit in the context of a given theme. Additional required courses will be determined in consultation with the student's Conflict Studies advisor.

300 and 400 level courses:

Four Five (Four courses in addition to CFT 430)

Senior requirements:

~~The senior requirement consists of CFT 430.~~

All seniors must take CFT 430. Content of the senior seminar in Conflict Studies will invariably reflect the area of expertise of the instructor. Topics, therefore, range widely and may include: *topical* concentrations (e.g., globalization, war and peace), *geographical* foci (e.g., Latin America, Middle East / North Africa), and conflict *typology* (i.e., value conflicts, issue conflicts, interest conflicts). The senior seminar may emphasize conflict *analysis* (i.e., origins, processes and dynamics), conflict *intervention* (e.g., conflict transformation, post conflict peacebuilding), or the implications of analysis for third party practice. A research project is always a significant dimension of the capstone experience.

Additional information:

~~* Five courses at the 100-200 level (a maximum of two courses at the 100-level)~~

~~* Four courses at the 300-400 level~~

~~* Four courses in each of two different departments with one additional course, or three courses in each of three different departments~~

Majors will develop a learning contract, required by week six of the second semester, sophomore year (or at least one month after major declaration), structured around two thematic tracks (e.g., Identity Based Conflict, International Diplomacy and Conflict, Organizational Conflict, Peace/War, etc.). The terms of the contract specify the substantive nature of the chosen tracks, including relevant courses.

Majors must take at least four courses at the 300-400 level; two in each track.

Each track must consist of at least three courses, but no more than five courses can be credited to a single track.

This motion is from a standing committee, and does not need a second.

A faculty member asked if someone could give an overview of the changes that are being made, and why they make the major better. The director of the Conflict Studies program responded that it was an advance in interdisciplinarity. He stated that the previous major required a specific breakdown of courses out of three specific departments; now the requirements allow the students to consider which set of courses best make up their major.

Another faculty member asked why certain courses are or are not in the list, and what constitutes conflict? The director of the Conflict Studies program responded that they did the best they could in selecting the courses, but the list will likely need to be updated over time. He said this is the nature of interdisciplinary majors.

A faculty member pointed out that the student will need to know the class lists when they sign up to declare the major. They will need to know what classes they want to take; they can articulate their interests and look in the catalog for appropriate courses.

There was no further discussion, and the motion carried.

The chair of MAO made the following motion:

MAO moves that the faculty approve the following changes to the Studio Art Major in the Department of Art

and Art History. Additions are shown in **bold** and deletions are shown in ~~strike through~~.

Total courses required: 9 + 2 Art History

Core Courses:

Three introductory courses--one from each of the following categories:

painting/drawing: ARTS 152, ARTS 153

sculpture/ceramics: ARTS 175, ARTS 170

photo/new media: ARTS 160, ARTS 163, ARTS 165

And Senior Projects ARTS 491 and ARTS 492.

Other Required Courses:

~~Three 200-level courses, two of which must expand upon an area of artistic study taken at the 100-level.~~ **Four additional studio art courses at the 200 or 300-level, at least one of which must be at the 300-level. Two art history courses, one survey (ARTH 131, ARTH 132, ARTH 133, ARTH 142) and one upper level course (ARTH 226 (particularly recommended), ARTH 250, ARTH 326, ARTH 225)**

#300 and 400 level courses:

Three

Senior requirement and capstone experience:

The senior comprehensive requirement consists of the completion of ARTS 491, Senior Projects (fall semester senior year) and ARTS 492, Senior Projects (spring semester senior year) with a grade of C or better, and an exhibition of the student's work at the end of the senior year. Throughout this two seminar sequence, students will review the major methodologies of studio art practice through sustained exploration of ideas, continued experimentation with materials and techniques, ongoing critiques with faculty and peers and the development of a professional artist's packet. Examples of contemporary art practice will be investigated through lectures, readings, research presentations and museum visits. At the end of spring semester, students will present a cohesive, conceptually focused body of work for exhibition and a formal gallery talk at the opening reception in the Visual Arts Gallery.

This motion is from a standing committee, and does not need a second. There was no discussion of the motion, and the motion carried.

The chair of MAO made the following motion:

MAO moves, at the request of the Department of Sociology and Anthropology, and in concurrence with CAPP, that the faculty approve the elimination of the combined Sociology/Anthropology Major.

This motion is from a standing committee, and does not need a second.

A faculty member asked if this means there will now be two separate departments? The chair of MAO replied that this does not affect staffing in any way, and coursework remains the same. It will still be one department, offering two separate majors, only the joint major is being eliminated.

There was no further discussion, and the motion carried.

The chair of MAO made the following motion:

MAO moves that the faculty approve the following changes to the Withdrawal Deadline Policy. Deletions are shown in ~~strike through~~. Additions are shown in **bold**. Previous notice of this motion was given in writing at the December 2010 faculty meeting and repeated orally at the February 2011 faculty meeting.

Adjustments in Registration. Students are responsible for the accuracy of their course registrations. They may check their class schedule at any time on Student e-Services. Students, in consultation with their advisors, make changes to their course schedule within the deadlines specified as follows:

- The add/drop period extends through the first six class days of the semester. During this period, students may add or drop courses.
- Adjustments involving withdrawal from a course after the add/drop period or changes in the grade or credit status (grade to pass/fail, pass/fail to grade, credit to audit) may be made until the end of the ~~seventh~~ **eighth** week of classes.
- The deadline for adjustments in seven-week courses is the end of the fourth week of classes.

Adjustments after the above deadlines may be made only under extraordinary circumstances with permission of the Petitions Committee and a late adjustment fee may be assessed.

This motion is from a standing committee, and does not need a second.

A faculty member asked what the rationale was for this change. The Registrar responded that it came at the request of the Petitions committee. They get many petitions for late withdrawal from classes, because the current deadline is right before break. Students go home for break, talk to their parents, and family members, and decide that withdrawal is the best option. By moving the deadline, it gives the students the opportunity to have these discussions before the deadline.

Another faculty member asked for clarification about what the “eighth week of classes” means. The Registrar clarified it would be at the end of the week of classes after break in the spring semester.

A faculty member stated that, given that midterm grades are based on the withdrawal date, will this change affect when midterm grades are due. The chair of MAO stated that this change does not affect when midterm grades are due.

Another faculty member spoke against the motion by noting that, during her time at DePauw, this date has been moved repeatedly. She stated that the further the deadline is moved back, the more students try to stick out the class, and it makes it more difficult for them to recover in their other classes after the withdrawal.

A faculty member spoke against the motion by noting that students could talk to their family or advisors before break. Moving back the deadline does nothing to incentivize the students to make a difficult decision in a timely way. He said that pushing it back makes it less clear to the students that maximum effort is needed from the beginning.

Another faculty member spoke in favor of the motion. She said that she works with students on academic probation, and this deadline will help students get more graded work back to make an informed decision; graded work will be more likely to come back after break.

A faculty member agreed that the extra week will help students get the feedback that they need to make their decision.

There was no further discussion, and the motion carried.

Student Life and Academic Atmosphere Committee – SLAAC (Kathryn Millis)

The chair of SLAAC gave notice of SLAAC's intent to ask the faculty to vote in April 2011 on the following proposed change to the Academic Handbook. The motion will be to add to "Academic Policies" of the *Academic Handbook*, a new section, XI, titled "Timely Feedback," reading:

"Timely and adequate feedback is essential to student learning. Faculty members are expected to respond to student work in a time frame and manner that allow students to learn from and apply this feedback to subsequent work."

The following background information was provided in the agenda about this motion:

Why?

Student Congress heard widespread concern from students, some of whom say not just that feedback is slow, but that they get little or no graded work back during an entire course; this appears to be a broad and increasing complaint. They brought it to faculty governance. Individual faculty members have expressed sympathy, or frustration that they're working hard to promptly return well graded material while others don't.

What counts?

Almost anything that meets the goal of helping students identify progress they are making, and areas to work on. "Feedback" need not be individual grades or corrections. Other methods could include discussion of or responses to drafts of a paper or project, reviewing & discussing quiz answers in class (even though individual results might not be graded & returned until sometime later), etc.

Why is this proposal not more specific?

Appropriate feedback varies by many factors, including the subject, topic, assignment type and length/quantity, level of the course and student, teaching and learning styles, etc. Two people teach different sections of a course could use different methods with equal success.

What if I'm late?

Occasional and temporary delays are understandable, and need not hamper students' learning. Please communicate with students about what to expect (in advance and/or if late). Some feedback is almost always better than none, and it may be appropriate to discuss adjustments in the course schedule, or other options in grading and other priorities.

A faculty member asked where this would go in the handbook? He asked in particular if this would affect personnel decisions or procedures. The Chair of the Faculty stated that the new policy would be located in the Academic Policies section, where the policies on disruptive students, religious observances, and holding classes before and after break are found.

Another faculty member stated that the statement to be added is vague, while the other policies cited by the Chair of the Faculty are specific. He asked if the new policy would have some specific effect on how we operate. The VPAA responded that the academic policies represent expectations. He said that if while reading student opinion surveys a personnel committee or COF finds lots of comments about materials being returned late, then these comments could be considered by the committees in the context of this academic policy. He stated that since the proposed policy is not in the personnel section, it does not have the teeth that those policies do, but it gives students something they could point to when going to a chair to express concern about lack of feedback.

<p>A faculty member stated that she received an email from the Student Body President to meet and talk about this issue and timebanks. She said she was eager to coordinate departmental discussions with SLAAC discussions. The Chair of the Faculty pointed out that this issue originally came to SLAAC because of the student government discussions about this topic.</p> <p>The Student Body President said that the impetus for SLAAC's motion originally came from a Student Government white paper, and all of these issues have been collaborative with faculty and administration. Since many of the things the student government are discussing will affect faculty member, the students wanted to open up the discussions so everyone can be involved.</p>
<p>Committee on Faculty – COF (Rick Smock)</p> <p>The chair of COF's report consisted of an offer to answer questions. There were no questions.</p>
<p>Reports from Other Committees Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp</p>
<p>Faculty Development Committee – FDC (Rich Martoglio)</p> <p>The chair of FDC's report consisted of an offer to answer questions. There were no questions.</p> <p>The following announcement was written in the agenda, but was not read during the meeting:</p> <ul style="list-style-type: none"> • Requests for Summer Stipends for Faculty Development are due Thursday, March 31st.
<p>Committee on Administration - COA (Jackie Roberts)</p> <p>The chair of COA's report consisted of an offer to answer questions. There were no questions.</p>
<p>Additional Business</p>
<p>Remarks from the President (Brian Casey)</p> <p>The President acknowledged and thanked the January 2011 Working Group for their recent report on faculty and academic life, and he thanked Bridget Gourley for chairing the group. The President and the VPAA plan to write a response to the report.</p> <p>The President also acknowledged and thanked the signatories of the "Valerie Ziegler" memo, who came to the President's house for a good conversation regarding many of the issues raised not only by this memo but by the January 2011 Working Group Report.</p> <p>There were no questions for the President.</p>
<p>Remarks from VPAA (David Harvey)</p> <p>The VPAA stated that he had sent the department chairs and program directors information about the RAS proposal process.</p> <p>There were no questions for the VPAA.</p>

Old Business

There was no old business to come before the faculty.

New Business

There was no new business to come before the faculty.

Announcements

Pam Propsom and Jackie Roberts announced that they are the co-chairs for the faculty group for the Putnam County Relay for Life. They announced that in 2011 over half a million people will die from cancer. They encouraged faculty members to get involved in this event; faculty participation has been “lame” in the past, so they are challenging faculty members to step up to the challenge. They noted that Relay for Life is the weekend of April 30-May 1. They concluded by noting that faculty members could go to the Relay for Life website to sign up for the Cool Profs team, or to donate to the American Cancer Society.

The following announcements were written in the agenda, but not read during the meeting:

- Divisional Election Results

Division 1	Winner
CAPP	Nicole Brockmann (three year term)
MAO	Tiffany Hebb (three year term)
Grievance Committee	Randy Salman (Member); Melanie Finney (Alternate). Runoff between Andrew Hayes and Sheryl Tremblay with high vote getter to serve as member and remaining candidate to serve as alternate. (2/1/12 – 1/31/13)
Public Occasions Committee	Rick Provine (four year term)
Academic Technology Advisory Committee	Mandy Henk (three year term)
Board of Control of Student Publications	Wesley Wilson (two year term)
Division Chair	Joyce Dixon-Fyle
Third Division Officer	Jonathan Nichols-Pethick

Division 2	Length of term (and restrictions)
CAPP	Alex Puga (three year term)
COF	NO CANDIDATES
MAO	Cheira Belguellaoui (three year term)
Athletic Board	Valarie Ziegler (three year term)
Grievance Committee	Maria Luque (Member); Runoff between Inge Aures, Meryl Altman and Sherry Mou with highest vote getter to serve as second member and remaining two candidates to serve as alternates. (2/1/12 – 1/31/13)
Library Advisory Committee	Alex Puga (one year replacement)
Academic Standings	Maria Soledad Forcadell (three year term)
Division Chair	Inge Aures
Third Division Officer	NO CANDIDATES

Division 3	Length of term (and restrictions)
CAPP	Alex Komives (spring semester replacement)
COF	N. Manickam (three year term)
FDC	Tim Cope (three year term)
IEC	Khadija Stewart (one year replacement)
Grievance Committee	Members: Mark Kannowski and Vic DeCarlo; Alternates: Bridget Gourley and Pam Propsom. 2/01/12 through 1/31/13.
Library Advisory Committee	Brian Howard (three year term)
Teacher Education	Maria Pickerill (three year term)
COA	Gloria Townsend (two year term)
Division Secretary	Khadija Stewart (spring semester replacement)
Third Division Officer	Bruce Serlin

Division 4	Length of term (and restrictions)
FDC	Jen Everett (three year term)
Grievance Committee	Dan Wachter (replacement position for 6/1/11 through 1/31/12)
Grievance Committee	David Gellman (Member); Gary Lemon (Alternate). Runoff between Bruce Stinebrickner and Sunil Sahu with high vote-getter to serve as a member and other candidate to serve as an alternate (2/01/12 through 1/31/13)
Library Advisory Committee	John Schlotterbeck (three year term)
Public Occasions Committee	Tamara Beauboef (four year term)
Teacher Education Committee	NO CANDIDATES
COA	Maryann Gallagher (two year term)
Division Secretary	Sally Harvey-Koelpin (spring semester replacement)
Third Division Officer	Dan Shannon

- Alcohol Survey Written Announcement (Pam Propsom)

Faculty administration of the student alcohol survey in classes would be appreciated. Faculty with eligible classes will receive packets in the mail for the week of March 7.

Adjournment

The Chair of the Faculty adjourned the meeting at 5:26 PM.

Appendices

Appendix A. Tribute to John E. Kaemmer

Written by Jim Mannon

John and I were both hired in the Fall of 1975, and we were newly minted Ph.D's. This was John's first full-time academic appointment but I had taught a few years previously to coming to DePauw. His family and mine shared a duplex owned by the university on south Locust street. The university had neglected to even put in kitchen cabinets, and after several months of frustration, John's wife Gloria and mine went to one of the finance deans had had nearly to beg for a few cabinets. But we did get some.

As far as I know John was the first actual ethnomusicologist hired in Anthropology. John had served as a missionary in Africa, prior to his academic career and became quite an authority on African music. So he added an important and needed dimension to the Anthropology program at DePauw. After Dr. La Lone was hired in around 1980, he and John anchored the program for many years. Of course, John also served as chair of the department for a number of years.

John went about his work quietly and without fanfare. I always found him agreeable, cooperative and democratic in his leadership. I felt he did the best he could for our department in an era in which we had to work hard to get new positions and convince others of the importance of our curriculum to liberal arts. John always took his work seriously and put in his share of effort whether in teaching, research, or departmental activities. He was a valued and respected colleague.

I know he was active at Gobin Church in their various programs. He had a ministerial background as well and took his religion seriously, but very progressive in his theological ideas. I think he promoted the idea that Methodism and social justice be well linked. In his retirement, he and Gloria were active in church affairs during their years in Seattle. John tried to be active and well-informed about current events despite being in failing health toward the end of his life. In my opinion this is a fine example for all of us. I know that his wife, children and grandchildren loved him deeply as he did them.

DePauw University Faculty Meeting Minutes
April 4th, 2011

Note

The assembled faculty did not constitute a quorum at 4 PM when the faculty meeting was scheduled to convene. Those present were given the opportunity to ask questions related to the Environmental Fellows Program motion found under the CAPP portion of the agenda below. Quorum was attained part-way through the question and answer session and the meeting was subsequently called to order as indicated below.

Call to Order

The Chair of the Faculty called the meeting to order at 4:24 PM.

Verification of Quorum

The Chair of the Faculty confirmed that more than 81 ballots had been distributed to voting faculty members at the meeting; therefore, the quorum was verified. There were a total of 85 ballots distributed at the meeting.

Approval of Minutes from the March 2011 Faculty Meeting

The Chair of the Faculty asked if there were any additions or corrections to the minutes of the March 2011 faculty meeting. There were none, and the minutes as circulated were approved by unanimous consent.

Reports from Coordinating Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

Student Life and Academic Atmosphere Committee – SLAAC (Kathryn Millis)

The chair of SLAAC made the following motion:

SLAAC moves that the faculty approve the following change to the Academic Handbook. Previous notice of this motion was given at the March 2011 faculty meeting. Motion is to add to “Academic Policies” of the *Academic Handbook*, a new section, XI, titled “Timely Feedback,” reading:

“Timely and adequate feedback is essential to student learning. Faculty members are expected to respond to student work in a time frame and manner that allow students to learn from and apply this feedback to subsequent work.”

The following information about the motion was provided in the agenda, but not read in the meeting:

Why? – Student Congress heard widespread concern from students, some of whom say not just that feedback is slow, but that they get little or no graded work back during an entire course; this appears to be a broad and increasing complaint. They brought it to faculty governance. Individual faculty members have expressed sympathy, or frustration that they’re working hard to promptly return well graded material while others don’t.

What counts? – Almost anything that meets the goal of helping students identify progress they are making, and areas to work on. “Feedback” need not be individual grades or corrections. Other

methods could include discussion of or responses to drafts of a paper or project, reviewing & discussing quiz answers in class (even though individual results might not be graded & returned until sometime later), etc.

Why is this proposal not more specific? – Appropriate feedback varies by many factors, including the subject, topic, assignment type and length/quantity, level of the course and student, teaching and learning styles, etc. Two people teach different sections of a course could use different methods with equal success.

What if I'm late? – Occasional and temporary delays are understandable, and need not hamper students' learning. Please communicate with students about what to expect (in advance and/or if late). Some feedback is almost always better than none, and it may be appropriate to discuss adjustments in the course schedule, or other options in grading and other priorities.

The motion was from a standing committee, and needs no second. After the motion was made, the Chair of the Faculty invited the Chair of SLAAC to speak to the motion first.

The chair of SLAAC noted that new text would be added to the Academic Handbook in the "Academic Policies" section, which includes procedures for handling academic integrity concerns & disruptive students, expectations for accommodating religious holy days and extracurricular activities, requirements about holding class on days just before and after breaks, and requirements for holding final (and cumulative) exams. She stated that SLAAC was asked to look into this topic by Student Congress, who heard widespread complaints from students, investigated the complaints, and passed a White Paper addressing timely feedback. SLAAC members met with the VPAA and the chair of COF, and heard many anecdotes from faculty about (1) working hard to grade well and grade soon enough; (2) juggling multiple responsibilities and feeling bad when they take 'too long' to grade; (3) seeing the impact that NOT getting feedback can have on advisees and other students; and (4) reading annual reports and review files that don't include the "marked and graded material" as evidence of course rigor. Student anecdotes spoke of frustration and the sense that some faculty members give little or no feedback to their work.

The chair of SLAAC continued by saying that she does not know how widespread the problem is, or if it is growing, but SLAAC believes that there is no need to wait until after problems arise to address the issue. She stated that students are not the best judges of whether they are learning what they're supposed to in a class. She continued that early basic feedback can help students make decisions about dropping a class (in time to add another), planning the next semester's classes, etc. She stated that the wording of the language in the handbook is intentionally imprecise: it is not saying that a faculty member has to return individual students' graded tests or assignments; the faculty member could discuss the item in class and summarize key points or meet with individuals or small groups to work on drafts. She concluded by encouraging the faculty to pass this affirmation of the value of feedback, grading, and other responses to student work.

