

Curriculum Committee Minutes  
August 28, 2017

1. Steve Bogaerts will be representative to Governance.
2. Ask Art/Art History to make the list of cognate departments more flexible.
  - a. AH asked impressions of survey-driven minor
  - b. How do we bolster traditional departments?
  - c. Rethink minors? Not as many as at other schools.
  - d. Pre-professional, and pre-grad school (59%)
  - e. Should market pressures be in the centers rather the majors?
  - f.
3. Is the global part being farmed out away from the econ department? Ask Econ chair to come in and talk through, can the international element be fleshed out more?
4. November 30 short form. All scheduling will be done in December. February data meeting. March for values. April for ??? Educating the departments. University vision?
5. FYS: integrate with Writing Com and Advising Com. Look at students' profiles (No Children Left Behind effect). Reading?
6. PPD/IE learning outcomes. Need to address the white paper of 2016. David Alvarez can provide the results from the project, and Mona from the workshop. Change IE to Global Learning.
  - a. Shared language?
- 7.

## Curriculum Committee Schedule of Meetings

August 28  
September 18  
September 25  
October 9  
October 30  
November 13  
November 27

### Minutes for September 18:

Attending: Mona Bhan, David Alvarez, Steven Bogaerts, Bob Dewey, Scott Spiegelberg, Ken Kirkpatrick, Anne Harris.

- 1) questions with Ophelia Goma, Chair of the Economics Department, on the International Business Minor
  - a. history of the minor. revised in 1990s, latest goal was to reduce the heftiness.
  - b. Attractive to students, even if they don't pursue it.
  - c. No real link between International side and business side.
  - d. Interdisciplinary connections? Anthropology,
  - e. Denison Global Commerce minor.
  - f. Practical approach.
  - g. Lower-level course? .25 or .5 course taken at same time as 100 ECON?
  - h. Will wait for a response from ECON on International/Global Econ vs. Business, minor advisor, how to create reflective moment to tie in learning goals (and what are learning goals?)
  - i. Take out the foreign language, use the credits for more intentional international approach?
- 2) RAS update
  - a. Emmitt Riley, Meredith Brickell, and Justin Glessner have agreed to continue
  - b. We need to recruit one person from Physical Sciences/Mathematics.
  - c. Points to make to the Chairs in preparation for the short form?
    - i. Interdepartmental partnerships
    - ii. Interdisciplinary partnerships, having conversations
    - iii. Creating curricular understandings and shared values with partners
    - iv. Assessing the health of a department or program, based on needs of majors
    - v. Cognate model of curriculum: 2-courses in other discipline?
    - vi.
- 3) Discussion of IE and PPD learning goals, based on materials from David Alvarez and Anne Harris
  - a. IE separated from PPD to ensure discussion of racism.
  - b. Are goals to learn specific facts, or to ask specific questions?

## Curriculum Meeting September 25, 2017

Present: David Alvarez, Steven Bogaerts, Mona Bhan, Ken Kirkpatrick, Anne Harris, Scott Spiegelberg (chair)

### 1) Commitment

- a. What academic experiences would be appropriate to count?
- b. Networking opportunities
- c. "Formalizing networks" for underserved students
- d. how connected should co-curriculars be to curriculum?
  - i. Creating partnerships between staff and faculty, departments and centers
  - ii. Who is in charge?
  - iii. VP of Student Academic Life is in charge of centers council
- e. Will some students be strategic and decide the guarantee won't matter.
- f. How do Curriculum and Centers Council work together?
  - i. Faculty advisory committees?
- g. Have Dave Berque come and talk to us.
- h. How to present this to students. Valuing, being intentional, staking money on it.

### 2) Oversight of administrative staff who teach

- a. Vetting and development
  - i. Focusing on semester teaching
  - ii. How do they come to teaching
  - iii. Handbook specifies part-time faculty: course observations for first five courses. Department chair is responsible for organizing.
  - iv. Then once every five courses.
- b. Vetting: course calendar and oversight, or curriculum?
  - i. Appointed by program/department chair.
  - ii. Vetted by VPAA or Dean
- c. Making sure the course fits within the liberal arts vision.
  - i. Nothing Gen Ed
  - ii. Nothing for major?
  - iii. Limit on number taught within a department
- d. University-wide requirements for teaching?
  - i. Must hold a degree higher than the student (or equivalent experience).
- e. Impact on faculty hiring?
  - i. Only 2 right now
  - ii. Eroding of tenure protection?
  - iii. After faculty hiring options have been exhausted. Programs have to want this.
  - iv. Nationwide assault on tenure, need to see this through that lens.

