

Faculty Meeting Minutes
September 11, 2017

1. Call to Order – 4 p.m.

The meeting was called to order at 4:03 p.m.

Union Building Ballroom

Moments to remember the lives of Preston Adams, Darby Morrisoe, and Bruce Serlin

Tribute to Preston Adams (Jim Benedix):

I'm here to pay tribute to William Preston Adams, or Pres, as he was known by his colleagues. He passed away on August 19th after a long battle with Parkinson's disease.

Pres was born in 1930 in the town Madison, Florida, about 50 miles east of Tallahassee. He attended Berry College in GA for two years, a time which he referred to as his "liberal arts experience." He left college to serve in the army, spending 39 months overseas in Germany. He finished his bachelor's degree at the University of Georgia in 1954, and received a Master's degree from there in '56. He then went to Harvard for his Ph.D., which he finished in 1959. His training was, as he put it, in "classical botany." He once expressed to me how the late '50s was an exciting time to be a biologist at Harvard, with the 100th anniversary of the Origin of Species and the recent discovery of the structure of DNA – noting that James Watson and Crick fame joined the faculty at Harvard while he was there. He also had fond memories of interacting with E.O. Wilson, who was another young faculty member at the time.

Pres was hired by DePauw in 1961, into the Department of Botany and Bacteriology. It was here that he married his wife Kay in 1963. They had a son, Keith, who himself became a successful biologist. Keith is a professor at the University of British Columbia who is an expert in molecular and genomic evolution.

Over the years, Pres taught courses in introductory botany, plant anatomy, plant ecology, plant morphology, mycology, and when he saw that evolution as an organizing concept was missing from the botany offerings here, he created an evolution course. In response to the first Earth Day in 1970, he developed a class called "Plants, Food and People." He later created and taught a course in paleobiology, and another called "Technology and Human Evolution." He was constantly reinventing himself, and trying to develop new ways to reach students. He remarked late in his career how different the students were from the ones he had taught in the '60s and '70s, but carefully sought out ways to bridge what he perceived as a gap between them and himself. Pres was the epitome of a life-long learner. He was a voracious reader, and this enabled him to develop new courses in new areas that he found interesting, as well as new approaches to his teaching.

I was lucky enough to meet and interact with 1977 DePauw graduate Barbara Kingsolver during my early years here, and she told me that Pres was one her very favorite professors. On the occasion of his retirement in 1999, she sent a tribute to him, which I read at the retirement dinner that year. In it, she said, in part:

I took a class from him nearly every semester I was at DePauw, and through them all he tolerated my smart lip but never an iota of mental laziness. I remember, for example, a test question on the

Krebs cycle in which I tried to use my creative writing talents to cover a lack of knowledge. He scrolled across my elegant equivocations (and I quote): “GOBBLEDYGOOK!”

She also wrote:

Dr. Adams presented in his classes a level of synthesis I’d never encountered before. His Evolution course began with two readings from Genesis, and moved right on into stories as diverse as hominid origins, the importance of recombinant DNA, and the beginnings of what would later become the Gaia hypothesis. He challenged me to think not just about the facts, but about life itself—what it means, and how biology is all of a piece with human history and culture. In my second year, when it dawned on me I wasn’t going to be Van Cliburn and had better bail out of the music school, Dr. Adams’ classes encouraged me to plunge into a field of study that could become, for me, not just a career but a philosophical underpinning—my own way of understanding and writing about the world.

I’ve never looked back. Except to say, a thousand times in my thoughts, “Thanks Dr. Adams. It *does* take a superior mind to appreciate a plant.”