A faculty member stated that there seems to be a perception of the students that they are not getting feedback; she noted that students consider that feedback means individually graded work, which does not match what is in the language of the background information. The chair of SLAAC agreed that student complaints were basically about graded work. She stated that the wording in the language is intentionally imprecise – if a student complains about a lack of graded work, the faculty member could point to other types of feedback the students are receiving. This information could be shared ahead of time as well.

The Registrar asked if there should be anything in the wording that tells the students what they should do if they feel this policy is being violated. The chair of SLAAC stated that some policies in this section of the handbook have very specific procedures to follow, and others do not. She indicated that SLAAC believes that

this policy should not have a specific procedure, since there are so many possible reasons students may want to turn to the policy.

Another faculty member stated that she believed that it would be very good to lay out a procedure to the students. She quoted from the Student Congress data that stated 70% of the students did not know where to turn if they are not getting good feedback in a class. She recommended that language be added recommending that students speak to their advisors about it. The chair of SLAAC responded that there are so many things that students could complain about, and SLAAC did not want to create a laundry list of options for the students to follow.

The President of the Student Body stated that Student Congress recognized that the issue of students not knowing where to go for help was bigger than just this topic. She said that Student Congress would be passing a white paper to better outline where students should go for different problems that they are having.

A faculty member thanked Student Congress for prompting the faculty to consider this motion; she believes it is really important. She stated that the handbook is a covenant between students and faculty members, and it should have language in it that matches the sort of relationship we expect between faculty members and students.

Another faculty member said that he is all in favor of feedback, and we should make sure that this isn't just a toothless affirmation. He said we should make sure it doesn't backfire – that we cannot simply point at the handbook and say we value prompt feedback without changing anything.

A faculty member asked if this was simply a symbolic gesture; is there a corollary to this in the faculty handbook. The Chair of the Faculty stated that the Academic Handbook is public, so it is available to students. The chair of SLAAC stated that she assumed it would go into both the Student Handbook and the Academic Handbook, as they both have the same policies. She stated that if there was a serious problem in this area with a faculty member, this would provide a method to point that problem out.

Another faculty member stated that he has a problem with the last statement made, that this policy could be used to point out problems. If there is no definition to timely feedback, this could go down a slippery slope. He believes the definition is really important in this case.

A faculty member stated that part of our pedagogy is that good teaching means giving timely and substantive feedback. He said that he feels uncomfortable affirming something that we should already do. He noted that this topic is discussed a lot in personnel evaluations; student opinion surveys are read, and issues are raised with the faculty member in question. He concluded that each department has its own definitions for "good feedback."

Another faculty member mostly agreed with the previous speaker, except he noted that full professor's student opinion surveys are never seen by anyone else.

A faculty member stated that he understood that students should go to the chair of the department if the student is having a problem with a faculty member.

The President of the Student Body noted that student opinion surveys and student feedback are all intertwined. She noted that the white paper that was passed on this issue was originally a six-page document that outlined exactly what students wanted to happen, but they ran into problems with the fact that faculty members and departments vary. She said that she would prefer to see this motion passed, giving students a place to start, than to see it voted down.

A faculty member called the question. The motion to call the question passed, so discussion was ended, and the motion was brought to a vote. A request for a secret ballot was made.

The motion passed, with 54 votes in favor, 28 votes against, and 2 written abstentions.

Committee on Academic Policy and Planning – CAPP (Bruce Sanders)

The chair of CAPP gave notice of CAPP's intent to ask the faculty to vote in May to approve an Environmental Fellows Program and to add the title "Environmental Fellows" to the list of Honors Programs found in section IV.B ("Interdisciplinary, Honors, and Competency Programs") of the academic handbook. A description and justification of the Environmental Fellows Program are provided below.

Proposal for the Creation of the *DePauw Environmental Fellows Program*

In December of 2009, the Andrew W. Mellon Foundation (AWMF) awarded DePauw University a \$595,000 grant to further develop its environmental curriculum. The Mellon Environmental Education Grant (hereafter MEEG) was in large part the product of an exchange of ideas among a large number of interested DPU faculty members in the winter of 2007-8, as well as conversations between AWMF officials and senior DePauw administrators in late 2008. The DPU faculty members had identified eight ideas for which the university might pursue funding (see Appendix A), most of which were incorporated into the eventual MEEG proposal. The grant is currently funding:

- a. summer stipends for faculty to develop environmentally oriented courses,
- b. summer research collaborations between faculty and students working on environmental projects,
- c. the DePauw Environmental Policy Project (DEPP),
- d. an environmental science faculty position (filled by aquatic ecologist Dina Leech)¹,
- e. environmental symposia and workshops (e.g. "You gonna eat that?", Feb. 23-4, 2011), environmental speakers and co-curricular activities, and
- f. reassigned time for two coordinators (Michele Villinski and Jim Benedix) who manage the grant and convene an *ad hoc* committee that is charged with the development of the environmental curriculum.

After examining alternative curricular models, the Environmental Education Committee² (EEC) has responded to the desire of DePauw faculty members, administrators, and students to develop an environmental studies program and offers this proposal for your consideration.

Environmental Fellows Program

Mission Statement – The Environmental Fellows Program is an integrative honors program for outstanding students who exhibit intellectual curiosity, high academic achievement, and strong motivation to explore environmental issues from a range of disciplinary perspectives. Environmental Fellows may major in any existing department or program, thereby developing the knowledge and expertise appropriate to a particular discipline or specialized field of study. This depth of understanding will be enriched through environmentally focused courses across the natural

¹ The grant will also help secure an environmental social science or humanities position, to commence AY2012-13.

² Current members: Jim Benedix (BIO), Michele Villinski (ECON), John Caraher (PHYS), Jen Everett (PHIL), Greg Schwipps (ENG), and Fred Soster (GEOS)

sciences, social sciences, and humanities; through experiential learning opportunities such as scientific research, internships, or off-campus study; and through an interdisciplinary capstone experience in which students will be called to integrate all the aspects of their environmental education. When they graduate from DePauw and the program, Environmental Fellows will be well equipped to address complex, real-world problems using multi-disciplinary approaches. The program's combination of academic inquiry and hands-on experiences will prepare graduates to be strong and successful candidates for employment in environmental careers, graduate study in disciplinary areas, and graduate study in multi-disciplinary programs with an environmental focus.

Program Requirements – Students in the program may choose any major, but must complete the required coursework, internship, and senior capstone in order to graduate from the program.

Required Coursework³

All students must complete at least three courses from a list of science courses that have a strong environmental focus or contain material that is considered basic to a student specializing in an environmental field. The courses must be from a minimum of two departments. Although the selection of these courses would be among the first duties of the program steering committee, a list of potential science courses might include courses such as: GEOS 125 Environmental Science, BIO 342 Ecology, and CHEM 130 Inorganic Chemistry.

All students must also complete at least three courses from a list of social science and humanities courses that have a strong environmental focus or contain material that is considered basic to a student specializing in an environmental field. The courses must be from a minimum of two departments. Although the selection of these courses would again be among the first duties of the program steering committee, a list of potential social science/humanities courses might include courses such as: ANTH 253 Environmental Anthropology, PHIL 232 Environmental Ethics and ECON 290 Environmental Policy.

Each semester topics courses or experimental courses may be approved by the Steering Committee as temporary additions to the list, and this list will evolve over time as catalog offerings change. Examples might be topics courses in environmental policy, literature, writing, or art (e.g. current courses ENG 322 Nonfiction Topics: Nature Writing, POLS390 Topics: State & Local Government Issues). Students may also petition to have environmentally-oriented courses that are not on the current list of accepted courses counted for the program requirements, including courses that are part of a student's approved off-campus studies coursework.

Summer or semester "Internship" (minimum 10 weeks)

These may be completed at approved off-campus study programs, through an academic research internship, or an internship with a corporation, government agency, or NGO. They must be environmental in focus and be approved in advance by the program director(s). The goal of the internship is to build a strong experiential learning component into the academic program and provide students with learning opportunities that are not available at DePauw.

Capstone

³ For comparison, the number of required courses in Management Fellows is seven (one at the 100-level), and for Media Fellows it is five (with up to four at the 100-level).

The students in the program will take a common, interdisciplinary capstone course, in which they will collaborate with other members of their cohort to bring each aspect of their environmental education at DePauw (including their major, cross-disciplinary environmental coursework, and experiential learning) to bear on concrete environmental issues or problems.

Program Administration

Program Steering Committee – All members of the steering committee will have a professional interest in environmental science or studies. The make-up of the committee shall reflect the multi-disciplinary nature of environmental studies, and therefore shall include:

- Three science faculty members from different departments, including at least one with expertise in biosciences and one with expertise in geosciences.
- Three social science or humanities faculty members from different departments, including at least one with expertise in the social sciences and one with expertise is in the humanities.

Members of the steering committee will be selected by the VPAA in consultation with the director(s). Members will serve staggered three-year terms, with the goal of having minimal turnover of membership from year to year. The terms will be renewable. The director(s) will be included in the six member committee (i.e. the committee might consist of two co-directors and four additional members).

Duties – The committee will, in accordance with the academic handbook, (1) oversee the program, including determining the criteria for classes to be included in the list of courses from which students will make selections to fulfill program requirements, (2) oversee the organizational structure of the program, and (3) assist the Director(s) in reviewing applications, conducting interviews for both incoming first-year students and lateral entry students, and selecting students who will be invited to join the program.

Director(s) – The interdisciplinary nature of this program suggests that it would be beneficial, whenever feasible, to have co-directors – one from the sciences and one from the social sciences or humanities. The director(s) will administer all aspects of the program in consultation with the steering committee, and will chair this committee. The selection of the director(s) will be made by the VPAA.

The Case for an Environmental Fellows Program

Academic interest in the environment among students

Student demand for the creation of an environmental studies program has been assessed and found to be considerable. Jeane Pope was granted a Fisher time-out in the spring of 2009 to complete an assessment of the existing environmental course offerings and student demand for environmental courses at DePauw, as well as an investigation into what other schools similar to DePauw were offering in their environmental curricula. Her research included a survey of 318 DePauw students, the results of which indicate that our environmental curricular offerings are not meeting the student needs. In her final report she wrote:

“The most troubling result of this survey is that over half of the respondents (56%, or 179 students) are not satisfied with the environmental education they receive at DePauw. Furthermore, although

not many of the respondents (29%) plan on seeking a career that deals with environmental issues, only 12% of the students feel prepared to pursue such an option. This indicates we are not currently doing enough to educate our students and prepare them for life's work. The data from this survey confirm my initial hypothesis that there is a great deal of unmet student demand for environmental courses."

During the course of the EEC's discussions of potential environmental curricular models, we solicited student input on multiple occasions and received enthusiastic responses. Well over 30 students attended a lunch meeting in September of 2010, including some seniors who would not be affected by any new curricular program but felt it was important for DePauw to develop one. Many of the students also attended a follow-up meeting, and others have contacted us individually to voice their support. There is no question that there is strong student interest in the program we are proposing. Additionally, Pope concluded in her report that "Students are interested in learning more about environmental systems, issues, problems, and solutions ... it is our obligation as a university to consider how this might be best done." It is the belief of the EEC that the proposed program is the most effective way to do so at this time.

Academic interest in the environment among faculty members

Many faculty members have also expressed interest in expanding DePauw's environmentally focused course offerings. For example, last August, 33 faculty members from 17 different departments and programs came together in a two-day workshop to discuss ways of incorporating environmental content, including specific content about climate change, into new and existing courses. Jeane Pope's Fisher Time-out report contained a list of 48 faculty members who "currently teach or are interested in developing courses with environmental content." In addition, 28 different faculty members met or corresponded with former VPAA Abraham in the winter of 2008 to brainstorm ideas for the AWMF proposal. The "Big Ideas" generated by this group are listed in Appendix A, and most are currently being funded by MEEG. This list, the workshop participation, and the large number of faculty interested in teaching courses with environmental content make it clear that there is sufficient support from existing faculty to offer the proposed program.

Recruitment of strong students with academic interests in the environment

The proposed program should enhance our ability to recruit outstanding students. While this claim is made for all the Programs of Distinction at DePauw, there is strong anecdotal evidence that the University has lost exceptional students in recent years to other institutions because of the lack of a well-developed environmental studies program. In some cases students have even chosen colleges that would be considered weaker institutions than DePauw in most aspects. In the last week a current student received an e-mail regarding environmental studies opportunities from a prospective student who had met him during a campus visit. The prospective student thanked him for filling her in on the environmental initiatives at DePauw, including this program proposal, and wrote "I'm glad to hear the environmental programs are growing at DePauw. That was the biggest thing holding me back from DePauw, so to hear that there is so much to offer is amazing." In her research of programs at our peer institutions, Jeane Pope found that 15 of the 16 schools she looked at had formal environmental studies or science programs, with only Wabash lacking such a program. None of these schools had an environmental honors program, however. This proposal not only describes what the EEC believes would be an extremely effective academic program, it also proposes that DePauw create something unique that would make the University stand out among its peers.

Conclusion

The most pressing challenges of our times require an understanding of the ways the environment sustains and intersects with every facet of our lives – science, technology, human health, war and peace, politics and culture. DePauw’s institutional mission to “link liberal arts education with life’s work” commits us to preparing students to meet just such daunting challenges as these. Our existing programs of distinction afford outstanding students opportunities to deepen their engagement in fields of their particular intellectual or career interests, but we have yet no program that explicitly supports the interdisciplinary thinking required to understand the profound environmental changes underway in our world. This environmentally focused honors program will both respond to existing student demand and improve DePauw’s ability to compete for the brightest prospective students. But beyond that, students completing this program will become members of our next generation of leaders, with the knowledge and intellectual tools required to lead wisely.

Appendix A

Ideas generated by faculty members in response to VPAA Abraham’s request for suggestions for items to be funded by a possible environmental studies grant, November 2007 to January 2008. Bold-faced items are currently being supported through MEEG.

- a) Big idea - Create a “Sustainability Fellows Program”
- b) Big idea - Add two faculty positions: in environmental studies (policy) and environmental science (bio/chem. to complement present position in geo).
- c) Big idea - Strengthen environmental sciences offerings
- d) Big Idea - Strengthen environmental studies course offerings
- e) Big idea - Environmental course development
- f) Big idea - Possibilities for expanded service learning for students – link to Ed Studies and Teacher education.
- g) Big idea - Environmental psychology
- h) Big idea - Environmental Policy Initiative

Proposal for the Creation of the *DePauw Environmental Fellows Program*

Additional Information for CAPP

March 27, 2011

On March 17 the Environmental Education Committee met with members of the faculty interested in discussing the environmental fellows program proposal. In response to our invitation, sent to the entire faculty/staff e-mail distribution list, 30 colleagues joined us for a short presentation about the program proposal and a question and answer period. This document addresses the two primary themes that emerged from that conversation.

1. Why an honors program? What makes this curricular plan distinct from the approach taken by other interdisciplinary programs at DePauw, such as Asian Studies or Conflict Studies? Why not make this opportunity available to all students?

- The experiential component of this program is a key distinction from what constitutes a disciplinary major or an interdisciplinary major such as Asian Studies or Conflict Studies.

- We are building on an established model at DePauw that enables students to combine coursework with an internship or research experience, while focusing on an area of interest that cuts across disciplinary lines.
- Creating a set of interdisciplinary majors with an environmental focus does not appear to be the best approach for DePauw at this time: 1) Based on advice from faculty colleagues who have directed and taught in interdisciplinary programs and the challenges of ensuring a stable set of course offerings, and 2) The courses needed to ensure sufficient depth of study in an environmental major drawing on sciences, social sciences, and humanities are beyond our reach in the next 6-8 years.
- Establishing a fellows program on the environment is the beginning, not the end, of our vision for the environmental curriculum at DePauw.
- While admission to the fellows program initially will be limited to a small number of students each year, we hope that over time and as resources permit, the program will grow to match the size of the larger honors programs. Furthermore, creating the fellows program will benefit students who are not enrolled in it: 1) Speakers and many co-curricular events will be well-publicized, free, and open to all, 2) students interested in exploring environmental issues in an academic and cross-disciplinary way can use the program course list as guidance, and 3) students designing independent interdisciplinary majors related to the environment will also have a starting point from which to build.
- The program will increase the attractiveness of DePauw to the increasing number of prospective students interested in academic pursuits related to the environment.

2. How will the program build a community of students during their four years at DePauw? What types of co-curricular activities will be part of the program?

Co-curricular activities in general:

Speakers, service events and community outreach projects, field trips, social events, periodic sessions to help students understand and compile the portfolio of work that they will submit as part of the senior capstone course.

Specifically for first-year students:

- Students preference FYS with environmental themes, with guidance from the program directors. (Fall)
- First-year workshop meets frequently each semester for orientation, service events, and team-building.
- Social gathering during first week of classes to welcome entering students.
- Pair entering students with an upper-class mentor.
- Advising sessions with the directors before registration for Spring and subsequent Fall courses.
- Possibility of an environmentally-based Winter term course for all members of the entering cohort.

Specifically for second year students:

- Sophomore workshops to explore and prepare for experiential component (learn about opportunities, connect with alumni and hosts, write applications/résumés/research proposals,

practice interviewing skills).

- Advising session with the directors before registration for Spring and subsequent Fall courses.

Specifically for juniors:

- Complete experiential component by beginning of senior year.
- In addition to materials directly related to the experience (e.g., internship host evaluation, research summary report), students complete an 8-10 page reflective essay. The essay describes and evaluates the student's program coursework, co-curricular activities, and experiential component, defines themes/commonalities that have emerged, and articulates academic, personal, and professional goals for the remainder of the program.
- Junior workshop meets three times per semester to discuss timely environmental topics.

Specifically for seniors:

- Senior capstone (all students take concurrently), one requirement will be that each senior compile a portfolio of work that represents their program experience in a thoughtful, cohesive way.
- Senior workshops in the semester that the capstone course is not offered, for activities related to closure and transition.

A faculty member asked if there was a common course in the first year of the program. She also asked where the funding for the program will come from when the grant runs out. The chair of CAPP responded that there was no common first-year course for the program at this time. A co-coordinator of DePauw's environmental studies program stated that when the grant money runs out, the money for the program would come from the same budget that all the other programs of distinction money comes from. He said that money could be raised for the program, but it would be part of the programs of distinction budget. He noted that the proposed new program appeared to cost less than the other programs of distinctions do.

Another faculty member asked if the President didn't charge a group to look at how programs of distinction interface with each other and the University. The chair of CAPP responded that the group spoke with VP Christopher Wells, who is a co-chair of the group that is studying the Programs of Distinction, and Wells stated that what their group was doing should not impede this request.

A faculty member asked if the group had talked with the SRF program to see if there are concerns about competing for students. A co-director of DePauw's environmental studies program argued that the proposed new program would strengthen SRF by attracting students to DePauw who are interested in environmental science. He thinks that SRF will benefit from the proposed new program, and noted that there are currently no students for the environmental program to steal.

Another faculty member noted that, as a former director of the Honors Scholar program and current director of an interdisciplinary program, she applauded the group for proposing a new program of distinction. She believed it is much easier to sustain a program of distinction, as it makes fewer demands on other programs at the University.

A faculty member asked how the proposed program would be staffed. The chair of CAPP noted that it would be staffed by current faculty members, and stated that the only new course being proposed is the capstone experience course. The faculty member noted that there is money in the grant to hire new faculty. The chair of CAPP stated that the new person could create and staff new courses. A sponsor of the program stated that

the Mellon grant has many purposes; the hiring of a faculty member to improve environmental education is not directly linked to this proposal. The hiring would be a benefit to the program, but is not required for it.