### 3) RAS proposal form

- a. The use of the values system
- b. Looking at changes from last year.
- c. We will edit this online through next Monday.

### 4) Report from Governance

- a. Formalizing confidentiality, how it relates to faculty representation, membership turnover.
- b. Faculty voice in administrative review and hiring and retention
- c. Academic affairs initiatives: the commitment

Curriculum Minutes October 9, 2017

Attending: Steven Bogaerts, Mona Bhan, David Alvarez, Robert Dewey, Scott Spiegelberg

Guests: Alex Puga, Francesca Seaman, Inge Aures, Hiroko Chiba, Sherry Mou, Cheira Lewis, David Berque

This meeting began with a presentation by Alex Puga, chair of Modern Languages, along with the coordinators of the various language programs (French, Italian, Spanish, German, Japanese, Chinese). After the presentation and questions, the guests left and the committee continued discussion of the proposed change to the Foreign Language requirement.

FL: Placement in rather than test out. Reforming of 200-level courses. Deep topics, cultural/political/social. Support of IE/PPD.

3 major concerns from meetings etc.

- 1) is this an additional credit requirement? Not necessarily. Only for those students who want to start a brand new language. Will work with students to get to 200-level faster.
  - a. Immersion program, 4-8 weeks
  - b. High beginner classes.
  - c. Online learning modules.
  - d. Winter Term courses.
  - e. Summer bootcamps
- 2) Students need test-out to be able to navigate complex majors.
  - a. 25% of students take no language.
- 3) Staffing concerns. Will be mostly in Spanish. 1 additional Spanish FT.
  - a. Underplacement.

Desire to celebrate the foreign languages, university investment in 6 permanently staffed languages.

Tandem with advising for foreign languages at entry level. Conversation with advisers. Curricular, professional, personal goals.

Q. How many students are proficient enough to have discussion of topics in those languages at 200-level? A. make adjustments to class in first two weeks, help students with anxiety.

Q. Implications for other languages? A. (Italian) Relationship to other culture is inherent to global experience. (French) Attractive to double majors, working with other programs. Give concrete ideas of usefulness. Learning grammar. Speaking abilities. Numbers have gone up since reforming of 200-level courses. Very excited. (German) also double majors. In middle of redoing curriculum, but willing to make big changes. Learning to think in different ways. Moral dilemmas learned in different languages affect your attitude about the dilemma.

Q. Countering misperceptions, is institution letting you down? How do you sell this to general faculty? A. appreciate the amount of support. We are still in 37% who require some language.

Q. Model of teaching languages, is there a shift? A. Yes. Changing the way language is regarded, highlighting the importance of culture through language.

Q. Disconnect between PhD training and what you have been doing, underuse of your skills? A. yes, and the department needs to make this change away from proficiency. (Japanese) unique to be able to discuss culture infused in language. Learning how to try to understand.

Q. what are the limitations/opportunities to 100-level pedagogies to get students ready for 200-level? A. Move away from textbooks that are mediating between teacher and student. The department was limiting itself. But need to help define the expected outcomes that allow equitability while acknowledging differences. Different views of globality. Flexibility in the major. Bridge to other disciplines.

Q. Put more value on languages, and a place for global education to be discussed/coordinated. Hubbard Center needs faculty input as well.

Put new requirement in place for two years, remove the backlog this next year and develop the placement well.

Q. Advising goals.

Omit 100-level Spanish classes?

IE/PPD needs to be fixed first. Zero sum game? Arts, Natural Sciences.

Why 3 levels? Need to make a integrated proposal on Gen Ed requirements.

Ask governance to look at structural support for international learning.