Although Pres and I were separated in age by some 33 years, we became close colleagues, owing in part to the fact that when I arrived at DePauw in 1993, and moved into the brand new Olin Building, he and I were office neighbors, the only two faculty members on the west side of the first floor of the building. Those of you who’ve been around long enough to remember him know he was a slight little man, perhaps 5’4” and certainly not more than 120 lbs. One of the things I learned about him early on was that he had the sneeze of a much larger man. It was thunderous. It wasn’t until I had an adequate sample of them blasting down the hallway in the early morning when I knew that only he and I were around that I concluded that this burst of sound was emanating from this little man. Over time I also learned what a curious and intellectual man he was. He visited me in my office regularly to share photocopies of things he had read and that he thought would be of interest to me (this was in the days before PDFs). During my early years at DePauw, I would venture to say that the majority of material I read that was not directly part of my teaching or research consisted of items given to me by him. We also talked a lot about teaching, both mine and his own. He was willing to give advise on my teaching if asked, but never unsolicited. He also asked for my opinions about things he was doing in his classes. I so appreciated that he treated me as a peer. He was nice man, a southern gentlemen, and one who demonstrated that the best way to earn the respect of others was to respect others. And he most certainly deserved a lot of respect.

Tribute to Darby Morrisroe (Bruce Stinebrickner):

Darby Ann Morrisroe spent nowhere as much time at DePauw as the two other late colleagues being remembered here today. But she left a great impression on students and colleagues even in the short time she was with us.

In June 2016 Darby was offered a one-year appointment to teach American politics and, to our department’s great relief, she accepted our offer.

Darby earned her bachelor’s degree with Highest Honors at UCal Davis in 1994 and went on to earn her Masters and Ph.D. in political science at UVA in 2002 and 2007, respectively. [She had been an Assistant Professor for seven years at St. Lawrence University in upstate NY before joining us at DePauw.]

In her letter applying for her job at DePauw, Darby wrote “At its best, teaching should be a dialogue through which students grapple with important questions, open themselves to a diversity of ideas and engage in deep reflection and rigorous critique.” She continued to articulate how she went about trying to accomplish these goals.

We all know that it is easy to write a letter saying good and appropriate things about one’s teaching. But Darby Morrisroe didn’t just talk the pedagogical talk--she walked the walk.

At a memorial we held last week in the Department of Political Science [to honor Darby], students and departmental colleagues who spoke at the event reinforced what I had already come to think: Darby was among the most conscientious and engaged instructors that I have ever known.

In May 2017, when she was, as it turned out, lying on her death bed in an Indianapolis hospital, her conscientiousness and dedication to teaching remained on full display. She continued to grade papers and tests, to communicate with students, and to give me detailed instructions and materials as I prepared to cover one of her classes in her absence. By that time, her parents had arrived to support their daughter, and Darby regularly dispatched them to Greencastle from Indianapolis to deliver and pick-up teaching-related materials. When I met them, the three of us marveled at just how dedicated and conscientious a teacher their daughter was.

From late April to late May last semester, Darby sent a number of emails to department chair Sunil Sahu. She expressed her regrets about missing classes and addressed arrangements to keep her students engaged and learning while she herself was in serious pain and essentially bed-ridden. Those emails, which Sunil read at our departmental memorial last week, led him to write to Darby in late May as follows (and I quote): “You are an inspiration. **I will be telling your story of courage and commitment for a long time. Wishing you a speedy recovery!**”

But there was to be no recovery, alas. A backache in February led to the scheduling of back surgery in early May and then to the shocking discovery of Stage IV cancer a few days before the surgery. She died in mid-June.

Those of us who knew Darby found her engaging and outgoing, reflecting what students experienced both inside and outside her classroom. She had a ready sense of humor and a charming smile and laugh. She was, to put it simply, fun to talk with and fun to be around.

Colleagues who knew Darby liked her a lot, and we looked forward to her teaching in the department again this year.

It is still hard to believe that she died so quickly and so young. She was a good person, a conscientious professional, and someone who went the extra mile to help her students. Darby’s death was a tragic and shocking loss for her family, for her colleagues in the Dept of Political Science, for her students and prospective students, and, I would guess, for anyone who knew her.