Another faculty member asked if students in the program would get priority for these courses. She noted that some of the courses listed have prerequisites; and asked if this adds hidden requirements for the students. The chair of CAPP stated that this issue was discussed by CAPP. A sponsor of the program said that the list of courses in the proposal were possible courses, but the steering committee for the program would be making the final course list. The list would be created as a product of in-depth discussions and decisions by the steering committee. He noted that the course list is not part of the proposal, and this proposal has much more detail than proposals for the other programs of distinction. The faculty member stated that it would be helpful to see the course list. Another sponsor of the program said that this issue was discussed a lot while working on the proposal. She said that they listened to people from other programs, and tried to think about how this program could be sustainable. She noted that students could not just take courses in their major, but they tried to build in flexibility for the students.

A faculty member asked if there were changes in this version of the proposal from the one that was circulated before the last open meeting. The chair of CAPP said that the proposal was the same.

Another faculty member asked if this program has a heavy admissions component. He noted that a lot of other programs required admissions-like duties – reading essays, for example. The chair of CAPP said that the proposed program will indeed be recruiting first-year students into the program. A sponsor of the program stated that they planned to go by the same rules and procedures that other programs of distinction use.

There were no further questions about the proposal.

A faculty member asked if CAPP could tell us what the vision for creating the new writing program, passed at last month's faculty meeting, is? The chair of CAPP stated that CAPP was meeting on Monday with many people involved in the writing program to discuss this, particularly how to create faculty development opportunities. He noted that faculty members from the first-year seminar program would be included in this meeting.

Management of Academic Operations – MAO (Andrew Hayes)

The chair of MAO made the following motion:

MAO moves that the faculty approve the following new course:

ARTH350: Monsters and Marvels: Imagining the Other in Medieval Art (1 credit)

This course seeks to uncover and analyze strategies of difference in the pre-modern years of 1000-1550. Our modern categories of difference and conflict involve race, class and gender: what categories did medieval culture use to mark difference, and what can we learn from them? Starting in northern Europe with the warrior Beowulf's battle against Grendel the monster, moving to Spain and its geopolitics of Convivencia, continuing to the Middle East with the Crusades, and ending in the fantastic maps and travel writings and images of the kingdoms of India, Africa, and China we will study categories of ethnicity, dynastic loyalty, religion, and language, among others, as they constructed difference in medieval textual and visual culture. At stake in this class is a critical understanding of the historical construction of difference, and the lessons it can give us for understanding strategies of difference in our own culture.

This motion comes from a standing committee, and does not need a second. There was no discussion on the

motion. The motion passed.

The following announcement was found in the agenda, but not read during the meeting:

- Course Designation Notices:

The special topics course ECON: *ECON 290: Global Economic Integration: Prospects & Controversies (1 credit)* has been approved for a one-time designation as an SS course.

Committee on Faculty – COF (Rick Smock)

The chair of COF's report consisted of an offer to answer questions.

A faculty member asked what plans COF has for discussing the motion that was just passed to add language concerning timely feedback to the academic handbook. The chair of COF stated that there were no plans right now, but the topic will be discussed in future meetings.

Reports from Other Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

Faculty Development Committee – FDC (Rich Martoglio)

The chair of FDC's report consisted of an offer to answer questions. There were no questions.

The following announcement was printed in the agenda, but not read during the meeting:

- The deadline for summer stipend applications has been extended until April 13. All continuing full-time faculty members who are at least one-semester away from a leave are eligible to apply. The Mellon Environmental Studies and Ethics grants have specific budgets for faculty support for curricular development in these areas. In addition, there is a general course development summer stipend endowed by Carolyn T. Jones. For scholarly/creative/exploratory summer projects, there will be two summer 2011 stipends funded out of FDC's budget. For details, please see Kerry Pannell's email dated March 26th.

Committee on Administration - COA (Jackie Roberts)

The chair of COA's report consisted of an offer to answer questions.

A faculty member asked about the written announcement (see below) that suggested that the VEBA contribution for employees might be removed. The chair of COA deferred to VP Brad Kelsheimer. The VP stated that this issue began four years ago when health care expenses exceeded the budget. The subcommittee created to deal with this problem looked at benefits individually, and post-retirement health care has not really been addressed. He stated that DePauw's benefit structure is different than many schools – we have a lower than average 403(b) contribution, and a higher than average contribution to post-retirement health care. He stated we need to take a step back and look at our total compensation. He said that President Casey was concerned about this topic, particularly in that we have not had a philosophical discussion about this issue. The faculty member asked what the timeline is for a decision. The VP noted that the Board's timeline is immediate; they have expressed concern that this issue has not been addressed yet. He stated they would like some resolution by the end of this year, but he believes that is unlikely. He did note that the Board approves the budget, so they technically have the power to reject the budget if the issue is not dealt with.

Another faculty member stated that she feels this could lead to a slippery slope, and noted that the possible

changes feel like a broken promise. The VP did not disagree. He said there is a context for the Board's desires, but he is between the Board and the employees. He stated that he thinks there is an underlying principle that needs to be discussed.

A faculty member stated that he feels as though this is a big deal. He noted that he understands that the process began with a view to right-sizing – bringing the 403(b) contributions and post-retirement health care more in line with the norm. He stated that he feels like these issues have been decoupled. The chair of COA stated that the philosophical discussion about what we want to have has not happened yet. She said we need to decide what we, as DePauw employees, value.

Another faculty member said that there does not seem to be a clear commitment from the Board of Trustees to wait for this philosophical discussion to happen. The VP stated that he could give no assurances that the Board would wait. The faculty member stated this feels similar to what happened earlier, when the GLCA raised its participation rate from 10% to 15%; she said faculty members have still not been officially notified of this by the University, and it feels like promises that were made when we were hired are being changed and taken away from us. She wants someone to speak to the Board of Trustees and express faculty members' very strong concerns about these high-handed decisions being made that have such a large effect on our lives and futures. The chair of COA stated that the GLCA event was different, in that it was not under DePauw's control, but she agreed that the two issues feel the same.

A faculty member asked if we could begin the philosophical discussion quickly. The chair of COA stated that COA plans to announce ways to begin this discussion in the near future.

The following announcements were found in the agenda, but not read during the meeting:

- Because of the current financial challenges the university is facing, VP Brad Kelsheimer and Human Resource director Pat Bacon have been asked by the Subcommittee on Benefits of the Board of Trustees to consult with us regarding reductions to post-retirement health care, including the possible removal of the defined contribution (VEBA) to all employees. COA will be consulting with Brad and Pat as they work to address this issue. COA will keep the faculty up-to-date as we get more information. As needed, we will be seeking faculty and staff feedback.
- COA has been meeting regularly with VP Brad Kelsheimer to discuss the budget.
- Pat Bacon has asked COA to participate in a faculty/staff Health Care Committee to work through the health insurance renewal process.
- COA has also been reviewing the January Working Group document.

Faculty Governance Steering Committee – FGSC (Dave Berque)

The Chair of the Faculty drew our attention to this announcement:

- The FGSC has developed an initial response to the 2011 January Working Group Report. Please see Appendix A or the Intellectual Life Moodle Site for this response.

Additional Business

Remarks from the President (Brian Casey)

The President is traveling on University business and is unable to attend the faculty meeting today.

Remarks from VPAA (David Harvey)

The VPAA stated that the President asked him to extend his regrets for missing today's meeting. The President is at the Association of Governing Boards National Conference on Trusteeship where he and Sarah

Wallace, Chair of the Board of Trustees, are invited speakers on a panel on Presidential transitions.

The VPAA then reminded the faculty that RAS proposals are due on Monday, April 25.

There were no questions for the VPAA.

Old Business

There was no old business to come before the faculty.

New Business

There was no new business to come before the faculty.

Announcements

Remaining Open Positions - Contact Dave Berque to express interest

- Two positions are open on the Board of Control of Student Publications (each position is a two-year at large position).
- One position is open on the Teacher Education Committee (this is a three-year term open to faculty members in Division Four).

Results of Divisional Elections for At Large Positions

Divisional winners will run against each other in an election to be held on April 6th through 8th.

Position and Term	Division I Winner	Division II Winner	Division III Winner	Division IV Winner
Chair of the Faculty (Three Year Term)	No candidates	No candidates	Bridget Gourley	No candidates
CAPP (Three Year Term)	Tim Good	No candidates	No candidates	No candidates
COF (Three Year Term)	Matthew Balensuela	No candidates	No candidates	No candidates
COF (One Year Replacement; Two Positions)	No candidates	Harry Brown (*)	No candidates	Darrell La Lone
FDC (Fall Semester Replacement)	Susan Anthony	No candidates	Jim Mills	Mac Dixon-Fyle
IEC (Three Year Term)	No candidates	Bob Hershberger	No candidates	No candidates
Public Occasions Committee (Four Year Term)	No candidates	No candidates	No candidates	Jeff Dunn
Public Occasions Committee (One Year Replacement)	Jay White	No candidates	No candidates	No candidates
Teacher Education Committee (One Year Replacement)	Susan Anthony	No candidates	No candidates	No candidates
COA (Three Year Term)	No candidates	No candidates	Jeanne Pope	No candidates
Board of Control of Student Publications (Two Year Term; Two Positions Open)	No candidates	No candidates	No candidates	No candidates
Committee on Honorary Degrees	No candidates	Aaron	Kevin Moore	Michele Villinski

(Three Year Term)		Dziubinskyj		
Hartman Center Steering Committee (Spring Semester Replacement)	Kevin Howley	Russ Arnold	No candidates	Michele Villinski
Hartman Center Steering Committee (Three Year Term)	No candidates	Russ Arnold	Sharon Crary	Jeff Dunn
GLCA Representative (Three Year Term)	No candidates	Rebecca Schindler	No candidates	No candidates

(*) Voting booth is still open as of agenda printing; winner presumed since there is only one candidate.

Results of Remaining Divisional Elections

Division Two – COF (Three Year Term)	Terri Bonebright
Division Two - Third Division Officer	Rebecca Schindler
Division Three – Public Occasions Committee (Two Year Replacement)	Pascal Lafontant
Division Four - Teacher Education Committee (Three Year Term)	No candidates.
Division One – Grievance Committee Runoff (2/01/12 through 1/31/13)	Andrew Hays will join Randy Salman as a committee member and Sheryl Tremblay will join Melanie Finney as alternates.
Division Two – Grievance Committee Runoff (2/01/12 through 1/31/13)	Meryl Altman will join Maria Luque as a committee member. Inge Aures and Sherry Mou will be alternates.
Division Four – Grievance Committee Runoff (2/01/12 through 1/31/13)	Bruce Stinebrickner will join David Gellman as a committee member. Sunil Sahu will join Gary Lemon as an alternate.

Adjournment

The meeting was adjourned at 5:06 PM.

Post Meeting Discussion Facilitated by the January 2011 Working Group

The January 2011 Working Group (WG) has been in consultation with the Faculty Governance Steering Committee (FGSC) regarding several of our recommendations. As we discussed how to proceed with regard to our faculty governance recommendations, we decided that it might be helpful if the WG provided a short overview of different models of academic governance described in our report and facilitated a discussion about the pros and cons of the different models using a discussion structure parallel to modified rules of order that WG suggests adopting. The FGSC agreed that we could hold such a discussion at the conclusion of the April faculty meeting to avoid finding another date and time on our busy calendars. The WG invites colleagues to stay, participate in a discussion, share past experiences they may have with other systems and get a 'test drive' of how different rules of order might work for faculty business.

At the end of the discussion we'll open an electronic straw poll to give faculty members the opportunity to express their preferences to help guide the FGSC and WG on bringing a formal recommendation forward for consideration. The poll will be open to all voting faculty from Monday evening 4/4/11 through Thursday 4/7/11 at noon.

A short summary handout will be sent electronically to all faculty members in advance of the meeting. We hope the handout will help colleagues think about questions and conversation.

Appendices

Appendix A. FGSC Initial Response to 2011 January Working Group Recommendations March 26th, 2011

The FGSC has dedicated several meetings to discussing the 2011 January Working Group report. The report organized issues into three categories based on the Working Group's recommendations for the speed at which these issues could be considered and acted upon. The remainder of this response provides an update on the FGSC's initial plans for considering the recommendations listed in each of the three categories.

I. Recommendations for Immediate Consideration:

Reconfigure time banks to allow for common lunchtimes	MAO will be considering this issue in cooperation with the Registrar.
Reduce number of events on daily calendar	The FGSC has asked SLAAC and the Public Occasions Committee to address this.
Create standard time slots for organizational and governance activities	<p>The FGSC has asked Jim Mills, the conveyor of the monthly Chair's meeting, to bring this issue to the chairs for discussion. To gather background information that will inform the discussion, the Chair of the Faculty is surveying department chairs and program directors about department meeting times, which is one aspect of this topic.</p> <p>The FGSC should further consider the recommendations related to coordinating faculty meeting times, division meeting times, and committee meeting times after seeing how the coordination of department meeting times is resolved.</p>
Simplify reporting structures	The FGSC has asked FDC to consider this issue in the context of faculty development reports. The FGSC is asking COF to consider the effectiveness of their recent recommendations related to slimming decision file sizes and to consider additional recommendations as appropriate. The FGSC is also asking the Winter Term Task force to consider reporting structures as part of their work.
Work toward balance in advising loads	The Advising Committee (subcommittee of MAO) will be asked to consider the issue of faculty advising loads as it impacts faculty recruitment and training of advisors. The Advising Committee will be asked to share any advice with MAO and Academic Affairs.

II. Recommendations for Prompt Discussion, Decision, Implementation

Conduct more business at divisional level	(@)
Redefine the current committee structure	(@)
Consider limited governance model	(@)
Consider faculty senate model	(@)
Revise current use of Robert's Rules	(@)

(@) Members of the January Working Group have suggested that we discuss these interrelated topics at the conclusion of the April faculty meeting. The FGSC supports this approach, although we believe that the discussion related to revisions to our use of Robert's Rules will make the most sense after the earlier questions are answered (for example, if we move to a faculty senate model it would impact the way we conduct faculty meetings). Members of the January Working Group will provide a summary of the relevant issues and will facilitate a discussion of some or all of these topics immediately after the April faculty meeting adjourns. Based on this discussion, and on feedback obtained from the faculty subsequent to the discussion, the FGSC will work with the January Working Group to determine appropriate next steps.

III. Recommendations that Require Further Study

Vision for more engaged community: adapting faculty development	FDC has agreed to discuss this issue.
Possible adjustments to standard teaching load	(*)
Revising tenure and promotion processes and requirements to promote development and community engagement	(*)
Possible revision to tenure and promotion process to promote increase scholarly activity and community engagement	(*)
Possible revision from three categories to two for review	(*)
Post-tenure review	(*)

(*) The FGSC is considering assembling a group of former COF, COA, and FDC members to make recommendations about these interrelated issues. While the FGSC recognizes that a faculty voice is central to these issues, we are interested in considering the upcoming response to the January Working Group Report from the President and Vice President of Academic Affairs before we suggest the best mechanism and timing for engaging with one or more of these issues.

DePauw University Faculty Meeting Minutes
May 2nd, 2011

Call to Order

The Chair of the Faculty called the meeting to order at 4:02 PM.

Verification of Quorum

The Chair of the Faculty confirmed that more than 81 ballots had been distributed to voting faculty members at the meeting; therefore, the quorum was verified. There were a total of 117 ballots distributed at the meeting.

Approval of Minutes from the April 2011 Faculty Meeting

The Chair of the Faculty asked if there were any additions or corrections to the minutes of the April 2011 faculty meeting. There were none, and the minutes as circulated were approved by unanimous consent.

Moment of Silence to Honor Edward Galligan

The Chair of the Faculty asked the faculty to join him in a moment of silence to remember Edward L. Galligan, who passed away on March 29, 2011. Edward L. Galligan, Assistant Professor of English, served DePauw from 1949 to 1958. A full tribute to Ed may be found in Appendix A.

Conferring Degrees

Wade Hazel made the following motion:

I move that the faculty authorize the Board of Trustees to confer degrees on candidates eligible for graduation at the conclusion of the semester ending in May 2011.

The motion was seconded. There was no discussion of the motion. The motion passed.

Reports from Coordinating Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

Management of Academic Operations – MAO (Andrew Hayes)

The chair of MAO began his report by calling attention to the following written announcements, which were not read during the meeting.

Announcements

- As noted below, the Computer Science Department is changing the titles, descriptions, and prerequisites of several courses. After teaching a new curriculum for two years, the department is making these changes based on experiences teaching the initial offerings of these courses. The requirements for the major and minor remain unchanged.
- As noted below, the Geosciences Department is changing requirements for their majors and minors. The Department of Geosciences proposes to make relatively modest changes to its majors and minors in geology, environmental geoscience, and earth science.

The proposed changes in the departmental **majors** fall into three main areas:

1. Including more courses in the list of elective geoscience courses that count towards each of the

majors,

2. Replacing UNIV 390 Senior Seminar with GEOS 450 Senior Seminar for environmental geoscience majors to eliminate the need for cross-listing the courses, and
3. Reducing the number of course credits required for a major in environmental geoscience from 14.5 to 13.5, while expanding the “area concentrations” requirement from a select number of biology, chemistry and economics courses to a broader, more inclusive list of courses that contain significant environmental content or foundational skills.

The proposed changes in the departmental **minors** fall into two main areas:

1. Increasing the number of required courses from 4 to 5 in geology and earth science and from 5 to 7 in environmental geoscience to more closely align with the number of required courses for similar minors in other disciplines at DePauw, and
2. Allowing students to include relevant courses outside the department (3 of the 7 for environmental geoscience and 1 of the 5 for earth science) to add some breadth to complement their concentration in geoscience coursework.

Overall Rationale:

These proposed changes allow students more flexibility in designing interdisciplinary programs that are unique to their academic interests and that provide more opportunities for students to complement their geoscience coursework with important environmental perspectives from relevant courses in the humanities, social sciences, and other sciences.

Please note that all required courses in the proposal are offered on a regular basis, and would not require any additional staffing.

- As noted below, the Department of Communication and Theatre is revising a significant portion of its majors and minors. In response to the last self-study and in an effort to provide more opportunities for students to register for classes within the subdivisions of the department, the department re-arranged some of the requirements for the major. In an effort to make the minors of the department more parallel, the department made the indicated changes in the minors.

- Announcement of Course Changes

COMM 123 Public Speaking (course description)

COMM 200 Communication Theory (course number and description)

COMM 225 Interpersonal Communication (course number)

COMM 227 Intercultural Communication (course description)

COMM 323 History of Public Discourse (course description)

COMM 326 Communication in Organizations (course description)

COMM 491 Projects in Communication (course description)

COMM 492 Projects in Communication (course description)

CSC 122 Data Structures (title)

CSC 197 First Year Seminar (course description)

CSC 232 Object Oriented Software Development (title, course description)

CSC 296 Topics in Computer Science (course description)

CSC 320 Human Computer Interaction (prerequisites)

CSC 322 Computer Networking (prerequisites)

CSC 330 Artificial Intelligence (prerequisites)

CSC 340 Web Programming (prerequisites)

CSC 350 Graphics (prerequisites)

CSC 424 Programming Languages (prerequisites)
CSC 426 Compilers (prerequisites)
CSC 428 Operating Systems (prerequisites)
CSC 440 Theory of Computation (prerequisites)
CSC 480 Database and File Systems (course description, prerequisites)
CSC 498 Senior Project (prerequisites)

MUS 334 Music from c.1900 to the Present (title, course description, pre-requisites)

PHYS 110 Physics and Society (course description)
PHYS 120 Principles of Physics I (course description)
PHYS 130 Principles of Physics II (course description)
PHYS 220 Principles of Physics III (course description)
PHYS 430 Electricity and Magnetism (course description)

There were no questions about the announcements.

The chair of MAO made the following motion.

MAO moves that the faculty approve the following new courses:

COMM 110: Introduction to Theatre (1 credit)

This course offers an overview and introduction to the understanding and appreciation of theatre arts by examining foundations of drama as a communicative act. The course also addresses dramatic theory and literature, collaborative theatre artists, and basic production techniques. Students will gain insight into the imaginative and creative process that makes up the art of theatre.

COMM 315: Topics in Theater History and Criticism (1 credit)

While refining students' analytical and interpretive skills, this course offers intensive examination of specific issues in theatre history and performance theory, often those at the center of current critical interest. Recent sections have focused on Women and Theatre, Gender and Theatre, and African-Atlantic Theatre. Repeatable for credit with different topics.