Curriculum Committee  
Minutes for October 30, 2017

1. FYS Survey discussion
  - a. Advising: if it is higher, then even harder to recruit
    - i. Retention rates?
    - ii. What is close advising from student perspective?
      1. Not intimate, but professional
    - iii. Moving advising into teaching: 50 = one course
  - b. If writing is removed? .5 credit for students, 1 credit for faculty
    - i. Bring back 130
    - ii. 2 semesters, steering to humanities courses and other introductory courses
  - c. Recruiting majors
    - i. Not successful for that
  - d. What is the incentive of the teacher
  - e. Minimize the writing?
  - f. ½ are W, ½ are another requirement (PPD, etc)
  - g. Deep Reading
  - h. Experimental approach versus expertise approach
  - i. Creating a culture: Bold journey, brave reading
  - j.
  - k.
2. Advising Committee proposal:
  - a. The Advising Committee was charged in November 2012 to address "particular issues or carry out specific projects." Since that time, the committee has met each semester to address topics raised by the administration and represent faculty input to evaluate the broader advising structure at DePauw. The Advising Committee believes that given the added responsibilities and obligations associated with the proposed "Commitment," a heightened need for analysis, development, and implementation of effective advising practices, within the liberal arts mission, is necessary.
  - b. Is the need going to be permanent
  - c. How does it fit with other faculty governance
  - d. How does it fit with co-curriculum staff?
  - e. How will curriculum and co-curriculum interface?
  - f. Counter-proposal: not standing, but require discipline representation
  - g. Making sure the centers understand what the departments are doing: what kind of structure
  - h. "Money can bring clarity"
  - i. Send it to governance for view on how it would fit into the larger structure
3. RAS process discussion
  - a. November 30 deadline
  - b. Look at the budget, at the proposals from last year, including RAS/VPAA responses, Google Drive system
  - c. Schedule the meetings for the spring in December

- i. First meeting on Data
  - 1. Historical trends
  - 2. Student data: majors, demographics
  - 3. Gen Ed courses taught and requested
  - 4. GLCA and aspirational programs
  - 5. Generalist vs. specialist
- ii. Second meeting on Values Criteria
- iii. Third meeting open
- d. Look at confidential data on retirements

We agree with the rationale presented and that Advising be more robust, but do not understand how it would fit into the overarching structure. We ask Governance to answer this question.

## Curriculum Committee Minutes November 13, 2017

Attending: Spiegelberg, Alvarez, Dewey, Bogaerts, Harris

I. Agreed to attend meeting with WCC and Advising on December 7

II. Discussion of FYS Writing program

1. FYS that is either writing, IE, PPD, AH, any Gen Ed. Those that don't do writing do a writing class in the spring.
2. Spread the seminars over the two semesters.
3. OR: just define a First Year Writing Course, taught in fall or spring, based on placement.

III. Agreed that CCO should approve WMI program.

1. Learning outcomes for Curricular areas for next agenda.
2. Do we need Course Calendar and Oversight? Better communication between Curriculum and CCO.
3. Ask Governance to look at these gaps.

IV. IE/PPD discussion.

1. Change IE to Global Learning. Emphasis on knowledge instead of experience, global framework, skills of self-reflexity and literacy.
2. Take an Idealistic stance to determining requirements.
3. Keep language requirement separate from GL
4. Started to edit the expected learning goals from the summer working group.

V. Whole Gen Ed viewpoint?

Curriculum Committee Minutes  
November 27, 2017

- I. Reminded about the meeting on December 7.
- II. Edited and approved changes to Bylaws IVB.
- III. GL/PPD learning goals. Will send to working groups for feedback
- IV. Gen Ed:
  - a. Meryl model
  - b. STEM-proposed model: 12 distinct courses: 3 Global, 3 Arts/Humanities, 3 Science/Math, 3 Social Sciences. Will double dip with GL, PPD, W, Q, and S.
    - i. Identify common learning goals for each of these areas
    - ii. Require exploration/taking risks
    - iii. Core curriculum vs. Gen Ed (sampler)
    - iv. Learning Goals: shared liberal arts values
- V. RAS meeting this fall
  - a. Look at the proposals
  - b. Make up the teams
  - c. Identify data that will be needed
  - d. December 11 at 4

RAS/Curriculum Minutes  
February 19, 2018

RAS:

Attending: Harris, Spiegelberg, Bogaerts, Alvarez, Bhan, Gellman, Brickell, Kinney, Glessner, Branham

- I. Criteria/priorities for evaluating proposals
  - a. Previously scheduled by 2017 RAS
  - b. Retirement replacement vs. growth
  - c. Number of students served
    - i. majors/minors served (including trends)
    - ii. served in Gen Ed (including trends)
    - iii. served in interdisciplinary areas (including trends)
    - iv. ratio of students/professors
    - v. other measure of demand?
  - d. health/completeness of the department
    - i. holes determined by best practices
    - ii. ability of the department to mentor/support a new hire
  - e. balance of areas in ability to contribute to FYS/advising/service
  - f. Diversity/inclusion
  - g. Student trends (context)
  - h. Market trends (context)
  - i. Department ability to cover a topic (faculty development)

II. Open discussion on proposals

There is no train to approval.