Tribute to Bruce Serlin (Dana Dudle):

Bruce Steven Serlin was born in 1952 in New York, earned his B.S. from Alfred University, and a M.Sc. in botany from Cornell University. He earned his Ph.D. in botany from University of Texas at Austin.

Bruce’s early research focused on physiology, movement, and interactions among sub-cellular components in algae and green plants. He arrived in Greencastle and at DePauw in 1985, where he has been a member of the Biology department. He also served as director of DePauw’s Honor Scholar Program from 1997-2004.

During his 31 years in our department, Bruce taught courses such as Plant Biology (which he always called Botany), Plant-Animal interactions (during which his intrepid students gamboled through fields of cockleburs wearing outlandish furry outfits, and learned to make excellent videos of insect pollinators), and an Honors Scholar course called “Consciousness”. He was developing a new course this summer called “Nutrigenomics”, focused on of the complex influences of foods and food constituents with gene expression in human bodies, and he literally ordered every book on the topic for our library to help him prepare.

Bruce cared very deeply about that elusive and difficult-to-define thing we call “Biology”, and he was perennially challenging us to develop (and re-develop) labs that challenged students to think about how cells and whole organisms—especially in plants—are put together. He was rarely satisfied with laboratory

exercises that were (logistically) perfectly straightforward to teach, but not challenging enough for the students, much to the occasional frustration of his colleagues.

In addition to Biology, Bruce cared a great deal about the HoScho program that he helped lead; this regard is perhaps exemplified best by his establishment of the Dr. Irving Serlin Distinguished Honor Scholar Award, named after his father, awarded to the graduating senior in the Honor Scholar Program who best exemplifies the ideals of an Honor Scholar.

Bruce's sabbatical projects took him to the labs at Eli Lilly, and to Wabash College's Center of Inquiry where he was a Teagle Assessment Scholar. He traveled to Greece, Hawaii, and elsewhere for Winter Term, with his students and colleagues. But as many of you know, he was actually devoted to his faith and his family and his home. Bruce left behind his wife of more than 30 years, Terry Hall, and three grown children: Ian, Mischa, and Hannah, who have all made substantial marks in their worlds. He loved his dogs, horses, gardens, and his students.

Bruce's students knew him as a tough but passionate teacher, who loved the material and who refused to show them the easy path to a "correct" answer. More than a dozen of his students wrote to me this summer describing their respect and appreciation for his teaching. They each mentioned his concern about their lives outside the classroom. I can't read all their messages, but I do want to share a few words from Elisabeth Buescher, a 2010 graduate, who wrote me after she heard about Bruce's death:

After a senior seminar presentation in which I presented on medicinal uses of plants, Bruce invited me to do research with him and work on developing some plant cell lines at DPU... After months of trial and error and countless hours in the tissue culture lab and library trying to figure out the best way to do it, I got callus tissue to grow on parsley. We did it!

I will never forget what he said to me privately in that plant growth room after seeing the callus tissue. He told me that he had worked with many students over the years and that I was one of the best he'd ever worked with. As someone who suffered from severe self-doubt and was never the straight A student, I was stunned and touched by this conversation. His words and guidance over my senior year solidified my desire to go on to grad school and get my PhD. I am forever grateful to him and will carry his words, support, and biting sense of humor with me forever.

It's true for all of us, of course, but I think this may be extra true for Bruce: Everyone knew a different side of him, and no one knew too many facets. He was a private guy, and he usually kept a pretty effective border between his work and the rest of his life.

Some of you know him best from the gym at DePauw, or from coaching soccer with him, or because he gave you unsolicited dog-training advice on a Greencastle sidewalk or worked with you on a community project or a class. Many of you know Bruce to be generous and thoughtful, creative and challenging. And some of you probably know that, at least at work, he was often stubborn, frustrating, sometimes infuriating.

I could describe the Bruce I knew to you--he was sardonically funny and sharply observant and generous with ideas for teaching about plants-- but it would take too long and it would be incomplete... besides, I am still transitioning to the past tense with him.