COMM 325: Topics in Advanced Interpersonal Communication (1 credit)

While refining students' analytical and critical skills, this course offers intensive examination of specific issues in interpersonal communication theory. Possible topics may include relational communication, family communication, health communication, communication across the lifespan, friendship, communication in the workforce, and communication and aging. Repeatable for credit with different topics.

COMM 328: Topics in Conflict Communication (1 credit)

While refining students' analytical and critical skills, this course offers intensive examination of specific issues related to conflict and communication at interpersonal, social, and cultural levels. Possible topics may include environmental communication, alternative dispute resolution, civil rights and communication, and political communication. Repeatable for credit with different topics.

CSC 360: Autonomous Robotics (1 credit)

Autonomous robots collect data from their environments and respond to the values gathered from their sensors in order to solve problems. In this introduction to autonomous robotics, students will first learn the basic principles of mechanical construction, electronics, sensors, motors and robot programming.

Then, they will design, build and program original robots to solve problems such as finding the brightest light in a room and traversing a maze. In the hands-on course, students spend the majority of their time actually working with robots under instructor supervision. There is a significant writing component used in assessment, so students enhance their scientific writing skills. Prerequisites: CSC231 and CSC233. Typically offered annually. Not offered pass/fail.

ANTH 259: The Anthropology of Death (1 credit)

In this course we explore how various cultures think about the role of death in life. Using a variety of anthropological texts and methods (including ethnographic, archaeological and forensic perspectives), we examine the range of experiences that people have with the dead, what people do with and to their dead and the meanings that those experiences have for the living. This course examines the intersections between the social and physical bodies that human beings inhabit and takes a critical perspective on Western medical assumptions about death and dying.

There was no discussion about the motion. The motion passed.

The chair of MAO made the following motion.

MAO moves that the faculty approve changes to the following related majors and minors:

Proposed Changes to the Majors in Communication and Theatre

Rationale for changes to the majors:

The rationale for changing the majors' core requirement from COMM 100 to COMM 200 includes the fact that the core course will be re-defined and renumbered. The course will now serve as a more intensive introduction to communication theory and course texts will be weighted toward primary sources. The course will still serve to introduce students to theory in a variety of communication disciplines, but it will no longer serve as the principle "feeder" course into the majors. The department's 100 level course offerings will function as the primary recruiting tool for the majors. Students that have taken COMM 100 or COMM 291 Communication Theory will be given credit for having completed the core course requirement.

The number of courses that will count within the sub-disciplines of communication and theatre has been increased in the theatre and media studies sub-disciplines. An increased focus on dramatic literature in the 100 level theatre courses (COMM 111 and COMM 117) now makes them more appropriate for counting as one course from the theatre area. Additionally, the theatre faculty convinced the department that the upper level performance and theatre history courses should count. Media Studies previously only had one course to count as the media studies course for the major. It was determined that demand for the course was too high to meet the students' needs so three other course options were added to those that would count from the media studies area. Finally, Rhetoric and Interpersonal faculty added two courses to the list of those that would count and deleted a course no longer offered at DePauw.

The department voted to eliminate the course COMM 224 Small Group Communication.

The department voted to allow the Chair to determine if topics courses offered by the department could count toward fulfillment of the major requirements for one course in a specific area.

With an increased offering of 300 level classes in the department, the department determined to require a fourth 300 level class to fulfill the requirements of the major. The department hopes the greater the number of courses students take at the 300 level will translate in to better preparation for COMM 450 Senior Seminar. In accordance with the request from the Registrar, the department expanded the description of the senior seminar/capstone requirement.

Current Catalogue Description with deletions indicated by ~~striketrough~~ and additions in **bold**.

Total courses required: Nine

Core courses:

~~COMM 100-200~~

Other required courses:

Students majoring in communication must take coursework in the three areas of the department (rhetoric and interpersonal communication, media studies, and theatre).

To meet the theatre coursework requirement students must take one of the following: **COMM 111, COMM 117, COMM 210, COMM 211, COMM 213, COMM 214, COMM 311, COMM 314 or COMM 315.**

To meet the media studies coursework requirement students must take **COMM 233, COMM 235, COMM 237, or COMM 334.**

To meet the rhetoric and interpersonal coursework requirement students must take one of the following: ~~COMM 125, COMM 223, COMM 224, COMM 225, COMM 227, COMM 322, COMM 323, COMM 325, COMM 326 or COMM 327, or COMM 328.~~

Substitution of a departmental topics course for one of these other required courses may be approved by the department chair.

300 and 400 level courses:

~~Three~~ **Four**

Senior requirements:

As the capstone experience to the specific study of Communication and Theatre within the liberal arts, the senior seminar or project will entail original research or a creative project. Seminar topics are broadly defined so that students with specific interests within the major (media studies, interpersonal communication and rhetoric, and theatre) may integrate those interests successfully in the completion of an original research or creative project. Seminars are writing and speaking intensive. Recent topics include Gender, Social Movements, Critical Theory and Performance, Utopias, Representations of America, Social Construction and Identity, The Rhetoric of Inquiry, Communication Ethics, Violence: Language and Media, and Communication and Public Memory. In preparation for these options, all students are encouraged to take one of the following 300 level courses prior to enrolling in senior seminar: COMM 314 Theatrical Theory and Criticism, COMM 322 Rhetorical Theory and Criticism, COMM 334 Media Criticism or COMM 350 Research Methods. Priority for placement in a fall seminar is determined in three ways: 1. Completion of all other required courses in the major; 2. Completion of at least two of the required 300 level courses with priority given to those students who've completed one of the recommended seminar preparation courses within the major; 3. The existing university registration sequence. The senior requirement can be met by successful completion of COMM 450 (Senior Seminar) or by taking COMM 350 (Communication Research Methods) followed by a senior project in COMM 491 (1/2 course credit). Coursework completed in meeting the senior requirement can be applied toward meeting the 300-400 level course requirement.

Major in Theatre:

Total courses required:

Nine

Core courses:

~~COMM 100-200~~, COMM 111, COMM 117, COMM 314, COMM 001 (0 credit)

Other required courses:

One course in the rhetoric/interpersonal area from the following: ~~COMM 125, COMM 223, COMM 224, COMM 225, COMM 227, COMM 322, COMM 323, COMM 325, COMM 326, or COMM 327, or COMM 328.~~

One course in the media studies area either: COMM 233, **COMM 235, COMM 237, or COMM 334**

One of the following two theatre **history** courses: COMM 213 or COMM 214

~~One~~ **Two** additional 300-level courses from the following: COMM 310, COMM 311, **COMM 315, COMM 316, COMM 317 or COMM 319 or a 300-level communication course or a 300-level course in a related**

department with permission of the ~~major advisor~~ **department Chair**

300 and 400 level courses:

~~Three~~ **Four**

Senior requirements:

As the capstone experience to the specific study of Communication and Theatre within the liberal arts, the senior seminar or project will entail original research or a creative project. Seminar topics are broadly defined so that students with specific interests within the major (media studies, interpersonal communication and rhetoric, and theatre) may integrate those interests successfully in the completion of an original research or creative project. Seminars are writing and speaking intensive. Recent topics include Gender, Social Movements, Critical Theory and Performance, Utopias, Representations of America, Social Construction and Identity, The Rhetoric of Inquiry, Communication Ethics, Violence: Language and Media, and Communication and Public Memory. In preparation for these options, all students are encouraged to take one of the following 300 level courses prior to enrolling in senior seminar: COMM 314 Theatrical Theory and Criticism, COMM 322 Rhetorical Theory and Criticism, COMM 334 Media Criticism or COMM 350 Research Methods. Priority for placement in a fall seminar is determined in three ways: 1. Completion of all other required courses in the major; 2. Completion of at least two of the required 300 level courses with priority given to those students who've completed one of the recommended seminar preparation courses within the major; 3. The existing university registration sequence. Majors in Theatre must complete the senior seminar requirement by taking COMM 450 (Senior Seminar). Seniors majoring in theatre will be required to complete a theatre related project as part of their senior seminar. With the approval of the seminar instructor, this requirement can be fulfilled in any senior seminar in the department. Course work completed in meeting the senior requirement can be applied toward meeting the 300-400 level course requirement.

Proposed Changes to the Minors in Communication and Theatre

Rationale for changes to the minor:

The department wanted to create a parallel structure for its minors. In general the department wanted no more than one "core" course designated for each minor and no more than one course required at the 300 level. Each sub-discipline approved its list of "other required courses." The department also determined each minor should require no more than four courses.

The department also voted to change the name of the media minor from Mass Communication to Media Studies. This brings the language describing the minor in line with the language used to describe these courses in the description of the major. The term Media Studies is also preferred in the discipline today as more descriptive a wider variety of mediated communicative activities.

Current Catalogue Description with deletions indicated by ~~strike through~~ and additions in **bold**.

Minor in Rhetoric and Interpersonal Communication:

Total courses required:

Four

Core courses:

~~COMM 223, COMM 224, COMM 322, COMM 326~~

Other required courses:

Four courses selected from COMM 123, COMM 125, COMM 223, COMM 227, COMM 322, COMM 325, COMM 326, COMM 327, or COMM 328

300 and 400 level courses:

~~Two~~ **One**

Minor in ~~Mass Communication~~ **Media Studies:**

Total courses required:

~~Five~~ **Four**

Core courses:

COMM 233

Other required courses:

Three courses selected from COMM 235, COMM 236, **COMM 237**, ~~COMM 332~~, **COMM 332**, COMM 334, COMM 335 or **COMM 337**. ~~An elective from another area of the department.~~

300 and 400 level courses:

One

Minor in Theatre:

Total courses required:

Four

Core courses:

COMM 117

Other required courses:

COMM 111, COMM 210, or COMM 211

One course selected from COMM 213, COMM 214 ~~or~~ COMM 314, **or COMM 315**

One course selected from COMM 310, COMM 311, COMM 314, COMM 316, COMM 317 or COMM 319.

300 and 400 level courses:

One

There was no discussion about the motion. The motion passed.

The chair of MAO made the following motion.

MAO moves that the faculty approve changes to the following related majors and minors.

Rationale for changes to the Geology major:

GEOS 450 was moved to the Required Geoscience Courses - Core area to provide consistency across all departmental majors for the Senior Capstone experience. GEOS 230 environmental geology has been revised from a 100-level to a 200-level course, and was added to the Elective Geoscience Courses list to provide geology majors an option to study this increasingly important field in the geosciences as part of their major. The stipulation in the Elective Geoscience Courses area that "at least one course must be at the 300 or higher level" is included so that students do not take all three electives at the intermediate level.

Changes to the requirements for the Geology major with deletions in ~~striketrough~~ and additions in **bold**.
GEOLOGY (9.5 course credits in geosciences)

Required Geoscience Courses – Core

GEOS 110-Earth and the Environment (1)

GEOS 280-Mineralogy (1)

GEOS 310-Sedimentology and Stratigraphy (1)

GEOS 350-Structural Geology and Tectonics (1)

GEOS 450-Senior Seminar (0.5)

Required Geoscience Courses – Other

GEOS 210-Historical Geology (1)

GEOS 320-Petrology (1)

~~GEOS 450-Senior Seminar (0.5 credits)~~

Elective Geoscience Courses

At least three course credits from the following:

(at least one must be at the 300 or higher level)

GEOS 205-Introduction to GIS (1)
GEOS 220-Geologic Field Experiences (1)
GEOS 230-Environmental Geology (1)
GEOS 315-Map Interpretation (1)
GEOS 330-Geochemistry (1)
GEOS 370-Applied Hydrogeology (1)
GEOS 380-Environmental Geophysics (1)
GEOS 470-Reading in Geology (0.25-0.5)
GEOS 480-Problems in Geology (0.25-0.5)
GEOS 490-Research Thesis (0.25-1)

Other Required Courses

CHEM 130-Structure & Properties of Inorganic Compounds (1)
CHEM 170-Stoichiometric Calculations (0.25)

Rationale for changes to the Environmental Geoscience major:

UNIV 390 was changed to GEOS 450 and moved to the Required Geoscience Courses - Core area to provide consistency across all departmental majors for the Senior Capstone experience (UNIV 390 has been cross-listed as GEOS 450). GEOS EXP was added to the Elective Geoscience Courses area because it focuses on weather, climate, and climate change, which are topics of environmental importance. GEOS EXP will receive a permanent number in AY2011-12. GEOS 220 and GEOS 315 provide opportunities for environmental geoscience majors to learn how to create and interpret maps (an important skill for environmental scientists), and GEOS 220 allows environmental geoscience majors to take a W course in the discipline. Broadening the selection of courses beyond the three "area concentrations" in the Other Required Courses area gives students more agency and intentionality in choosing how to tailor their major in light of increased university offerings related to the environment.

Changes to the requirements for the Environmental Geosciences major with deletions in ~~striketrough~~ and additions in **bold**.

ENVIRONMENTAL GEOSCIENCE (~~9-0~~ **9.5** course credits in geosciences)

Required Geoscience Courses – Core

GEOS 110-Earth and the Environment (1)
GEOS 280-Mineralogy (1)
GEOS 310-Sedimentology and Stratigraphy (1)
GEOS 350-Structural Geology and Tectonics (1)
GEOS 450-Senior Seminar (0.5)

Required Geoscience Courses – Other

GEOS 125-Introduction to Environmental Science (1)
GEOS 230-Environmental Geology (1)

Elective Geoscience Courses

*At least ~~two~~ **three** course credits from the following:*

(at least one must be at the 300 or higher level)

GEOS EXP-Weather, Climate, and Climate Change (1)
GEOS 205-Introduction to GIS (1)
GEOS 220-Geologic Field Experiences (1)
GEOS 315-Map Interpretation (1)
GEOS 330-Geochemistry (1)
GEOS 370-Applied Hydrogeology (1)
GEOS 380-Environmental Geophysics (1)
GEOS 470-Reading in Geology (0.25-0.5)

GEOS 480-Problems in Geology (0.25-0.5)

GEOS 490-Research Thesis (0.25-1)

Other Required Courses

~~UNIV 170-Environmental Science Seminar~~

~~UNIV 390-Senior Seminar (0.5 credits)~~

Complete at least two of the following areas:

~~Area 1: CHEM 120, CHEM 130, CHEM 170 (0.25 credits)~~

~~Area 2: BIO 135, BIO 145~~

~~Area 3: ECON 100, ECON 294~~

At least four course credits from the following†:

ANTH 253-Environmental Anthropology* (1)

CHEM 120-Structure & Properties of Organic Molecules (1)

CHEM 130-Structure & Properties of Inorganic Compounds (1)

BIO 145-Ecology & Evolution (1)

BIO 342-Ecology* (1)

BIO 345-Conservation Biology* (1)

ECON 335-Environmental & Natural Resource Economics* (1)

PHIL 232-Environmental Ethics (1)

UNIV 170-Environmental Science Seminar (1)

† Students should consult with Dept. Chair regarding other courses that might fulfill this requirement.

***These courses have prerequisites.**

Rationale for the changes to the Earth Science major:

GEOS 450 was moved to the Required Geoscience Courses - Core area to provide consistency across all departmental majors for the Senior Capstone experience. GEOS 115 Physical Geography was moved to the Elective Geoscience Courses area, because it is not being taught on a regular basis. This move necessitated increasing the requirements for the Elective Geoscience Courses area from three to four. GEOS 135 Oceanography was removed from the Elective Geoscience Courses area because it has not been taught in the department for several years. Lastly, the astronomy course requirement in the Other Required Courses area was updated to reflect current course numbers and titles.

Changes to the requirements for the Earth Science major with deletions in ~~striketrough~~ and additions in **bold**.

EARTH SCIENCE (8.5 course credits in geosciences)

Required Geoscience Courses – Core

GEOS 110-Earth and the Environment (1)

GEOS 280-Mineralogy (1)

GEOS 310-Sedimentology and Stratigraphy (1)

GEOS 350-Structural Geology and Tectonics (1)

GEOS 450-Senior Seminar (0.5)

~~Required Geoscience Courses – Other~~

~~GEOS 115-Physical Geography~~

~~GEOS 450-Senior Seminar (0.5 credits)~~

Elective Geoscience Courses

*At least ~~three~~ **four** course credits from the following:*

(at least one must be at the 300 or higher level)

GEOS EXP-Weather, Climate, and Climate Change (1)

GEOS 105-Earthquakes and Volcanoes (1)

GEOS 107-Geology of America's National Parks (1)

GEOS 115-Physical Geography (1)

GEOS 125-Introduction to Environmental Science (1)

~~GEOS 135-Oceanography (1)~~

GEOS 205-Introduction to GIS (1)

GEOS 210-Historical Geology (1)

GEOS 220-Geologic Field Experiences (1)

GEOS 230-Environmental Geology (1)

GEOS 315-Map Interpretation (1)

GEOS 320-Petrology (1)

GEOS 330-Geochemistry (1)

GEOS 370-Applied Hydrogeology (1)

GEOS 380-Environmental Geophysics (1)

GEOS 470-Reading in Geology (0.25-0.5)

GEOS 480-Problems in Geology (0.25-0.5)

GEOS 490-Research Thesis (0.25-1)

Other Required Courses

~~Introductory Astronomy Course (PHYS 100 or equivalent)~~

PHYS 103-Moons and Planets (1) OR PHYS 104-Stars and Galaxies (1)

CHEM 130-Structure & Properties of Inorganic Compounds (1)

CHEM 170-Stoichiometric Calculations (0.25)

Changes to the minors in Geosciences

Rationale for changes to the minor in Geology:

Adding a course credit to the geology minor requirements gives more depth to a student's area of concentration in geology. In addition, this makes the geology minor requirements similar to those of most other university departmental minors with regard to the number of course credits required.

Changes to the requirements for the Geology minor with deletions in ~~striketrough~~ and additions in **bold**.

GEOLOGY (~~Four~~ **Five** course credits)

Required Geoscience Courses - Core

GEOS 110 Earth and the Environment (1)

Required Geoscience Courses – Other

At least ~~three~~ **four** additional GEOS course credits

(at least one must be at the 300 or higher level)

Rationale for changes to the minor in Environmental Geosciences:

Similar to changes proposed to the environmental geoscience major, the changes to the environmental geoscience minor provide prescribed coursework in the geosciences while allowing flexibility for students to choose from a variety of courses with environmental content from across the curriculum to complete the minor.

Changes to the requirements for the Environmental Sciences minor with deletions in ~~striketrough~~ and additions in **bold**.

ENVIRONMENTAL GEOSCIENCE (~~Five~~ **Seven** course credits)

Required Geoscience Courses – Core

GEOS 110-Earth and the Environment (1)

GEOS 125-Intro to Environmental Science (1)

GEOS 230-Environmental Geology (1)

Required Geoscience Courses – Other

At least one additional GEOS course credit at the 300 or higher level

At least five course credits from the following

(at least one must be at the 300 level or higher):

~~GEOS 110, GEOS 125, GEOS 197, GEOS 205, GEOS 230 (formerly GEOS 109),~~

~~GEOS 280, GEOS 310, GEOS 330, GEOS 350, GEOS 370, UNIV 170, UNIV 390~~

Other Courses

At least three course credits from the following†:

ANTH 253-Environmental Anthropology* (1)

CHEM 120-Structure & Properties of Organic Molecules (1)

CHEM 130-Structure & Properties of Inorganic Compounds (1)

BIO 145-Ecology & Evolution (1)

BIO 342-Ecology* (1)

BIO 345-Conservation Biology* (1)

ECON 335-Environmental & Natural Resource Economics* (1)

PHIL 232-Environmental Ethics (1)

UNIV 170-Environmental Science Seminar (1)

†Students should consult with Dept. Chair regarding other courses that might fulfill this requirement.

****These courses have prerequisites.***

Rationale for changes to the Earth Science minor:

Adding a course credit to the earth science minor requirements gives more depth to a student's area of concentration in earth science. Coursework outside the geosciences provides earth science minors exposure to related disciplines, broadening their science backgrounds should they wish to obtain their primary or secondary education teaching certificate (a course of action that many earth science majors/minors often choose to pursue). In addition, these changes make the earth science minor requirements similar to those of most other university departmental minors with regard to the number of course credits required.