Questions: carrot or stick? (both?) Is Balance of areas needed in criteria? (service, FYS, advising)

Over the next three years we will be hiring six positions.

Request for information on salary increases.

March 3 open meeting breakdown of academic costs?

Return on investment (attraction of students, retention of students, success of students) (5 year evaluation).

- III. Unanimous vote to keep art history and history positions from last year's RAS plan.
  - a. Have check in with Art History and History positions.
  - b. Education Studies is contingent on second retirement.

IV. RAS teams (see attached document)

- a. School of Music scheduling: no purpose for another meeting at this point, but work with SOM to ensure a voice is at the Curriculum/RAS meetings.

Curriculum:

Attending: Harris, Branham, Spiegelberg, Alvarez, Bhan, Bogaerts, Gellman

I. English Department proposal:

1. English 161, "Reading Literature: Visual and Digital Narratives" changed to English 267, "Visual and Digital Narratives"

"[...] Teaching visual and digital narratives does not easily lend itself to teaching poetry, which is one of the goals of our "Reading Literature" suite of 100-level courses. We also offer a 100-level course, English 167, "Introduction to Film," and so moving the course from the 100- to 200-level provides an opportunity for students to continue their work in visual narratives."

2. Title change to English 191 from "Reading Literature: Science and Technology" to "Reading Literature: Science, Nature, and Technology"

"[...] We wanted to give faculty members and students a wider range of topics and texts to explore in that course."

Voted unanimously.

- II. Motion to Request reports from all subcommittees. Approved.

- III. Working with ML on restructuring.

## RAS and Curriculum Agenda

February 26, 2018

### RAS

- I. Will there be a third position recommended this year?
  - a. Benefits of 2-2-2: gives more flexibility for the future
  - b. Are there any immediate needs of emergency? Everyone has some kind of term staffing, except Film Studies.
  - c. Benefits of 3-2-1: takes pressure off of emergency planning, and things could get better.
  - d. 3-2-1 would be better for morale, they already submitted proposals.
  - e. 3-2-1 would give Anne more flexibility to advocate to the president.
  - f. Some endowed chairs could come up.
  - g. 2-2-2 could create more pushback/anger.
  - h. 3-2-1 approved.
- II. If so, what priorities should we communicate to the applicants?
  - a. Number of students impacted (clarify that this is enrollments, not majors, trends rather than snapshot. However some departments are limited by physical resources.)
  - b. Gaps in curriculum at university level: gen-ed (emphasize this?)
  - c. Gaps in curriculum at department level: coherent discipline
  - d. Engagement in the public sphere.
  - e. Diversity and Inclusion: curriculum, pedagogy, content, inclusiveness.

Proposals can be held for years before development.

### Curriculum

- I. Scientific and Quantitative Reasoning proposal (see attached document)
  - a.
- II. Modern Languages update
  - a. 3-year review is now finishing.
  - b. Mission problem for the department.
  - c. Global Language Studies (not a department)
    - i. Multiple programs: Hispanic Studies: Spanish, Spanish Studies (LACSS)
    - ii. French, French Global Studies: 3 tenure lines and affiliate lines.
    - iii. Italian Global Studies (needs affiliates)
    - iv. German Studies (self and society)
    - v. Asian Studies (Chinese and Chinese studies, Japanese and Japanese studies)
- III. (if time) Russian Studies Minor disbanding. Approved

Curriculum Minutes  
March 12, 2018

General Education Day!

- I. Foreign language requirement (see S18 Language Proposals document)
  - a. Status quo: pass out, 200-level.
  - b. Proposal one: test in, 200-level, at least one course required. (ML proposal 1 document)
  - c. Proposal two: test in, two courses required, no level requirement. (ML proposal 2 document)
  - d. Data request: number of seats for 100-200 level language courses average for the last 5 years.
  - e. Support for Proposal 2.
  - f. Ask Alex about the study abroad 2 course. Could it be just one course of the requirement?
  