Better to say that he loved his family beyond measure; he cared deeply for his animals (and other people's animals), his land and his gardens. He thought constantly about his students' learning, always focused on the outcomes of his pedagogical approaches. He always believed that DePauw in general, and the Bio department in particular, could be better than we are.

2. Announcement Quorum Number for Fall 2016 Semester (Anne Harris)

Verification of quorum – The quorum is 86. The chair verified the number was met.

3. Consent Agenda

A. Approve Minutes from the May 1, 2017 Faculty Meeting

B. Approval of the following new courses (recommended by Course and Calendar Oversight)
New Courses

ARTH 275, First World War and Modernist Culture (1 Course, AH)
ARTS 256, Intermediate Painting: The Contemporary Figure (1 course,
ARTS 356, Advanced Painting: The Contemporary Figure (1 course, AH)
ARTS 257, Intermediate Painting: Every Painter is a Thief (1 course, AH)
ARTS 357, Advanced Painting: Every Painter is a Thief (1 course, AH)
ARTS 264, Intermediate Photography: Darkroom Experiments (description)
ARTS 266, Intermediate Photography: Digital Photography (1 course, AH)
ARTS 362, Advanced Photography: Studio Lighting (1 course, AH)
Arts 364, Advanced Photography: Darkroom Experiments (1 course, AH)
ARTS 366, Advanced Photography: Digital Photography (1 course, AH)
ARTS 371, Advanced Sculpture in Public Places (1 course, AH)
ARTS 372, Advanced Kinetic Sculpture (1 course, AH)
ARTS 273, Sculpture and Sustainability (1 course, AH)
ARTS 373, Advanced Sculpture and Sustainability (1 course, AH)
ARTS 274, Sculpture and Community-Based Art (1 course, AH)
ARTS 374, Advanced Sculpture and Community-Based Art (1 course, AH)
ARTS 276, Ceramics: Food and Community (1 course, AH)
ARTS 278, Ceramics: Making Meaning (1 course, AH)
ARTS 378, Advanced Ceramics: Making Meaning (1 course, AH)
ARTS 279, Ceramics: The Body (1 course, AH)
ARTS 379, Advanced Ceramics: The Body (1 course, AH)
ARTS 376, Advanced Ceramics: Food and Community (1 course, AH)
ARTS 277, Ceramics: Material Explorations (1 course, AH)
ARTS 377, Advanced Ceramics: Material Explorations (1 course, AH)
MSST 110, Contemporary Issues in Museum Studies (1 Course, AH)
MSST 296 Museum Studies Topics (AH, ½ - 1 credit)
MSST 396, Advanced Museum Studies Topics (AH, ½-1 credit)
MSST 493, Museum Studies Capstone (1 course)
MUS 173, Symphonic Band (.25 credit, AH)

C. Announcement of course changes (approved by Course and Calendar Oversight)

ARTH 133, East Asian Art, Bronze to the Mongols (title, description)

ARTH 135, Developments in East Asian Art, Modernity (title, description)
 ARTH 226, Contemporary Art & Theory (description)
 ARTH 231, Prints & Print Culture of Early Modern & Modern Japan (title, description)
 ARTH 232, Warrior Art of Japan and the Ryūkyūs (title, description)
 ARTH 251, Van Gogh, Gauguin and "Post Impressionism" (course number, description)
 ARTH 265, Art and Literature Paris and Berlin (Course number)
 ARTH 390, Advanced Topics in the History of Art (AH, ½-1 credit)
 ARTH 494, Art History Seminar (description)
 ARTH 360, Pablo Picasso, Henri Matisse, and the Parisian Avant-Garde (course number, title, description)
 ARTS 152, Drawing: Learning to See (title, description)
 ARTS 153, Introduction to Painting (description)
 ARTS 175, Introduction to Ceramics (description)
 ARTS 198, Introductory Studio Arts Topics (AH, ½-1 credit)
 ARTS 262, Intermediate Photography: Studio Lighting (description)
 ARTS 272, Kinetic Sculpture (description)