Changes to the requirements for the Earth Science minor with deletions in ~~striketrough~~ and additions in **bold**.

EARTH SCIENCE (~~Four~~ **Five** course credits)

Required Geoscience Courses – Core

GEOS 110-Earth and the Environment (1)

~~GEOS 115-Physical Geography~~

Required Geoscience Courses – Other

At least ~~two~~ three additional GEOS course credits

(at least one must be at the 300 or higher level)

Other Courses

At least one course credit from the following:

CHEM 130-Structure & Properties of Inorganic Compounds (1)

PHYS 103-Moons and Planets (1)

PHYS 104-Stars and Galaxies (1)

There was no discussion of this motion. The motion passed.

Committee on Academic Policy and Planning – CAPP (Bruce Sanders)

The chair of CAPP made the following motion.

CAPP moves that the faculty approve an Environmental Fellows Program and add the title “Environmental Fellows” to the list of Honors Programs found in section IV.B (“Interdisciplinary, Honors, and Competency Programs”) of the academic handbook. A description and justification of the Environmental Fellows Program are provided below.

Proposal for the Creation of the DePauw Environmental Fellows Program

In December of 2009, the Andrew W. Mellon Foundation (AWMF) awarded DePauw University a \$595,000 grant to further develop its environmental curriculum. The Mellon Environmental Education Grant (hereafter MEEG) was in large part the product of an exchange of ideas among a large number of interested DPU faculty members in the winter of 2007-8, as well as conversations between AWMF officials and senior DePauw administrators in late 2008. The DPU faculty members had identified eight ideas for which the university might pursue funding (see Appendix A), most of which were incorporated into the eventual MEEG proposal. The grant is currently funding:

- a. summer stipends for faculty to develop environmentally oriented courses,
- b. summer research collaborations between faculty and students working on environmental projects,
- c. the DePauw Environmental Policy Project (DEPP),
- d. an environmental science faculty position (filled by aquatic ecologist Dina Leech)¹,
- e. environmental symposia and workshops (e.g. “You gonna eat that?”, Feb. 23-4, 2011), environmental speakers and co-curricular activities, and
- f. reassigned time for two coordinators (Michele Villinski and Jim Benedix) who manage the grant and convene an *ad hoc* committee that is charged with the development of the environmental curriculum.

After examining alternative curricular models, the Environmental Education Committee² (EEC) has responded to the desire of DePauw faculty members, administrators, and students to develop an environmental studies program and offers this proposal for your consideration.

Environmental Fellows Program

Mission Statement – The Environmental Fellows Program is an integrative honors program for outstanding students who exhibit intellectual curiosity, high academic achievement, and strong motivation to explore environmental issues from a range of disciplinary perspectives. Environmental Fellows may major in any existing department or program, thereby developing the knowledge and expertise appropriate to a particular discipline or specialized field of study. This depth of understanding will be enriched through environmentally focused courses across the natural sciences, social sciences, and humanities; through experiential learning opportunities such as scientific research, internships, or off-campus study; and through an interdisciplinary capstone experience in which students will be called to integrate all the

¹ The grant will also help secure an environmental social science or humanities position, to commence AY2012-13.

² Current members: Jim Benedix (BIO), Michele Villinski (ECON), John Caraher (PHYS), Jen Everett (PHIL), Greg Schwipps (ENG), and Fred Soster (GEOS)

aspects of their environmental education. When they graduate from DePauw and the program, Environmental Fellows will be well equipped to address complex, real-world problems using multi-disciplinary approaches. The program's combination of academic inquiry and hands-on experiences will prepare graduates to be strong and successful candidates for employment in environmental careers, graduate study in disciplinary areas, and graduate study in multi-disciplinary programs with an environmental focus.

Program Requirements – Students in the program may choose any major, but must complete the required coursework, internship, and senior capstone in order to graduate from the program.

Required Coursework³

All students must complete at least three courses from a list of science courses that have a strong environmental focus or contain material that is considered basic to a student specializing in an environmental field. The courses must be from a minimum of two departments. Although the selection of these courses would be among the first duties of the program steering committee, a list of potential science courses might include courses such as: GEOS 125 Environmental Science, BIO 342 Ecology, and CHEM 130 Inorganic Chemistry.

All students must also complete at least three courses from a list of social science and humanities courses that have a strong environmental focus or contain material that is considered basic to a student specializing in an environmental field. The courses must be from a minimum of two departments. Although the selection of these courses would again be among the first duties of the program steering committee, a list of potential social science/humanities courses might include courses such as: ANTH 253 Environmental Anthropology, PHIL 232 Environmental Ethics and ECON 290 Environmental Policy.

Each semester topics courses or experimental courses may be approved by the Steering Committee as temporary additions to the list, and this list will evolve over time as catalog offerings change. Examples might be topics courses in environmental policy, literature, writing, or art (e.g. current courses ENG 322 Nonfiction Topics: Nature Writing, POLS390 Topics: State & Local Government Issues). Students may also petition to have environmentally-oriented courses that are not on the current list of accepted courses counted for the program requirements, including courses that are part of a student's approved off-campus studies coursework.

Summer or semester "Internship" (minimum 10 weeks)

These may be completed at approved off-campus study programs, through an academic research internship, or an internship with a corporation, government agency, or NGO. They must be environmental in focus and be approved in advance by the program director(s). The goal of the internship is to build a strong experiential learning component into the academic program and provide students with learning opportunities that are not available at DePauw.

Capstone

The students in the program will take a common, interdisciplinary capstone course, in which they will collaborate with other members of their cohort to bring each aspect of their environmental education at DePauw (including their major, cross-disciplinary environmental coursework, and experiential learning) to

³ For comparison, the number of required courses in Management Fellows is seven (one at the 100-level), and for Media Fellows it is five (with up to four at the 100-level).

bear on concrete environmental issues or problems.

Program Administration

Program Steering Committee – All members of the steering committee will have a professional interest in environmental science or studies. The make-up of the committee shall reflect the multi-disciplinary nature of environmental studies, and therefore shall include:

- Three science faculty members from different departments, including at least one with expertise in biosciences and one with expertise in geosciences.
- Three social science or humanities faculty members from different departments, including at least one with expertise in the social sciences and one with expertise is in the humanities.

Members of the steering committee will be selected by the VPAA in consultation with the director(s). Members will serve staggered three-year terms, with the goal of having minimal turnover of membership from year to year. The terms will be renewable. The director(s) will be included in the six member committee (i.e. the committee might consist of two co-directors and four additional members).

Duties – The committee will, in accordance with the academic handbook, (1) oversee the program, including determining the criteria for classes to be included in the list of courses from which students will make selections to fulfill program requirements, (2) oversee the organizational structure of the program, and (3) assist the Director(s) in reviewing applications, conducting interviews for both incoming first-year students and lateral entry students, and selecting students who will be invited to join the program.

Director(s) – The interdisciplinary nature of this program suggests that it would be beneficial, whenever feasible, to have co-directors – one from the sciences and one from the social sciences or humanities. The director(s) will administer all aspects of the program in consultation with the steering committee, and will chair this committee. The selection of the director(s) will be made by the VPAA.

The Case for an Environmental Fellows Program

Academic interest in the environment among students

Student demand for the creation of an environmental studies program has been assessed and found to be considerable. Jeane Pope was granted a Fisher time-out in the spring of 2009 to complete an assessment of the existing environmental course offerings and student demand for environmental courses at DePauw, as well as an investigation into what other schools similar to DePauw were offering in their environmental curricula. Her research included a survey of 318 DePauw students, the results of which indicate that our environmental curricular offerings are not meeting the student needs. In her final report she wrote:

“The most troubling result of this survey is that over half of the respondents (56%, or 179 students) are not satisfied with the environmental education they receive at DePauw. Furthermore, although not many of the respondents (29%) plan on seeking a career that deals with environmental issues, only 12% of the students feel prepared to pursue such an option. This indicates we are not currently doing enough to educate our students and prepare them for life’s work. The data from this survey confirm my initial hypothesis that there is a great deal of unmet student demand for environmental courses.”

During the course of the EEC’s discussions of potential environmental curricular models, we solicited student input on multiple occasions and received enthusiastic responses. Well over 30 students attended a lunch meeting in September of 2010, including some seniors who would not be affected by any new

curricular program but felt it was important for DePauw to develop one. Many of the students also attended a follow-up meeting, and others have contacted us individually to voice their support. There is no question that there is strong student interest in the program we are proposing. Additionally, Pope concluded in her report that “Students are interested in learning more about environmental systems, issues, problems, and solutions ... it is our obligation as a university to consider how this might be best done.” It is the belief of the EEC that the proposed program is the most effective way to do so at this time.

Academic interest in the environment among faculty members

Many faculty members have also expressed interest in expanding DePauw’s environmentally focused course offerings. For example, last August, 33 faculty members from 17 different departments and programs came together in a two-day workshop to discuss ways of incorporating environmental content, including specific content about climate change, into new and existing courses. Jeane Pope’s Fisher Time-out report contained a list of 48 faculty members who “currently teach or are interested in developing courses with environmental content.” In addition, 28 different faculty members met or corresponded with former VPAA Abraham in the winter of 2008 to brainstorm ideas for the AWMF proposal. The “Big Ideas” generated by this group are listed in Appendix A, and most are currently being funded by MEEG. This list, the workshop participation, and the large number of faculty interested in teaching courses with environmental content make it clear that there is sufficient support from existing faculty to offer the proposed program.

Recruitment of strong students with academic interests in the environment

The proposed program should enhance our ability to recruit outstanding students. While this claim is made for all the Programs of Distinction at DePauw, there is strong anecdotal evidence that the University has lost exceptional students in recent years to other institutions because of the lack of a well-developed environmental studies program. In some cases students have even chosen colleges that would be considered weaker institutions than DePauw in most aspects. In the last week a current student received an e-mail regarding environmental studies opportunities from a prospective student who had met him during a campus visit. The prospective student thanked him for filling her in on the environmental initiatives at DePauw, including this program proposal, and wrote “I’m glad to hear the environmental programs are growing at DePauw. That was the biggest thing holding me back from DePauw, so to hear that there is so much to offer is amazing.” In her research of programs at our peer institutions, Jeane Pope found that 15 of the 16 schools she looked at had formal environmental studies or science programs, with only Wabash lacking such a program. None of these schools had an environmental honors program, however. This proposal not only describes what the EEC believes would be an extremely effective academic program, it also proposes that DePauw create something unique that would make the University stand out among its peers.

Conclusion

The most pressing challenges of our times require an understanding of the ways the environment sustains and intersects with every facet of our lives – science, technology, human health, war and peace, politics and culture. DePauw’s institutional mission to “link liberal arts education with life’s work” commits us to preparing students to meet just such daunting challenges as these. Our existing programs of distinction afford outstanding students opportunities to deepen their engagement in fields of their particular intellectual or career interests, but we have yet no program that explicitly supports the interdisciplinary thinking required to understand the profound environmental changes underway in our world. This environmentally focused honors program will both respond to existing student demand and improve DePauw’s ability to compete for the brightest prospective students. But beyond that, students completing this program will become members of our next generation of leaders, with the knowledge and intellectual tools required to lead wisely.

Appendix A

Ideas generated by faculty members in response to VPAA Abraham's request for suggestions for items to be funded by a possible environmental studies grant, November 2007 to January 2008. Bold-faced items are currently being supported through MEEG.

- a) Big idea - Create a "Sustainability Fellows Program"
- b) Big idea - Add two faculty positions: in environmental studies (policy) and environmental science (bio/chem. to complement present position in geo).
- c) Big idea - Strengthen environmental sciences offerings
- d) Big Idea - Strengthen environmental studies course offerings
- e) Big idea - Environmental course development
- f) Big idea - Possibilities for expanded service learning for students – link to Ed Studies and Teacher education.
- g) Big idea - Environmental psychology
- h) Big idea - Environmental Policy Initiative

Proposal for the Creation of the DePauw Environmental Fellows Program

Additional Information for CAPP

March 27, 2011

On March 17 the Environmental Education Committee met with members of the faculty interested in discussing the environmental fellows program proposal. In response to our invitation, sent to the entire faculty/staff e-mail distribution list, 30 colleagues joined us for a short presentation about the program proposal and a question and answer period. This document addresses the two primary themes that emerged from that conversation.

1. Why an honors program? What makes this curricular plan distinct from the approach taken by other interdisciplinary programs at DePauw, such as Asian Studies or Conflict Studies? Why not make this opportunity available to all students?

- The experiential component of this program is a key distinction from what constitutes a disciplinary major or an interdisciplinary major such as Asian Studies or Conflict Studies.
- We are building on an established model at DePauw that enables students to combine coursework with an internship or research experience, while focusing on an area of interest that cuts across disciplinary lines.
- Creating a set of interdisciplinary majors with an environmental focus does not appear to be the best approach for DePauw at this time: 1) Based on advice from faculty colleagues who have directed and taught in interdisciplinary programs and the challenges of ensuring a stable set of course offerings, and 2) The courses needed to ensure sufficient depth of study in an environmental major drawing on sciences, social sciences, and humanities are beyond our reach in the next 6-8 years.

- Establishing a fellows program on the environment is the beginning, not the end, of our vision for the environmental curriculum at DePauw.
- While admission to the fellows program initially will be limited to a small number of students each year, we hope that over time and as resources permit, the program will grow to match the size of the larger honors programs. Furthermore, creating the fellows program will benefit students who are not enrolled in it: 1) Speakers and many co-curricular events will be well-publicized, free, and open to all, 2) students interested in exploring environmental issues in an academic and cross-disciplinary way can use the program course list as guidance, and 3) students designing independent interdisciplinary majors related to the environment will also have a starting point from which to build.
- The program will increase the attractiveness of DePauw to the increasing number of prospective students interested in academic pursuits related to the environment.

2. How will the program build a community of students during their four years at DePauw? What types of co-curricular activities will be part of the program?

Co-curricular activities in general:

Speakers, service events and community outreach projects, field trips, social events, periodic sessions to help students understand and compile the portfolio of work that they will submit as part of the senior capstone course.

Specifically for first-year students:

- Students preference FYS with environmental themes, with guidance from the program directors. (Fall)
- First-year workshop meets frequently each semester for orientation, service events, and team-building.
- Social gathering during first week of classes to welcome entering students.
- Pair entering students with an upper-class mentor.
- Advising sessions with the directors before registration for Spring and subsequent Fall courses.
- Possibility of an environmentally-based Winter term course for all members of the entering cohort.

Specifically for second year students:

- Sophomore workshops to explore and prepare for experiential component (learn about opportunities, connect with alumni and hosts, write applications/résumés/research proposals, practice interviewing skills).
- Advising session with the directors before registration for Spring and subsequent Fall courses.

Specifically for juniors:

- Complete experiential component by beginning of senior year.
- In addition to materials directly related to the experience (e.g., internship host evaluation, research summary report), students complete an 8-10 page reflective essay. The essay describes and evaluates the student's program coursework, co-curricular activities, and experiential component, defines themes/commonalities that have emerged, and articulates academic, personal, and professional goals for the remainder of the program.
- Junior workshop meets three times per semester to discuss timely environmental topics.

Specifically for seniors:

- Senior capstone (all students take concurrently), one requirement will be that each senior compile a portfolio of work that represents their program experience in a thoughtful, cohesive way.
- Senior workshops in the semester that the capstone course is not offered, for activities related to closure and transition.

The Chair of the Faculty asked one of the members of the Environmental Education Committee ("the committee") to speak to the motion first, then opened the floor for the debate.

A member of the committee stated that the Environmental Education Committee (which was made up of Jen Everett, Greg Schwipps, Fred Soster, John Caraher, Jim Benedix, and Michelle) submitted the Environmental Fellows proposal to CAPP after more than a year of conversation and consultation with faculty members (in small groups and an open meeting this spring), students, staff, and administrators. She asked the faculty to support the creation of this program.

She continued by noting four strengths of the program: academic interest in the environment among students, academic interest in the environment among faculty, increases DePauw's ability to recruit strong students who are interested in the environment, and it is consonant with DePauw's mission. She noted that, while researching programs at peer institutions, fifteen of the sixteen schools considered had formal environmental studies or science programs (only Wabash lacked a program). She continued by noting that anecdotally, DePauw does not compete well for students with environmental interests, and this program will increase the pool of those students at DePauw. She concluded by saying that the program will help students address the challenges of the present and future.

A faculty member stated that she was not opposed to having an environmental studies program, but she questioned the need for another honors program while the other honors programs are under review. She also wondered if a faculty position for this program would take away a position elsewhere. The chair of CAPP responded that one of the co-leaders of the review of the honors programs stated that the review did not need to be taken into account when considering this program.

A faculty member involved in the review of the programs of distinction stated that the reviewers were looking for "best practices" in those programs. She said they found that students that apply to programs of distinction have higher SAT scores and better credentials in general. She also said that these students tend to come to DePauw when admitted to the programs of distinction, and that their yield is much higher than the average student. She stated that she loved the interdisciplinary nature of the proposed Environmental Fellows program – it is the first time DePauw has had science, social science, and humanities combined in a

program of distinction since the Honor Scholar program was created.

Another faculty member stated that he feared that the discussion of environmental issues will be segregated into just this program, instead of infusing it throughout the curriculum.

A faculty member stated that he deals with many students who are interested in environmental issues, and he endorses this program for many reasons. He believes that it is the best course of education for students interested in studying the environment. He stated that it will provide students an opportunity to tailor their course of study to their interest, and it will provide students an experiential component to their education, and it will provide a formal academic setting to study a broad range of environmental issues. He also thinks that the proposed program could help recruit students with interested in this area; he believes there are many benefits to having a program like this.

Another faculty member stated that he was concerned about the financial aspect of the experiential portion of the program. A member of the committee replied that there is no plan to provide funds to help out with that aspect of the program. He noted that other programs of distinction function with the help of endowments, which this program does not have now. He stated that students in the proposed program will be able to complete off-campus study programs that all students have access to, and that no one particular experience was required for completion of the proposed program. He concluded by saying that lack of funds would not provide an absolute barrier to completion of the proposed program.

A representative who works with DePauw's off-campus study programs stated that the reality is that some students cannot pursue off-campus programs because of financial reasons. A member of the committee responded that the experiential component of the proposed program could take place over a summer instead of a semester. She stated it could be a ten-week summer research program that is funded from other areas. She concluded that there are a lot of options for students, and that the leaders of the program will do everything they can to allow students to participate.

A faculty member asked how the proposed program is different than the Science Research Fellows (SRF) program. She asked if the proposed program could be under the umbrella of SRF? Finally, she noted that it is currently difficult to get faculty members to participate in SRF, and asked how the proposed program will affect the problem, particularly in the Geosciences area. A member of the committee responded that the proposed program will be quite distinct from SRF, and noted it will not be a science program; instead it will accept students from any area. He stated that the proposed program will not require a research component and is not limited to environmental sciences. He said that he is personally interested in both the proposed program and SRF, and he thinks this program will help SRF by bringing in more students that are interested in SRF.

A member of the Geosciences department stated that he does not see any reason why their department would pull out of the SRF program. He foresees the Geosciences department continuing to sponsor SRF students. He feels that the new program is just another way to attract good students.

A faculty member stated that she did not think there would be much chance of losing faculty positions to the proposed program, as the only course that is specific to the proposed program is the senior seminar course.

Another faculty member asked if the organizers of the proposed program would be willing to add the arts to the list of natural sciences, social sciences, and humanities in that already appears in the text. The coordinators of the proposed program indicated they were willing to add the arts to the list, and noted that the text is simply explanatory text, and is not actually part of the motion.

The President noted that SRF's summer research program is funded by operating funds, the Management Fellows program is supported in part by endowment funds, and the Media Fellows program also has some endowment support. He stated that he believes DePauw might raise endowment funds for the proposed program if it is created. He cannot guarantee it, but if the program is created, there might be a sense of excitement about supporting it.

A faculty member stated that she thinks she is in favor of the program. She asked if the proposers of the program had mapped out how many courses students in this program would need to take. Would a student in English literature need to take more courses than a student in Biology? She also wondered if there are more requirements than listed because of prerequisites? A member of the committee responded that the committee did not want to create a program that students cannot complete. She noted that the course list in the proposal is not a final list, and that as the list is finalized, they will be very careful about this issue.