- II. GL and PPD
  - a. Review feedback from members of the working groups on our learning outcomes (see PPD and GL feedback document)
    - i. Does PPD need to be US focused? Strong support from Curriculum to keep it US-centered, though with acknowledgment of the arbitrary boundaries that many disciplines are moving away from. And with the expectations that courses that address marginalized US groups from historical periods before the existence of the US, or that study the global forces that shape the current marginalization of US groups. Statement: “We want PPD courses to directly address issues of difference and marginalization in the United States.”
    - ii. Altered the GL learning outcomes:
      1. **Engagement with cultural difference:** Gain a critical understanding of perspectives and voices of specific peoples and places outside of the U.S..
      2. **Historical/structural analysis:** Understand and analyze the complex historical relationships between cultures and identities in a globalized framework.
      3. **Recognition and development of cross-cultural skills:** Develop a self-reflective sensibility towards cultural difference through the critical understanding of your globally-situated identities and responsibilities.
  
  - b. Keep as distribution, or make competencies?
    - i. Certification of faculty
    - ii. Make certification a semester-long process?
    - iii. Change approval of distribution courses?
    - iv. Approval and workshops done by a subcommittee of Curriculum or Course and Calendar Oversight (check with Governance)

1. Worried that the committees be staffed by faculty who have thought carefully about PPD and GL respectively
- v. .25 credit reflection course for GL after study abroad?
- vi. Approve courses abroad for GL?
  1. Concerned that they would have the required learning outcomes.
  2. Again, needs a subcommittee for approval.

## Curriculum Minutes

April 2, 2018

Attending: A Harris, M Morris, S Bogaerts, M Bhan, D Alvarez, D Gellman, T Branham, S Spiegelberg.

- I. Foreign Language requirement update
  - a. Agreement on the change to off-campus study
  - b. ML is looking at International Student exemption, will report on Wednesday
  - c. Approved pending the International Student Exemption. It will go on the faculty agenda for April 9.
  
- II. French, Spanish, and Italian Studies majors
  - a. Suggest that Italian increase the number of stakeholders to help offer cross-listed courses and support the senior capstone, increase the number of potential cognates (Classics, History, World Literature, Music)
  - b. Could the senior seminar be done as part of some departmental seminar (Anthropology, etc) to give those students a cohort for discussion?
  - c. Look at PACS and Africana Studies for how those are designed and run.
  - d. French: list of potential related courses, clarify the required courses at 300-level, where do the alternative courses fit in this? Look for some collaborations with other departments on post-colonial theory, continental philosophy, literary theory.
  - e. Hispanic Studies: what about LACS? Look for more opportunities for cross-listing with English, WGSS, Art. Look at Africana Studies model.
  - f. All three areas need meet and discuss each other's proposals and with their affiliated faculty. Make sure everyone is in agreement about learning goals, how their courses will fit into the major. (Anne can provide funds for retreats for this.) Try to make your proposals have similar types of structure: Learning goals, rationale, status of collaborative conversations, use catalog formatting for requirements.
  - g. Chair will communicate these suggestions to each of the proposing groups.
  
- III. GL and PPD
  - a. Should it be under Faculty Development (FDC should be able to talk about all competency programs)?
  - b. Transition, approval until there is a critical mass of certified faculty? Grandfather in those who did the development on GL and PPD previously?
  - c. Argument for workshop model, very clear path to certification that isn't what FDC usually does.
  - d. Semester reading followed by 1.5-day workshop on reworking syllabi. Steering committees or FDC?
  - e. Grinnell has associate dean of global learning, look at how a curriculum dean could help coordinate.
  - f. Send learning outcomes to Course Calendar and Oversight

Curriculum minutes

April 23, 2018

Questions to send to W Q and S about associate faculty coordinator. How long without, how is it going? What are the duties of these positions, how much time spent per week? Revisit the S requirements: intercultural dialog.

Q: numeracy and data analytics.

PPD

Memo of Understanding with Ivy Tech? (From McCoy). Would need to look at housing, transportation, coordination of gen ed courses. Look at transfer policies.

SM proposal, would like some feedback from Curriculum. Grant issues.

PPD and GL: give the history behind the process.