D. Approval of International Experience designation (recommended by Course and Calendar Oversight)

ENG 392, Tolstoy's War and Peace
 UNIV 183, Literary Journey to Vietnam
 COMM 337, International Media
 ENG 151A, Lit: Poetry, Fiction & Drama
 ENG 255G, Artist in World Literature
 REL 354, Women and Gender in Islam
 CLST 183A, History and Monuments of Ancient Greece

E. Approval of Power, Privilege and Diversity designation (recommended by Course and Calendar Oversight)

FILM 250A/ML 295B, Global Cinema
 FREN 201A, Intermediate French I
 MUS 183A, Choir Tour in South Africa
 COMM 291D, Activist and Community Media
 ENG 255A, Readings in Literature of the Black Diaspora
 ENG 181A, Ethics and Society
 UNIV 184S, Leadership for a Socially Just Society

NOTE: Appendix A has all of the course descriptions. It is attached to this agenda, but will not be printed for our meeting.

The consent agenda was approved.

Reports from Core Committees

4. Faculty Priorities and Governance (Glen Kuecker)

Committee has yet to meet

The chair took the opportunity of a public service announcement, and invited faculty to get a heart scan as it is an affordable and easy step to take in preventive health care.

The chair announced that the Faculty Priorities and Governance Committee has not yet met, because the committee was short one member from the Faculty Development Committee. The chair anticipated soon having the committee fully constituted. The chair announced that the committee's known agenda for the

academic year included: advancing to advance notice for a faculty vote regarding the proposed Handbook language for faculty voice in recruitment, review, and retention of senior administrators who position pertains to the academic mission of the university; advancing Handbook language pertaining to the university's confidentiality policies; and university strategic planning through the committee's steering committee function as well as its consultative function. The chair also indicated that the committee will begin discussions about how to start addressing inequity and inequality issues within the faculty. Finally, the chair stated the committee would elect a new chair for the academic year.

5. Curricular Policy and Planning (Scott Spiegelberg)
Writing Curriculum Committee Announcement (Rebecca Schindler)

As part of our ongoing assessment of the writing program, the WCC will be conducting a survey about the first-year seminar program. The FYS program is nearly 20 years old and we are seeking a broad range of perspectives as we look at assessing it. Therefore, we encourage everyone whether you have taught in the program or not to respond to the survey when we send it out later this month.

6. Faculty Personnel Policy and Review (Clarissa Peterson)

The Faculty Personnel Policy and Review is currently working on chair selections for the next academic year. They are continuing working on the student opinion surveys and how to always improve them and how to administer them better.

7. Faculty Development (Angela Flury)

FDC would like to announce the following faculty development funding opportunities and their deadlines.

Fisher Fellowship, September 20
Faculty Fellowship, October 4
Sabbatical/Pre-Tenure Leave, October 25
Fisher Course Reassignment, November 1

We also encourage faculty to take advantage of the following funding opportunities on a first-come, first-served basis:

Conference and workshop Funds
Professional Development Grant

FDC is awaiting your applications. For details on each fund or grant, please refer to FDC website.

Members of the FDC committee are happy to assist you in the application process: Susan Anthony, Tamara Beauboeuf, Nahyan Fancy, Seth Friedman, David Newman, Naima Shifa, and myself.

Tamara Beauboeuf:

Hi everyone,

I wanted to announce an opportunity that might be fitting for some of you. We have been invited by the Andrew W. Mellon Foundation to nominate a candidate for the Fall 2017 New Directions Fellowship competition. These fellowships provide support for faculty in the humanities and humanistic social sciences who received their doctorates between 2005 and 2011, and whose research interests call for formal training in a discipline other than the one in which they are expert.

Fellows will receive the equivalent of one academic year's salary, as well as support for coursework pursued.