Another faculty member asked about the anecdotal evidence that we are losing prospective students who are interested in environmental issues, and how it compares to the number of prospective students interested in other areas that we lose because we do not have programs in these other areas. A member of the committee responded that the evidence comes from conversations with students at DePauw who are interested in this topic, and from students who hosted prospective students who were later contacted for information about what DePauw is doing in terms of environmental studies. She stated that students are using this as a decision point for deciding to come to DePauw.

A faculty member asked if the leaders could speak to why this is proposed as a program of distinction and not a major in environmental studies. A member of the committee replied that the group realized it would be hard to create a cohesive list of courses for an environmental studies major that would have sufficient depth of study along with breadth, especially given what we teach now and the faculty who are on staff now. She continued that a major is a great goal, but it is very long term goal that would require the creation of a new set of interdisciplinary courses, as well as hiring several new faculty members to support the program.

Another faculty member stated that he wanted to support the program, but doesn't understand why it is a program of distinction and not a major. He asked if we do not have the courses to support a major, how can we support a program of distinction; isn't a program of distinction "harder" than a major? A member of the committee replied that DePauw does programs of distinction well. Students have an opportunity to get depth in a single discipline (their major) plus some breadth in another area related to the program of distinction. She stated that the proposed program will be solid, and will work as a supplement to an already available major. She concluded by stating that she thinks more environmental courses will be developed as the proposed program continues.

A faculty member pointed out the changes in the Geosciences department that were announced by MAO earlier in the meeting. He pointed out that these changes try to strengthen the environmental studies offerings on campus.

Another faculty member stated that she had done research about this topic a few years ago. She noted that Carleton has a major in climate change. She stated that DePauw has a number of courses spread throughout several departments that discuss environmental issues. These courses, coupled with a traditional major, make a strong program. An environmental studies major that stands alone has to cobble too much together in one area. She thinks this is a good way to group together students who have common interests.

A member of the committee stated that he was originally skeptical of the program of distinction model, but he has warmed to it now. He pointed out that there are co-curricular parts to the program as well. He said that the proposed program will provide a place for the discussion of current events in environmental studies.

A member of the faculty stated that she likes the way that the proposed program integrates into the general education curriculum. She stated that this program is exciting because it integrates the breadth of the general education program into the program. She thinks this will be a more unique and exciting program than a major would be.

As the assembly prepared to vote, there was a call for a secret ballot. The motion passed, with 83 votes in favor of the motion, 23 opposed to the motion, and 1 ballot containing an abstention.

Student Life and Academic Atmosphere Committee – SLAAC (Kathryn Millis)

The chair of SLAAC's report consisted of an offer to answer questions. There were no questions.

The following announcement was found in the printed agenda, but not read during the meeting:

- SLAAC members are reviewing the Student Handbook and drafting a proposed brief section which lists a few people (positions, not individuals) to whom students can turn (for help or referrals to the appropriate offices) with various questions and concerns. We believe this will address not only the specific concern raised last month about our motion on timely return of student work, but also provide a clear broader summary of how to get help with a range of needs.

Committee on Faculty – COF (Rick Smock)

The chair of COF's report consisted of an offer to answer questions.

A faculty member asked when announcements would be made about tenure decisions. The President stated that announcements would be made very soon.

There were no further questions.

The following announcement was found in the printed agenda, but not read during the meeting:

- COF has finished reviewing all personnel cases for this academic year.

Reports from Other Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

Winter Term Task Force (Dave Worthington)

The representative from the Winter Term Task Force's report consisted of an offer to answer questions. There were no questions.

The following announcement was found in the printed agenda, but not read during the meeting:

- See Appendix B for an initial report from the Winter Term Task Force

International Education Committee – IEC (Russ Arnold)

The representative of the IEC made the following report:

In response to the faculty motion of October 2010 and the charge from President Casey, which asked us to consider *DePauw's programs, policies, and strategic vision with regard to how our students gain the exposure, experience, training, skills, and outlooks necessary to actively engage and change the world*, IEC began by focusing our attention on developing a

comprehensive articulation of vision and mission, by which our programs, curriculum, and campus community life could be assessed. Once developed, we sought feedback on these statements from members of the administration, as well as some faculty colleagues. The feedback we received indicates the need for adjustments to the language of the statement, but generally confirmed for us the basic content of the vision so that we have begun to use it to develop a strategic plan for assessing and improving our service to our students with respect to international education.

I would like to briefly share with you now some key elements of that vision, articulate the primary goals that are emerging in our developing strategic plan, and flesh out some of our objectives with respect to the curriculum (the first area treated by the goals).

The central principle of the vision is that international education should be a part of the DePauw experience ***for every student***. While off-campus study and international student enrollment will remain a significant part of this (about which we will hear from David Harvey later in the meeting today), international education must not be limited to these programs or these experiences. Rather, our programs that foster international travel should be considered and assessed within the framework of a DePauw experience that ***prepares us all to be culturally aware, socially responsible, and self-reflective citizens of the world***, able to address the urgent challenges of the 21st century that clearly transcend national or regional boundaries. To be successful, this ideal should be lived in the classroom (across the curriculum), in student life, and in the University's relationship to local, regional, and global communities.

Based on this vision, we have begun to articulate the following set of goals that form the basis of our developing strategic plan which will be reported to President Casey before the end of the academic year. The particular curriculum proposals will be reported to CAPP as well. Once finalized, the details of the strategic plan will eventually become more widely available.

GOAL 1: Provide a curriculum that is internationally diverse in its offerings and its design.

GOAL 2: Provide every DePauw student an off-campus experience, to study, intern, and/or conduct research in a culture other than their own at no additional cost.

GOAL 3: Have an internationally diverse student, faculty and staff population.

GOAL 4: Provide rich and diverse on-campus opportunities that allow us to engage with global issues and their connections to local communities.

GOAL 5: Ensure faculty members are able to engage in contemporary, current globally-focused scholarly work relevant to their research and pedagogy.

GOAL 6: Partner with international institutions that provide places in which and people with whom students, staff and faculty members can engage in global issues.

GOAL 7: Communicate broadly the ways in which DePauw students, faculty and staff engage in a global education.

Objectives for Goal #1:

Objective 1 – Articulate the requisite intellectual and civic foundation necessary to effectively address the urgent challenges of the 21st century. This will include study and assessment of learning outcomes and development of targeted learning goals

Objective 2 – Design an approach to international studies that allows DePauw's interdisciplinary and internationally focused programs, majors and minors to be more integrated, allowing for greater exploration and attention to the important issues of the 21st century.

Objective 3 – Pursue a foreign language proficiency requirement that adequately equips students to be prepared for engaging the world beyond graduation. This will include English

language support for non-native English speakers at DePauw.

Objective 4 – Ensure an adequate number of courses that represent the geographic regions of the world.

Objective 5 – Ensure an internationally diverse faculty, both in where they come from and where they have carried out their scholarly work.

A faculty member asked why the recommendation to have the English department help in the assessment of international applicants was not taken. Why do the people involved in this task report to academic affairs? The IEC representative responded that this is the beginning of the assessment, not the end. He said that IEC would discuss how best to achieve English language support, which will include engagement with the English department. The VPAA added that English language support is much broader than just writing; for example, it includes oral communication. He concluded by noting that there was additional complication depending on whether the individual providing this support was a faculty member or an administrator; an administrative staff member in this role would not report to the chair of an academic department.

Another faculty member noted that the charge to IEC seems to have changed since last October. He thanked IEC for all their work, and looks forward to seeing the results of their recommendation to the President. He encouraged IEC to post their material on-line. The IEC representative stated that once the strategic plan is more firmly developed, it will be made more widely available; but he said it is not ready for publication yet.

Faculty Development Committee – FDC (Rich Martoglio)

The chair of FDC announced the Faculty Fellowship three-year awards:

Teaching Projects/Curricular Development:

Martha C. Reith Faculty Fellowship: Bruce Serlin (Associate Professor of Biology) – *“Changing the Paradigm: Teaching to Enhance the Science Literacy of Non-Science Majors”*

Scholarly/Creative Projects:

Barbara E. Smith Faculty Fellowship: Matthew Balensuela (Professor of Music) – *“Journal of Music History Pedagogy”*

Joan Westmen Battey Faculty Fellowship: Harry Brown (Associate Professor of English) – *“An Anthology of American Death Poems”*

Kris and Linda Elftmann Faculty Fellowship: Jinyu Liu (Associate Professor of Classical Studies) – *“Graeco-Roman Classics in China: A Dialogue Across Time and Space”*

Donald E. Town Faculty Fellowship: Cynthia O’Dell (Associate Professor of Art) – *“Charlie’s Barn”*

Martha C. Reith Faculty Fellowship: Michael Sinowitz (Associate Professor of English) – *“Public Theory”*

Dean and Martha Dunlavy Mitchell Faculty Fellowship: Rebecca Upton (Associate Professor of Sociology and Anthropology) – *“Fertility and the Failure of Public Health”*

Combination of Teaching Projects/Curricular Development and Scholarly/Creative Projects:

Angela Castañeda (Associate Professor of Sociology and Anthropology) – *“Because Birth Matters: The Role of Doulas in the Anthropology of Birth”*

Carolyn T. Jones Faculty Fellowship: Jeane Pope (Associate Professor of Geosciences) – *“Investigating*

Agricultural Runoff in Indiana”

Richard A. and Jane Leahy Warne Faculty Fellowship: Michele Villinski (Associate Professor of Economics and Management) – *“Applying Theory, Using Evidence, and Improving Writing Through Case Studies”*

The following announcement was found in the printed agenda, but not read in the meeting:

- See Appendix C for the FDC Response to the January Working Group Report

Committee on Administration – COA (Jackie Roberts)

The chair of COA’s report consisted of an offer to answer questions. There were no questions.

The following announcements were found in the printed agenda, but were not read in the meeting:

- As announced via an email, the recent discussions between the Subcommittee of the Board and the administration have resulted in an agreement that the DePauw contributions to post-retirement health care will remain the same at this time. COA will continue to work with Brad Kelsheimer, VP for Finance, and Human Resource director Pat Bacon.
- Members of COA participated in a faculty/staff Health Care Committee to work through the health insurance renewal process.

Additional Business

Remarks from the President (Brian Casey)

The President began by thanking the Chair of the Faculty (Dave Berque) for his service. He noted that they had arrived in their positions at the same time, and Dave had provided counsel, and was a guide and a shrewd partner. He stated that Dave had helped immensely with the faculty governance process.

The President then recognized the new student body president and vice president. He wished them good luck. He also acknowledged that COF has done a lot of work this year, and he thanked the COF members for the care that they have taken with the cases they have considered. The President announced that personnel decisions should be announced in short order.

The President said that he realizes the stresses of this time of year. The final two weeks of a spring semester are, without a doubt, the most challenging time of year for any faculty member at any university. He stated that starting the semester with an ice storm and ending with perpetual rain does not help.

He stated that he has been to numerous senior theses presentations, senior recitals in the School of Music and the Academic Awards convocation. One cannot attend these events without realizing that our students are well educated, they have been challenged, and they have been strongly shaped by the faculty’s work. He noted that it is very easy for anyone to tell that there is not enough recognition of the results of faculty work, and the enormous effort behind them.

The President said that he is about to send to the Board of Trustees a report on the academic enterprise at DePauw and to invite them to see the major questions about faculty life before this University at this time and which will be of critical importance this upcoming year. These four questions are outlined in the memo from the President and VPAA provided in the faculty agenda. Opening this report to the Board is a paragraph that also opens the memorandum; this memo was written primarily in response to the January Working Group on Faculty Life, but also in response to the conversations that have been developing on this campus for a long while:

A committed, skilled faculty is at the heart of the DePauw University enterprise. The University's ability to fulfill its promise, meet its ambitions, and provide a transformative education to its students rests profoundly with the quality of the faculty and its commitment to the University's priorities and mission, and the ways in which we support the faculty in their efforts to be teacher-scholars of the first order. There are many varieties of colleges and universities in the United States, and in the world. The very best of these are varied as well, with one exception: every excellent institution has an excellent faculty.

The President also noted that his response to the Faculty Working group report (co-authored by the VPAA) starts with this statement offered by the January Working Group:

The power and unique appeal of our College of Liberal Arts and School of Music comes from the transformative student experience we provide in and outside the classroom, through scholarly work and service. The mission of the DePauw faculty member is to participate fully in an intellectual community, nourishing curiosity, reflection, and engagement. As a faculty, we value the many ways the faculty contribute to the education of our students and encourage individuals to continue to find effective ways to teach and learn.

The President then thanked the more than fifty faculty members who participated in this year's Admission process. DePauw has definitely moved more deliberately to emphasizing the University's academic requirements, expectations and strengths in our admission process. This will become even more apparent as changes are made to the University's web pages, communication pieces, and the very fundamentals as to how students are admitted to DePauw. He stated that the more faculty members speak to prospective students, the more DePauw's academic emphasis is seen.

The President invited the Vice President for Communications and Strategic Initiatives to briefly update the faculty on a few aspects of the communication and marketing effort that will be seen over the next several months.

The VP for Communications and Strategic Initiatives stated that we are working with the marketing firm to carry out qualitative and quantitative research with students, alumni, faculty, and staff. They are working to produce new print materials for the fall, and working with another company to update DePauw's website by December 1st. The VP stated that he met with academic department and program chairs to discuss the website; there are many ambiguous web pages with multiple links and descriptions. He said that we want our academic departments and programs to shine on the web and in print. He concluded by saying that we do not want to market to the lowest common denominator.

In response to a recently-completed report of the International Education Committee, the President offered three principles that should guide DePauw's efforts in regards to international education. The first principle is that international study must remain an important part of a DePauw culture and all steps should be taken to ensure that a significant portion of DePauw students are encouraged to study abroad. The second principle is that Winter Term remains a remarkably unique and desirable time period for many of our students to engage in off-campus and international study and should remain in place to allow for these opportunities. The third principle is that the University must garner increased endowment funds to support international study, allowing DePauw to address the real financial burdens of supporting such study particularly as the institution remains committed to providing significant financial aid to its students.

The President noted that DePauw charges students DePauw tuition for off-campus study, subtracts their aid, then pays the programs that they attend. In 2002, there were fees attached to students enrolling abroad. The

President explained that there is a gap between what DePauw receives from students in tuition and what it pays out to the programs. If DePauw were to fund current expenses associated with international programs with endowed funds, the University would need millions of dollars in increased endowment. This assumes, as is currently the case, that approximately 5.5% of the student body spends a semester off-campus in any given academic year. If we want to fund the program so that 10% of the student body could participate in a given year, we would need significantly more in additional endowment. [Note: During the preparation of the minutes, the President clarified that the University would need approximately \$4.8M in additional endowment to fund current program expenses and an additional \$18 million in endowment to provide support thought necessary to have approximately 10% of students participate in off-campus study programs in any given academic year.]

Remarks from VPAA (David Harvey)

The VPAA noted that Appendix D contains a letter from the President and the VPAA in response to the January Working Group Report, and Appendix E contains a cover member from the President and a report from the VPAA related to international programming.

The VPAA made the following remarks concerning the response to the January Working Group report:

As discussed in the memo included with the agenda, there are four important questions that we need to address next year. Although these questions are necessarily interrelated, each question also stands alone and we can address each question independent of the other questions. Taking them in reverse, I will provide a bit more information for each:

Faculty Compensation: I expect to meet soon with Rick Locke, who chairs the Board's Academic Affairs Committee, to discuss plans for bringing together the Subcommittee on Faculty Compensation. Among the issues to be considered are reviewing benchmarks for compensation and evaluating the role of endowed chairs, university professorships, and distinguished professorships in determining total compensation. The Academic Affairs Committee also will review a report on faculty support, which includes details on faculty compensation.

Recruitment and Evaluation of Faculty Members: The recruitment and retention of faculty members should be in service of a clearly articulated vision for the faculty and the University. I expect to meet with the Faculty Governance Steering Committee in the next two weeks to ask that they help form a committee of faculty members—perhaps former members of COF—to work with me next year in a comprehensive review of how we recruit and evaluate faculty members with the goal of bringing recommendations to the faculty by the end of the next academic year.

Faculty Development: The agenda includes a response from FDC to issues raised in the January Working Group's report. The President and I are asking FDC to work next year with the Dean of the Faculty to review all faculty development programs and to develop plans for a Center for Teaching and Learning. These conversations should be connected with the Development Office.

Workload: Last year the Committee on Administration endorsed a proposal that the university adopt a standard five-course teaching load. The January Working Group Report also recommends further discussion and exploration of this issue. As noted in the memo included in the agenda, any change from our current 3–2 workload to a 3–3/3–2 or 3–2 workload will require compromises that the faculty must consider (class size, curricular distribution, and handling small classes and independent studies). The same number of seats and same number of general education seats are required, even if we change our workload. To this end, this

summer I will work with the Registrar's Office to gather the necessary data to share with departments so that they can determine how to adjust course offerings for a reduced teaching load and evaluate the compromises necessary to accomplish that goal.

The VPAA stated that the attached memo, and the appendices, provide information about the various activities taking place as part of the institution's response to the International Education self-study, as well as data on the types of international experiences available to our students. The first part of the memo was taking the response and mapping it to actions. He said that it will take a good part of next year to answer all of the questions.

A faculty member noted that the last time a major change was made in faculty compensation, most women on the faculty received a significant raise. She stated that when revisions are made, DePauw should pay attention to gender and racial equity. The VPAA agreed.

Another faculty member stated that he appreciates that it will take a long time to address the international issues. He stated that the off-campus study fee is an impediment to students being able to study internationally. He said that his concern is that this fee selects a group of students (those who want to study off-campus) to foot the bill to pay for a structural problem at DePauw (the high discount rate). The VPAA said that the ideal situation would be not to require any fee. He noted that when considering all students who studied off campus last year, the net cost to DePauw was about \$220,000. He said there is a dollar problem; we need better endowed resources and a lower discount rate. He stated that the purpose of the off-campus study fee was to zero out the gap between the net tuition collected from students studying off campus and the cost of the off-campus programs, but the gap has grown again. He concluded by saying that the ideal would be to have the cost built into the budget without a fee.

A faculty member asked if there was consideration toward charging the program's tuition instead of DePauw's tuition for off-campus study. The VPAA responded that he ran the numbers for this model and it ends up costing more. If DePauw used Denison's model of charging students the program's tuition, the cost to DePauw would have been \$1,000,000 instead of \$220,000. He concluded that if DePauw wants to send more students off-campus by making it more financially appealing, then DePauw needs to have more endowment resources or greater net tuition revenue, or it needs to make some difficult budget choices.

Old Business

There was no old business to come before the faculty.

New Business

There was no new business to come before the faculty.

Announcements

The Chair of the Faculty thanked all the committees for their work during the last three years, particularly the three sets of committee chairs for their work on the Faculty Governance Committee. He also thanked the Secretary for taking minutes at the meetings.

The following announcements were found in the printed agenda, but not read during the meeting:

- Faculty Meeting Dates for 2011-2012

Faculty meetings dates for the 2011-2012 academic year appear below. Each meeting is scheduled to start at 4 PM in the Union Building Ballroom.

- Monday September 12th (the 5th is a Labor Day)
- Monday October 3rd, 2011
- Monday November 7th, 2011
- Monday December 5th, 2011
- Monday February 6th, 2012
- Monday March 5th, 2012
- Monday April 9th, 2012 (the 2nd is the first day back from spring break)
- Monday May 7th, 2012

- Results of At Large Elections

Position and Term	Winner
Chair of the Faculty	Bridget Gourley (three year term)
CAPP	Tim Good (three year term)
COF	Matthew Balensuela (three year term)
COF	Harry Brown AND Darrell La Lone (one year replacement; two positions were open)
FDC	Jim Mills (fall semester replacement)
IEC	Bob Hershberger (three year term)
Public Occasions Committee	Jeff Dunn (four year term)
Public Occasions Committee	Jay White (one year replacement)
Teacher Education Committee	Susan Anthony (one year replacement)
COA	Jeanne Pope (three year term)
Board of Control of Student Publications	One election pending; one two year term position open
Committee on Honorary Degrees	Michele Villinski (three year term)
Hartman Center Steering Committee	Russ Arnold (spring semester replacement)
Hartman Center Steering Committee	Sharon Crary (three year term)
GLCA Representative	Rebecca Schindler (three year term)

Adjournment

The Chair of the Faculty adjourned the meeting at 5:50 PM.

Appendices

Appendix A. Tribute to Edward L. Galligan **Excerpted from The DePauw University Web Site, April 5th, 2011**

Edward L. Galligan, a member of the DePauw University faculty from 1949 to 1958, died March 29 in Kalamazoo, Michigan. He was 85 years old.

Galligan was born in Taunton, Massachusetts on January 14, 1926. He enlisted in the U.S. Navy in 1943 and served in the submarine service. In 1948, he graduated from Swarthmore College, and went on to earn a master's degree from Columbia University and a Ph.D. in English from the University of Pennsylvania.

He came to DePauw in 1949 as an instructor in the English department and five years later was made an assistant professor of English. In 1958, DePauw's senior class selected Professor Galligan to speak at their May 23 dinner, approximately two weeks before commencement.

In a 2002 visit to campus, Gene Brewer, author of **K-PAX** and 1959 graduate of DePauw, stated, "I came to DePauw on a Rector Scholarship. When I got here, one of the people who encouraged me was Ed Galligan. He was an English professor, and he put the writing bug in me."

In the Fall of 1958, Dr. Galligan became an English professor at Western Michigan University, where he served for 30 years and retired as department chair.

He remained highly active as a literary critic after leaving the teaching professor. Over his career, Galligan wrote three books of literary criticism, edited a book of H.L. Mencken pieces, and wrote many essays and book reviews. He was a regular contributor to the **Sewanee Review**.

Appendix B. DEPAUW WINTER TERM TASK FORCE INITIAL REPORT, MAY 2011

The Winter Term Task Force is completing an extended document that, in some cases, makes recommendations and in other cases offers points of discussion for the faculty to consider in order to prepare for fall discussion and formal consideration.

Recent research conducted for the university this past year by Neustadt Creative Marketing (<http://www.ncmark.com/clients/>) suggests that opportunities such as Off-Campus Study and Internships (and, we believe, Winter Term) are not considered 'add-ons' by prospective college students who are strongly interested either in liberal-arts colleges, or in schools with prestige reputations. Rather, such students see these opportunities as essential, distinctive, defining elements of a top liberal-arts education. The task force has organized its discussion and its recommendations into 5 general categories:

1. Characterization:

What do we want Winter Term to be?

What outcomes do we envision for DePauw students?

How can we best help students intertextualize distinct forms of learning?

2. Calendar:

Should the time frame for on campus Winter Term be altered to allow more time between the end of WT and the onset of spring semester?

Should WT start a week later in January?

If we altered the starting point for WT, would it be desirable to increase the intensity and focus of on-campus courses with more frequency of classes (more meetings per week)?

3. Student Requirements

Should students be required to complete 3 or 2 Winter Terms?

What grading schemes should be employed for Winter Term?

Pass/D/Fail

A-F (not included in GPA)

Pass/D/Fail with a narrative that would attach to student transcripts

Should alternative transcripts be considered? (For example, should we develop "experiential transcripts" that would allow faculty to write narrative evaluations that would be attached and sent out with traditional student transcripts?)

How can we encourage students to be more proactive and reflective towards their Winter Term experiences?

4. Faculty Requirements:

Workload:

What workload should attach to faculty during Winter Term?

Should teaching additional WT courses be coupled to sabbatical salary?

Should WT be made voluntary and paid, with a concurrent proportional decrease of standard faculty salary for those who do not teach?

In order to reduce the pressure for "extra" faculty to make up for a shortage of Winter Term projects offered, should faculty obligation shift from 1 every 3 years to 2 every 5 years?

Should Winter Term count as a regular class which would allow faculty to teach, in an obliged year, a 3-1-2 schedule?

Should Winter Term internships be expanded?

Should internships be supervised by staff in the Civic, Global, and Professional Opportunities Office?

Course Approval and Offerings:

Should the system remain the same?

Should all decision making be left to departments?

Should initial course-approval pass through a standing committee?

Course Evaluations:

Should Winter Term evaluations comport more closely to evaluations in form and administration as those administered during standard semesters?

Tenure and Promotion:

Should Winter Term classes be subject to and seriously considered in T&P cases?

5. Resources and Development

Should Winter Term projects be eligible for faculty development funding?

Should President Casey pursue funding during the coming capital campaign to ensure that every student who wants to can have an off-campus experience?

To what extent should faculty development—through the Teaching and Learning Center, the Faculty Development Coordinator, and FDC—commit resources and workshop time to Winter Term course development?

The extended report will be made available to faculty before graduation.

Appendix C. FDC Response to the January 2011 Working Group (JWG) Report, April 27th, 2011

Summary:

FDC endorses the January Working Group's faculty mission statement and the use of Boyer's definition of scholarship as its foundation for understanding the teacher/scholar model in a liberal arts environment. The committee tries to allocate resources in ways that will sustain a vibrant intellectual community and supports the notion that "community engagement in intellectual pursuits" is a laudable goal of any faculty development program.

FDC supports efforts to move to a 3/2 semester workload, and is eager to assist in this process. The committee notes that the need to implement some of the January Working group's other proposals depends heavily on whether the shift to the 3/2 load can be accomplished. If DePauw moves to a 3/2 load, it is likely that many of the current competitive Faculty Development awards will disappear, as will the need to report on those awards. FDC is exploring ways to optimize the meeting calendar so that there are more opportunities for events supporting intellectual liveliness on campus.

FDC maintains that the current structure of funding and reporting may be productively revised, but finds the notion of dropping application and reporting requirements entirely to be problematic. The goal of the faculty development program is to support diverse needs of faculty members' scholarly/creative and pedagogical pursuits, and the committee believes that our current system works well in this capacity.

JWG Recommendations and *FDC response*:

Section III.A.2 – Simplifying Reporting Structures

The WG recommends FDC rework the current award reporting structure so that faculty members develop meaningful personal products and perhaps discuss those products with a member of FDC. For major awards, faculty members could give some campus presentation or performance, as appropriate to the project.

Reporting structures should be designed (or redesigned) bearing in mind the primacy of intellectual engagement in faculty life. Documentation should be limited to what is necessary administratively or contributes to scholarly and creative growth.

Among the January Working Group's suggestions for improving intellectual life at DePauw was the suggestion that the committee needed to simplify and streamline the reporting process for FDC awards. FDC is now considering a significant change to the application and reporting processes for sabbatical and pre-tenure leave work. In this proposed model, faculty will apply and report to the Dean of the Faculty for sabbatical and pre-tenure leave projects.

Many of the other Faculty Development awards that currently require reports (the various competitive awards) might disappear if the University adopts a 3/2 or 6/5 load in the near future; drastically reworking reporting procedures for those funds, therefore, may be premature.

The committee believes that one area in particular — the requirement that faculty members advise FDC of substantial changes in plans or products — deserves special comment. The FDC Handbook, under "Deadlines and Guidelines for Reports and Awards," notes that, "If plans or circumstances change along the way, it is the responsibility of the faculty member to request committee approval of a revised proposal. Any changes should also be explained in the final report."

FDC certainly does not want to stand in the way of Faculty members' intellectual and artistic growth and exploration. At the same time, until our grant/award structure changes, we need to remember that Fisher

Time-Outs, Summer Stipends, Student-

Faculty Collaborative Research Grants, Faculty Fellowships, and Fisher Fellowship are competitive grants. In all of those cases it is only fair that FDC funds projects, not persons. When the committee awards a Faculty Fellowship to one professor, we usually have to deny an award to another colleague. The committee believes that faculty members cannot unconditionally change the products for competitive awards, because their new plans might not be as compelling as other projects that were not funded.

At the same time, FDC recognizes that as we do our scholarly and creative work, ideas and directions evolve and change. The goal of the revised proposal is not to keep faculty members from shifting their focus, but to allow those natural changes to happen without causing difficulties in the reporting process. In most cases, faculty members are still doing the same kind of work and proposing products similar to what was originally proposed, and the committee is amenable to such changes.

Section III.C.1.a.1. Modest Options to Restructure FDC Funds

1. Provide annual allocation of faculty development funds to each faculty member, rather than have a variety of categories requiring application and some level of competition.

FDC has been discussing the possibility of reducing reporting requirements and giving faculty members a personal professional expense budget. While the revision of applications and reporting is an ongoing process, FDC believes that a \$1,500 personal account would severely limit the opportunities for many faculty. In order to maintain a truly rich faculty development program, the committee believes that there would need to be either a larger annual amount or a substantial additional fund that faculty could apply for to help with more ambitious or expensive research and creative work. Either option would require significant additional funds in the Faculty Development budget.

2. If increased scholarly production is a goal, shift the balance of travel resources to provide additional incentive for conference presentation over simple conference attendance.

FDC agrees with the notion of providing additional incentive for faculty who are giving a formal presentation at conferences and the committee believes that the current incentive structure outlined in the Faculty Development Handbook works well.

3. Develop a “take a chance fund” that allows faculty members to propose something that would take them in new directions where they might not yet have developed an expertise.

The committee believes that all of our programs allow faculty members to explore new areas in their scholarly and creative work except for the Fisher Fellowship, which funds the completion of a major work already in progress. Both the professional development fund (PDF) and summer stipends provide funds for exploratory scholarly and creative work, and faculty members who would like to address interdisciplinary questions or branch out into new areas during sabbatical or pre-tenure leaves. In addition, the GLCA New Directions initiative (available for the next two years) provides a grant outlet for tenured faculty members in developing new areas of expertise.

III.C.1.b. Additional resources to support grant applications

...FDC should consider some competing concerns, including whether full-time support concentrated in a single individual could support the broad range of disciplines encompassed on our campus; and whether such resources are best used on this or other initiatives.

The nascent Office of Grants and Research now has a half-time grant writer. FDC will discuss this issue further as the direction of the office and grant-writing at DePauw progresses.

III.C.1.c. Sabbatical Presentation

We propose having faculty members make a public presentation to the DePauw community (including members of FDC) that serves as both the primary “report” and proposal for sabbatical leaves.

The Faculty Development Coordinator strongly encourages presentations at Faculty Fora and Research Colloquia by faculty members who have recently returned from leave. Turning this suggestion into a requirement for all faculty members could mean that only people recently back from leave would be able to present in the faculty development sponsored fora and research colloquia. In addition, this would limit faculty autonomy over their scholarly and creative work. FDC strongly encourages departments and programs to sponsor events so that everyone coming back from leave would be able to present their work and contribute to the intellectual community at DePauw.

III.C.1.d. Overarching Faculty Development Program

The WG recommends FDC consider the benefits of such an approach to improving our campus intellectual life relative to the costs as well as consider incremental actions in such a direction that could be implemented.

Encouraging pedagogical development and formative assessment along with enhanced community engagement are among FDC’s goals and will be part of the mission of the Center for Teaching and Learning.

Memorandum

To: DePauw University Faculty Members

From: President Brian W. Casey and Vice President for Academic Affairs David Harvey

Re: **Response to January Working Group Report on Faculty Life at DePauw University**

Date: May 2011

A committed, skilled faculty is at the heart of the DePauw University enterprise. The University's ability to fulfill its promise, to meet its ambitions, and to provide a transformative education to its students rests primarily with the faculty and their commitment to the University's priorities and mission. There are many varieties of colleges and universities in the United States, and in the world. The very best of these are varied as well, with one exception: all excellent institutions have an excellent and committed faculty.

DePauw has a talented, strong faculty. Much of the institution's considerable pride in its past and a great deal of its current reputation rests on the quality of the faculty and the education faculty members provide through their teaching and their engagement with students beyond the classroom. As the University seeks to become a leading, national liberal arts university—one known widely for the intellectual challenge it places before its carefully selected students—it must take steps to ensure that it attracts and retains quality faculty members and supports them in their continued development as teacher-scholars of the first order.

To this end, and in response to both the recent faculty report on faculty life as well as to numerous topics raised in the past two years regarding the quality of the University's intellectual life, we—the faculty and the administration—must together develop answers to the following four important questions regarding faculty life at DePauw. The answers to these questions will not only help us develop a common vision for the intellectual life for the University but will guide the University as it seeks, both through our Admission efforts and through our planning for a comprehensive capital campaign, to strengthen the academic core and intellectual life of the University.

How do we best allocate the faculty's time in support of our students' education?

As teacher-scholars, we expect the faculty to engage with students in the classroom, to engage with students outside of the classroom, and to maintain a scholarly and/or creative life that supports that engagement. As noted in the report from the January Working Group, faculty at the best liberal arts institutions, the very institutions to which we aspire, have a standard teaching load of less than six courses per year, which allows faculty time for more significant student engagement and for more meaningful scholarly and creative work than might be possible with a more intensive teaching load.

To move from a 3–3 workload to 3–3/3–2 or a 3–2 workload will require careful planning and consideration, particularly as, having already achieved a 10:1 student-to-faculty ratio, there are no plans to increase the size of the faculty. It will require, as well, that we make decisions as to whether we can retain all our current categories of reassigned time, whether departments and programs can continue to maintain the current diversity of their curriculum, how much increase in average class size we are willing to accept, and how we assign workload credit for small classes and independent study.

Although we may consider making compromises between faculty time, curricular diversity, and class size, we cannot compromise the educational experience we offer our students. We cannot decrease the total number of seats available to students, nor can we decrease the number of seats in courses that meet our general education requirements, nor the number of seats in service courses.

If we are to implement a new workload scheme for the 2012–13 academic year, we must begin this project at the start of the fall semester and complete the project by the beginning of the spring semester prior to when department's, program's, and the School of Music submit their schedules for the 2012–13 academic year, which happens in February.

How do we support the faculty in their development as teacher-scholars?

DePauw's rich faculty development program provides many sources of funding that support individual faculty members in developing their pedagogy and in pursuing their scholarly and creative work. Other FDC programs provide for collaborative exploration of pedagogy or foster scholarly conversations between faculty members. Concerns have been raised, however, both in the recent faculty report and in other venues, that our faculty development programs might be too cumbersome and bureaucratic. Others have noted that these programs might not provide sufficient support for pedagogical development and assessment of student learning.

During the 2011-12 academic year, the Dean of the Faculty and the Faculty Development Committee will be charged to review all faculty development programs and consider whether current resources are best aligned with the institution's need to support the development of teacher-scholars in ways that bring benefit to our students.

To support the faculty in its teaching, we believe that DePauw should create a Center for Teaching and Learning that provides resources and workshops on pedagogy, and that provides support to the faculty in the assessment of student learning. Building on discussions that began this year, the Dean of the Faculty and the Faculty Development Committee should develop and finalize plans for a Center for Teaching and Learning. Such plans should include a statement of purpose for the Center, initial programming supported using existing resources, and plans for future programming based on the acquisition of new funding sources as part of the University's planned comprehensive development campaign.

To support the faculty in obtaining *external* funding for its scholarly/creative endeavors, the Office of Academic Affairs should continue developing plans for a Grants Office that can help faculty members in identifying grant opportunities, in preparing grant applications, and in submitting reports to granting agencies. To ensure that we take better advantage of support from corporations and foundations, the Grants Office should work closely with the University's Advancement Office.

How do we recruit and evaluate faculty members?

Our effort to attract and retain outstanding faculty members must be in service of a clearly articulated vision for our faculty and its role in support of the University's mission. The following statement from the January Working Group report serves as a useful starting point:

The power and unique appeal of our College of Liberal Arts and School of Music comes from the transformative student experience we provide in and outside the classroom, through scholarly work and service. The mission of the DePauw faculty member is to participate fully in an intellectual community, nourishing curiosity, reflection, and engagement. As a faculty, we value the many ways the faculty contribute to the education of our students and encourage individuals to continue to find effective ways to teach and learn.

Working with the Vice-President for Academic Affairs, an ad-hoc committee of former members of the Committee on Faculty should complete within the next academic year a comprehensive review of how we recruit and evaluate faculty members. Among the issues this committee should consider are job descriptions (including the role of the Appendix B and contributions to general education), the role of pre-tenure reviews in a faculty member's development, the criteria by which we review faculty for tenure and promotion, student evaluations of faculty, peer evaluations of faculty, and whether we should consider a process of post-tenure review.

In developing recommendations to bring to the faculty for its consideration, the committee should seek to be expansive in its vision, recognizing the many ways in which faculty can contribute to the institution's mission of providing students with a transformative educational experience.

How do we compensate faculty members?

The administration, in consultation with the Board of Trustee's Subcommittee on Faculty Compensation will begin immediately to examine its progress in meeting its goals for faculty compensation, and review the role of Endowed Chairs, University Professor awards, and Distinguished Professor awards in recognizing and rewarding faculty excellence.

With respect to the latter, the administration should review the intent of these awards, consider how these awards shape what activities are deemed of value, and determine the role these awards play in determining how we compensate faculty.

Appendix E.

Memorandum

To: DePauw University Faculty

From: Brian W. Casey

Re: **International Programming at DePauw**

Date: Wednesday, April 27, 2011

At the October 2010 Faculty Meeting the DePauw faculty approved the following motion offered by Professor Art Evans: "I move that the faculty make a resolution to the President to appoint a group to examine globalization and internationalization issues at DePauw as suggested by the International education Committee and to make specific suggestions to the President before the end of the current academic year of 2010-11 as to the desirability and feasibility of enhancing DePauw's overall international program."

I charged the Vice President for Academic Affairs, David Harvey, to coordinate responses to this report and in response to the October faculty motion. Several different groups have worked this year on issues raised in the IEC report and the resulting response from the external review team. Attached you will find a report from the Vice President that offers significant data on certain aspects of international study and international programming at DePauw.

These data show a number of important aspects about international programming at DePauw, including:

- A significant number of DePauw students study away from campus and at international locations in any given academic year,
- A strikingly large percentage of DePauw students study or work in programs away from the campus, including international locations, by the time they complete their undergraduate degree, and
- Winter Term plays an important role in providing unique opportunities for students to enrich their education through an experience away from the DePauw campus.

The report also shows that the financial model used at DePauw is complex. The University's long-standing practice of awarding very significant merit and need-based aid to its students results in the phenomenon that the average net tuition paid by DePauw students is often quite a bit lower than the tuition typically charged by many international programs. For most programs, students pay DePauw University's standard tuition and fees, reduced by any institutional and other aid they receive. DePauw collects tuition from its students (applying financial aid awards to that amount) and, in turn, pays the off campus program's tuition. In 2002, the University began to charge students an additional off-campus fee to address some of the shortfalls this system produces. The off-campus study fee addresses some of the costs to the University, though not all. In 2009-10, for example, the aggregate net cost to the University for off-campus study was \$204,319. (Note: To help defray costs associated with Winter Term courses, the University provides additional scholarships from endowed resources.)

I am charging the Vice President to continue this review of international programming at DePauw and I will be discussing international and off-campus study with the Board of Trustees at their May 2011 meetings and as we prepare for a comprehensive fundraising campaign for the University.

Guiding these continuing discussions will be the following principles, which I would like to share with the faculty:

1. International study must remain an important part of a DePauw culture and robust steps should be taken to ensure that significant numbers of DePauw students are encouraged to study abroad.
2. Winter Term should remain within our academic calendar as is not only provides opportunities for transformative experiences on campus and through research opportunities and pre-career internships but it also provides a unique and desirable time period for many of our students to participate in international study.
3. The University should seek to garner increased endowment funds to support international study, allowing DePauw to address the real financial burdens of supporting such opportunities particularly as the institution remains deeply committed to providing significant financial aid to its students.

Similarly, I will ask the Vice President for Academic Affairs and the Vice President for Student Life to address other issues raised in the report, including support for international students at DePauw. Curricular matters – including the increasing global focus of our general curriculum and specific courses – remains, of course, a matter for the faculty and I look forward to discussing these issues with appropriate faculty governance bodies.