I'll send an email about this opportunity tomorrow, but if it interests you, I ask you to contact me very soon. The University is allowed to select one nominee from the faculty for consideration by the Foundation, and we need to submit required project materials to the foundation by October 6, 2017.

8. Student Academic Life (Rich Martoglio)

Update on Alcohol Statistics and Initiatives: Julia Sutherlin and Dorian Shager

Written Announcements:

Julia Sutherlin (Assistant Dean of Campus Life and Director of Alcohol Initiatives) reported on issues regarding student alcohol usage. Areas of note include: 1) Binge drinking has shown a steady increase at DePauw, which goes against the trend for college students across the country. 2) Hard alcohol is prohibited at registered events on campus. Kegs may be used at some events in but require an approval process. Changes to the tailgating process at athletic events will occur. 3) The TIPS training program has been initiated to help students learn the signs of alcohol abuse. 4) There has been an increase in the number of hospital transports at the beginning of the academic year and a higher average blood alcohol content for those students who were transported. 5) An awareness campaign is going on to inform students of the importance of calling for assistance for students who are intoxicated, under the influence of narcotics or who have been injured, as well as the Indiana Lifeline law and the DePauw Safe Community Initiative.

The committee discussed the troubling events that have occurred on campus during the first week of classes and issues related to student safety (security camera usage on campus). Students received a campus email from Erika Killion (Student Body President) regarding a meeting to address these events. Several students attended the meeting and participated in discussions.

The committee discussed student concerns regarding meal plans on campus, which include costs, availability and food allergies. Erika Killion and other students plan to meet regularly with Bon Appetit to address student concerns.

Rick Provine (Dean of Libraries) provided a reminder to the committee that the textbook pilot program was ended at the conclusion of the last academic year due to low student usage. As was mentioned in the May, 2017 Student Academic Life Committee agenda, strategies for faculty concerned about textbook affordability include providing information about the increasing amount of open access materials that are free of charge, replacing expensive textbooks with materials already licensed by the library and placing material on reserve at the library.

The May, 2017 Student Academic Life Committee agenda included a statement regarding the assembly of a subcommittee to determine ways to implement a book as a common read for students entering in the fall of 2018. This past summer a group of faculty, staff, and current and former students considered a variety of works that could be used as a common reading for all first-year DePauw students entering in fall 2018. The group has narrowed the candidates for the common reading to five books and has requested feedback from the faculty (please see Erik Wielenberg's email from August 11th, 2017).

The Student Academic Life Committee invites faculty to propose items that they would like the committee to address during the 2017-2018 academic year.

Reports from other Committees
<p>9. University Strategic Planning Committee (Howard Brooks) University Strategic Planning Committee’s report is an offer to answer questions.</p> <p>Written Announcement– The Strategic Planning Committee is finishing language revising the function and membership of the committee to align with the current work of the committee.</p>
<p>10. Faculty Athletic Representative (Pam Propsom)</p> <p>I am Pam Propsom, Professor of Psychology and Neuroscience, and also one of our university’s Faculty Athletic Representatives. The other rep is Tim Good, in the department of Communication and Theater. Our role is to serve as liaisons between student-athletes and the Athletics Department, and between our institution and our conference, the North Coast Athletic Conference.</p> <p>We as faculty often feel that our individual course should be the most important thing in a student’s life, but I would encourage us to remember that DePauw University is in the business of development of the entire student, and not just the academic component. Significant learning and leadership opportunities can come from experiences outside of the classroom: in research with faculty and conference attendance, student government, clubs, musical ensembles, internships, off-campus study, greek houses, and participation on athletic teams. In addition, research shows that students who have an affinity group and feel a sense of belonging (e.g, with a Posse, greek house, athletic team) are more likely to be retained. Over 600 students (25%) of our student body participate in intercollegiate athletics at DePauw.</p> <p>I know it can be frustrating when academic and athletics compete for students’ time, and if your student-athletes have not already approached you about their participation in intercollegiate athletics, they will soon. They may request permission to be absent from class to attend an athletic contest or to work ahead on assignments in anticipation of possibly missing class. Please allow me to remind you of a couple of things:</p> <ul style="list-style-type: none"> --University policy states that “classroom performance takes priority over all extracurricular activities” and the first statement in DePauw’s Athletics Mission and Values statement is athletic staff and student-athletes are expected to “Focus on learning and academic achievement, supporting and celebrating individual and team academic success.” --Faculty members are NOT obligated to excuse students from class or course requirements for athletic contests. You are encouraged to try to work with students to make accommodations, if possible. --Coaches work very hard to schedule athletic contests to minimize missed class time, especially missing multiple classes on the same day/time. Students will not miss more than a week of class for any extracurricular activity. --Usually our student-athletes are fairly skilled at balancing their academics and athletics, and working with faculty to do so, but remember that many students are new to college and they will need help in navigating this new environment. Treat any conflicts or missteps by student-athletes as a learning opportunity for them. --The university has a formal exam proctoring policy in place so that student-athletes can take exams on the road, if you should choose to take advantage of this. <p>Please feel free to contact me, Tim Good, Stevie Baker-Watson (the Athletic Director), or Kent Menzel, the current Chair of the Athletic Board Committee, if you have concerns or questions.</p>