Report on International Programming at DePauw

David Harvey, VPAA

At the October Faculty Meeting the faculty approved the following motion from Art Evans: “I move that the faculty make a resolution to the President to appoint a group to exam globalization and internationalization issues at DePauw as suggested by the IEC and to make specific suggestions to the President before the end of the current academic year of 2010–11 as to the desirability and feasibility of enhancing DePauw’s overall international program.”

Several different groups have worked this year on issues raised in the IEC report and the resulting response from external review team. As detailed in Appendix A [note: this appendix was distributed as a handout at the faculty meeting and can be found on page 44 – 47 of this set of minutes], this includes the admission and recruitment of international students, the provision of support for international students, the integration of international students into the campus community, the on-campus curriculum, off-campus study, faculty development and support, Winter Term, the role of IEC, and oversight of the University’s internationalization efforts. Although a comprehensive report to the President addressing these issues is not yet ready, this report to the faculty provides some data on the extent of the international off-campus opportunities available to our students and data on our enrollment of international students.

Program Participation: Off-Campus Study. The following table provides the number of semesters of off-campus study completed by DePauw students for each of the past 10 years.¹

Off-Campus Study: Semesters										
	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10
domestic	34	42	45	21	26	17	18	15	9	5
int'l	144	136	159	128	155	138	145	152	125	115
total	178	178	204	149	181	155	163	167	134	120

¹ The data in this table represents semesters not students and slightly overstates the number of students who study off-campus. Because relatively few students complete more than one semester of off-campus study—an average of 3.0% over the past four years—the difference between semesters and students is small and we may use this table as a good estimate for the number of students who study off-campus.

Two trends are evident in this data. First, during the past 10 years we have experienced a decline in the total number of students participating in off-campus study, which likely is a response to the University's initiation of the off-campus study fee in 2002 and, more recently, the global financial crisis. Second, the percentage of off-campus study taking place in international locations has increased from approximately 80% in the early part of the last decade to nearly 96% in 09/10.

Program Participation: Winter Term. The following table summarizes student participation for each of the past 10 years in most facets of Winter Term that take place off-campus.²

Winter Term: Off-Campus Courses and Winter Term in Service										
	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10
domestic	87	114	37	34	102	108	54	67	56	87
int'l	319	226	310	278	233	301	263	341	381	275
total	406	340	347	312	335	409	317	408	437	362

Winter Term: Off-Campus Internships										
	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10
domestic	251	245	251	274	274	268	305	223	229	231
int'l	1	4	3	2	10	10	11	29	32	43
total	252	249	254	276	284	278	316	252	261	274

Winter Term: Off-Campus Independent Study Projects										
	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10
domestic	14	38	42	36	25	29	31	44	53	47
int'l	20	20	23	24	37	38	50	40	48	52
total	34	58	65	60	62	67	81	84	101	99

Winter Term: Total Off-Campus Participation in Winter Term										
	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10
domestic	352	397	330	344	399	405	390	334	338	365
int'l	340	250	336	304	280	349	324	410	461	370
total	692	647	666	648	681	754	614	744	799	735

In general, during the past decade there has been a slight increase in the overall number of off-campus Winter Term experiences and an increase in the percentage of international experiences. Of particular note is the increase in the number of international internships and independent study projects, both of which are initiated by and designed by students.

Program Participation: Off-Campus Internships. The following table provides the number of students completing an off-campus internship for each of the past 10 years.³

Off-Campus Internships: Fellows Programs										
	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10
domestic	38	38	57	52	50	53	51	50	39	53
int'l	4	2	7	9	4	5	7	2	11	8
total	42	40	64	61	54	58	58	52	50	61

In general, the number of students participating in off-campus internships, both domestic and international, has been fairly stable for the past seven years; it is, of course, limited by the number of students enrolling in the Fellows programs.

Program Participation: Total Yearly Off-Campus and International Experiences. The following table gives the

² A few students each year, typically fewer than three, use Winter Term to study at another school; these students are not included in this table.

³ The data included here include academic year and summer internships completed by students in the Management Fellows, Media Fellows, and Science Research Fellows programs. Not included are students completing independently design internships and departmental internships for credit, and non-credit summer internships; these are relatively few in number.

percentage of students who have an international experience and the percentage of students who have an off-campus for each of the past 10 years.

Combined Yearly Off-Campus Experiences										
	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10
domestic	424	477	432	417	477	475	459	399	386	433
int'l	488	388	502	441	439	492	476	564	597	493
total	912	865	934	858	916	967	935	963	983	916
enrollment	2233	2219	2338	2365	2391	2397	2326	2398	2298	2396
off-campus	41%	39%	40%	36%	38%	40%	40%	40%	43%	38%
% int'l	22%	18%	22%	19%	18%	20%	20%	24%	26%	21%

On average, during each year 40% of our students are off-campus for part of the academic year and for approximately half of these students (or 21% of all students) this off-campus experience is international.

Program Participation: Percentage of Graduates with an Off-Campus Experience. The data in the previous tables catalogs the number of off-campus experiences our students complete each year; however, because a student may complete multiple off-campus experiences during his or her four years at DePauw—for example, an off-campus internship Winter Term during the sophomore year, off-campus study in the junior year, and an off-campus Winter Term course during the senior year—these tables do not provide a firm count of the number of distinct students with an off-campus experience. As shown in the following table

Year Student Enrolled	1999	2000	2001	2002	2003	2004	2005	2006
Graduates	482	513	525	599	500	587	510	474
% w/off-campus experience	94%	96%	93%	96%	97%	96%	95%	92%
% w/int'l off-campus experience	61%	60%	61%	56%	58%	65%	72%	66%
% w/ off-campus semester	43%	45%	42%	37%	34%	34%	39%	32%
% w/ off-campus semester (int'l)	29%	28%	30%	26%	24%	24%	30%	24%
% w/internship (WT and semester)	48%	47%	46%	49%	49%	45%	40%	43%

approximately 95% of graduates have at least one off-campus experience, approximately 60% have at least one international experience, approximately 40% are off-campus for one or more semesters, approximately 25% are off-campus for one or more semesters at an international location, and approximately 45% complete a Winter Term or semester-long internship. The data for students enrolling in 2006 is incomplete as a few students have not yet graduated and are not included in this analysis.

Location of Off-Campus Experiences. Since 2000, the top six locations for semester-long off-campus study are England (275 students, 15.7% of students), the United States (245 students, 14.0% of students), Spain (218 students, 12.45 of students), Australia (173 students, 9.9% of students), France (119 students, 6.8% of students), and Italy (110 students, 6.3% of students). Relatively few students participate in a semester-long off-campus study programs in Africa and the Middle East (65 students, 3.7% of students) or Latin America and the Caribbean (94 students, 5.4% of students). This pattern of international off-campus study locations is consistent with that reported by the Institute of International Education.

Students on faculty and staff-led Winter Trip courses are more likely to visit Africa and the Middle East (13.9% of courses), or Latin America and the Caribbean (20.5% of courses). Taken together, off-campus study and Winter Term provide students with opportunity for significant academic experiences in a diverse range of countries.

Cost Structure of Semester-Long Off-Campus Study. Students participating in approved off-campus study programs pay DePauw's tuition; DePauw, in turn, pays the program's tuition. If a student wishes to participate in a non-approved program—or to participate in a program beyond DePauw's program-specific enrollment cap—then DePauw pays the program's tuition up to an amount equivalent to that year's average net tuition; the student pays the remainder of the tuition. For all programs, students are responsible for the program's room and board fees. DePauw charges students an off-campus study fee of \$2,500 for a one-

semester program, and \$3,000 for a two-semester program or if the student participates in two one-semester programs.

The combined average tuition that DePauw pays for off-campus programs is greater than the average net tuition collected from those students participating in off-campus study. Although the off-campus study fee was implemented to cover this difference, the University continues to supplement the cost of off-campus study through its operating budget. In 09/10, for example, the net cost to the University of off-campus study was \$204,319, or \$1,732 per student participant.⁴

The cost to students of studying off-campus is greater than the cost of studying on-campus because of the off-campus study fee, and because students are responsible for the cost of transportation to and from the program's site and for incidental expenses. Although students participating in off-campus study maintain access to all of their financial aid, to help offset these extra costs, the University provides additional scholarship aid from several endowments with a combined principal of approximately \$642,000. Annual fund and current-year restricted gifts provide additional funds.

Cost Structure of Off-Campus Winter Term Courses. The cost of faculty and staff-led off-campus Winter Term courses are not included in DePauw's tuition; instead, these costs are billed directly to students. For Winter 2011, costs ranged from \$2,834 – \$3016 for domestic courses and from \$2,286 – \$5,473 for international courses. Most courses also have additional fees that range from \$200 – \$1,000. For trips that do not depart from DePauw's campus, students also are responsible for the cost of transportation to the departure site. To help offset the cost to students for participating in off-campus Winter Term courses, the University provides additional scholarship aid from several endowments with a combined principal of approximately \$440,000. Annual fund and current-year restricted gifts provide additional funds.

In considering recommendations for off-campus study, it is worth comparing off-campus experiences at DePauw to those at other GLCA institutions. As shown in the following table, which gives data from the 10/11 academic year

Institution	Domestic (Semester or Year)	International (Semester or Year)	Total Off-Campus	Total Enrollment	% Off-Campus (Semester or Year)	% International (Semester or Year)	Winter Term, May Term, Summer	% Off-Campus (all forms)
Albion	16	56	72	1602	4.5%	3.5%	—	4.5%
Allegheny	—	—	77	2100	3.7%	—	100	8.4%
Denison	18	205	223	2162	10.3%	9.5%	27	11.3%
DePauw	11	121	132	2394	5.5%	5.1%	813	39.5%
Earlham	28	124	152	1811	8.4%	6.8%	—	8.4%
Hope	96	121	217	3202	6.8%	3.8%	175	12.2%
Kalamazoo	13	265	278	1269	20.3%	19.4%	—	20.3%
Kenyon	9	249	258	1600	16.1%	15.6%	—	16.1%
Oberlin	19	261	280	2800	10.0%	9.3%	—	10.0%
Ohio Wesleyan	15	86	101	1850	5.5%	4.6%	94	10.5%
Wabash	3	35	38	875	4.3%	4.0%	—	4.3%
Wooster	9	113	122	2000	6.1%	5.7%	38	8.0%

DePauw ranks 8th in the GLCA for the percentage of students studying off-campus during the fall and/or

⁴ Off-campus study also impacts the budget by deflecting to the off-campus study provider tuition dollars that the institution could use in other ways. In 09/10, for example, the total cost to DePauw in lost tuition dollars was almost \$950,000.

spring semester, 7th in the GLCA for the percentage of students participating in international off-campus study during the fall and/or spring semester, but 1st in the GLCA for the percentage of students with an off-campus experience at any time during the year, including the fall and spring semesters, Winter Terms, May Terms, and/or summers.

The percentage of students participating in off-campus study likely is influenced by two primary considerations: the emphasis the institution places in the importance of off-campus study and the financial cost to the student. It is not surprising that the five institutions with the highest rate of participation are those that charge the program's tuition instead of the institution's tuition (Denison, Earlham, Kenyon, and Oberlin)⁵ and/or do not charge an off-campus study fee (Kalamazoo).⁶

International Student Enrollment. The table provided here compares total international student enrollment for 2010–11 at GLCA institutions, as well as the enrollment numbers for students from Asia. Data from the Institute for International Education indicates that in 2008–09, half of all international enrollments at United States universities and college are from, in order, India, China, South Korea, Canada, and Japan. The next five countries of origin are Taiwan, Mexico, Turkey, Vietnam, and Saudi Arabia.

	India	China	Other Asian	Total Asian	Total Int'l	Total Students	Percent Asian	Percent Int'l
Albion	3	21	2	26	42	1602	61.9%	2.6%
Allegheny	4	21	0	25	27	2100	92.6%	1.3%
Denison	15	55	18	88	130	2162	67.7%	6.0%
DePauw	35	105	57	197	240	2394	82.1%	10.0%
Earlham	7	11	31	49	207	1811	23.7%	11.4%
Hope	2	13	10	25	61	3202	41.0%	1.9%
Kalamazoo	4	19	42	65	115	1369	56.5%	8.4%
Kenyon	1	6	0	7	60	1600	11.7%	3.8%
Oberlin	9	59	0	68	187	2800	36.4%	6.7%
Ohio Wesleyan	12	17	0	29	173	1850	16.8%	9.4%
Wabash	0	25	20	45	55	875	81.8%	6.3%
Wooster	12	16	14	42	114	2000	36.8%	5.7%

⁵ The tuition for most off-campus programs is less than the tuition charged by the home institution. Of the programs enrolling DePauw students in 09/10, for example, only five charged more than DePauw's tuition of \$16,400/sem; the average program tuition for the 118 students was approximately \$10,280.

⁶ Appendix A [pp 44-47 of these minutes] provides a comparison of the off-campus study cost structure at DePauw to that at other institutions in the GLCA.

APPENDIX A: STUDY ABROAD INFORMATION FOR GLCA INSTITUTIONS (APRIL 2011)

Institution	Tuition Charged	Room/Board Charged	Enrollment Caps	Off-Campus Fee	Financial Aid Export
Albion	higher of Albion or program	higher of Albion or program	none	\$1071	75% of merit aid; 100% of need based aid and any external aid
Allegheny	Allegheny for approved programs	Allegheny	maximum cost of \$750,000	\$300 approved programs; \$800 others	100% for approved programs
Denison	program	program	none	\$605/sem, \$705/yr, \$200/sum	all except tuition scholarship; capped at \$8,000 for Denison grant
DePauw	DePauw	program	per program	\$2,500	all
Earlham	Earlham (home), program (GLCA)	Earlham (home), program (GLCA)	no	program + processing	all (to one program)
Hope	higher of Hope or program	program	spring = 100 international	regular fees + \$80	all
Kalamazoo	Kalamazoo	Kalamazoo	per program	regular fees	all (except \$\$\$programs)
Kenyon	program	program	30% of junior FTE	\$1,800	all
Oberlin	program	program	no	\$1,600 (expect Oberlin's programs)	all to affiliated programs; federal and state only to non-affiliated programs
Ohio Wesleyan	program	program	140 students/sem	\$25 + \$200/sem	OWU need-based add to endorsed programs; external aid to all programs
Wabash	Wabash	program	30/yr	\$1,000	all
Wooster	higher of Wooster or program	program	fall: none spring: 3% of prior year FTE	1% of comprehensive fee	all to approved programs

Response to International Education Review Team: Recommendations and Actions

INTERNATIONAL STUDENTS

ADMISSION AND RECRUITMENT OF INTERNATIONAL STUDENTS

The Admission Office should put a greater emphasis on diversifying DePauw's international student population than on increasing the overall population of international students. The President should give Admission a directive for the total international students it wishes to annually matriculate, and the desired diversity.

The Admission Office should work with the Coordinator for English Language Support and the English department to more accurately assess the English skills of international applicants and that relies less on standardized test scores.

ACTIONS

The President and the President's cabinet should discuss and provide a directive to the Admission Office on the recruitment of international students. This directive should be informed by the outcomes of other actions described in this document.

The Admission Office is coordinating an International Needs Committee that includes staff from Admission, Student Life, and Academic Affairs; this group is looking at international student recruitment and how we assess the English language abilities of non-native speakers. The Coordinator for English Language Support now reports to Academic Affairs.

ACADEMIC SUPPORT FOR INTERNATIONAL STUDENTS

The Coordinator for English Language Support should report to the chair of the English department and be charged with overseeing the coordination of support programs with CIEE, the Writing Center, the Academic Resource Center, and with those departments in which international students cluster.

ACTIONS

The Dean of Academic Life and the staff in the Office of Advising and Student Assistance are coordinating efforts to provide academic support for international students, working with the staff in the Academic Resource Center.

INTEGRATING INTERNATIONAL STUDENTS INTO THE CAMPUS COMMUNITY

The University should adopt a broad-based strategy to address the issue of international student integration into the campus community; this strategy should include students, faculty, staff, and alumni.

The integration of internationalization requires central campus locations where domestic students can engage easily with international students, and where students can obtain information about international issues and opportunities at DePauw.

ACTIONS

The International Education Committee, the Student Life and Academic Atmosphere Committee, and the Offices of International Student Services, and Campus Living and Community Development should coordinate plans for integrating international students in the campus community. The Alumni Office should work to connect international alumni with the campus, and to connect alumni living abroad to current students.

International Student Services, which has shifted from Academic Affairs to Student Life is now centrally located in the Union Building, as is Civic, Global, & Professional Opportunities. The International Education Committee, and the Offices of International Student Services, Campus Living and Community Development, and Civic, Global, and Professional Opportunities should discuss ways to increase engagement of domestic and international students, and to disseminate information about international issues and opportunities.

Response to International Education Review Team: Recommendations and Actions

CURRICULAR ISSUES

ON-CAMPUS CURRICULUM

The International Learning Goals (see Appendix I of the Self-Study of International Education) should become a more active part of curricular planning for the purpose of integrating them in ways that ensure that DePauw graduates fulfill the aspirations of the University's mission.

ACTIONS

The International Education Committee is working on defining internationalization within the context of the University's mission. When it completes its work, the committee should report to CAPP with a list of curricular recommendations.

OFF-CAMPUS STUDY

The centralization of advising for off-campus study should be continued, but efforts should be made to engage faculty more consistently to include discussion of study abroad when advising students and in becoming more familiar with the specific academic aspects of recommended programs of study abroad.

The application process for off-campus study should be redesigned so that it is no longer the primary responsibility of the IEC.

A stable study abroad list should be reviewed and revised periodically, but not changed after students have already applied.

ACTIONS

The Office of Civic, Global, and Professional Opportunities, the International Education Committee, the Dean of Academic Life, and the Office of Advising should discuss best practices for advising students and share them with the faculty.

Starting in fall 2010 the Office of Civic, Global, and Professional Opportunities is reviewing off-campus study applications.

The Office of Civic, Global, and Professional Opportunities and the International Education Committee, with input from Academic Affairs and the Finance Office, is reviewing the financing of off-campus study, which, in turn, will inform decisions about approving specific off-campus study programs. The role of international exchange programs also should be addressed.

FACULTY DEVELOPMENT AND ACADEMIC SUPPORT

The Review Team recommends that steps be taken to widen and strengthen faculty advocacy of international education through continued incentives for research and travel abroad and through on-campus strategies that will help to underscore international education as a University priority.

ACTIONS

The Dean of Faculty and the Faculty Development Committee should review faculty development programs; the International Education Committee should work with Academic Affairs to identify ways to support faculty members in finding ways to integrate international education into their teaching and research, including faculty exchanges.

WINTER TERM

Winter term should be integrated into the DePauw curriculum, specifically the development and approval of programs/courses becomes a departmental responsibility and that each winter term experience is graded instead of assigning pass/fail.

ACTIONS

Winter Term currently is under review by a task force that will report to the Committee on Academic Policy and Planning. The International Education Committee should continue to consider how best to incorporate off-campus experiences into the Winter Term program.

Response to International Education Review Team: Recommendations and Actions

GOVERNANCE

ROLE OF INTERNATIONAL EDUCATION COMMITTEE

IEC should be re-constituted not as a subcommittee but as a free-standing faculty committee and that its charge be focused more specifically on matters that relate Policy and Procedure to those academic issues that are clearly the purview of the faculty.

ACTIONS

The International Education Committee is an executive committee of the faculty that reports to the Committee on Academic Policy and Planning as its parent committee; in light of other changes, the International Education Committee should reconsider its charge and bring its recommendation to the Committee on Academic Policy and Planning.

OVERSIGHT OF THE UNIVERSITY'S INTERNATIONALIZATION EFFORTS

The University should seek ways to clarify the delegation of responsibilities associated with international education and work to ensure more effective communication among all constituencies.

Information regarding all aspects of international education should be centralized in the CIEE and available through its website with appropriate links to other offices.

The Vice-President for Academic Affairs should oversee planning for international education.

ACTIONS

The Office of Civic, Global, and Professional Opportunities should coordinate efforts in this area.

The Office of Civic, Global, and Professional Opportunities should coordinate efforts in this area.

VPAA already is responsible for broad oversight of international education, working through administrative offices and faculty governance, most notably the International Education Committee, and for reporting to the Board of Trustees on DePauw's internationalization efforts.