Communications

11. Remarks from the President (Mark McCoy)

Good afternoon everyone. As I was looking at our website today I marveled that Malala and Yo-Yo are at DePauw in the same month. How many schools can say that?

Thanks also for the kind notes and comments about lunch downtown at faculty/staff institute. I believe we are turning a corner in Greencastle and if you have not yet been to Bridges—you will want to go soon. DePauw Alums Judson and Joyce Green have brought this too us, Trustee Lee Tenzer brought us the space for TapHouse and Scoops and has invested in Almost Home. These, joining with Wasser, Myers Market and Don Julio are really changing the face of Greencastle and helping make us a great place to learn, live, and work. We have a lot to celebrate.

I will utilize my time today to discuss four issues very briefly. Before I do I would like to reintroduce the new members of cabinet to you:

Bob Leonard
Bobby Andrews
Deedie Dowdle

Interestingly, these three new members are directly involved in helping us right our struggling financial ship which is the first of my four points for you today.

Financial Update

There is a powerful and beautiful, financially sustainable DePauw in our future. We are currently laying the ground work to get us there. I explained at Faculty/Staff institute this year that we are in no fear of going under. In fact, our balance sheet, for the first time in our history, crossed the billion-dollar threshold—that is to say that our endowments and our property are now collectively valued at over a billion dollars. Yet another reason to celebrate. While this provides a solid foundation and precludes our being swept away in the challenges of higher ed, it does not mean that we have a sustainable business model.

Prudent financial advisors recommend and indeed, most colleges live, on a 4-5% draw. DePauw has not. This year, our draw will be an unsustainable 6.35%. Our expenses are out of alignment with our revenue. The good work of Deedie and Bobby will help us on the revenue side but we are now living a profound reality: Small classes last for four years and the cumulative effect of multiple small classes can be difficult. The “hangover” from small classes are with us for a while but we will be in a far better position in a few years.

At the same time, our expenses continue to grow. We have very real deferred maintenance issues. We are in dire need of student housing. We have debt service calls looming in the years ahead. While we have gifts coming for projects like our library and alumni buildings, we no longer have the cash flow to fund these before the gifts are realized. We are struggling to stay on schedule for many such efforts.

I have every faith that Bob Leonard and his team can provide the wisdom and experience to navigate our way out of this tight spot. Bob has faced this before as a CFO and CEO and his team is building a model the cabinet and others will utilize to navigate us to financial health. It will not be easy but we will get there and we will all feel so much better when we are. We will be engaging in many conversations about this with you as we get to a sustainable model. There is a powerful and beautiful, financially sustainable DePauw in our future.

DACA and related challenges

Thank you for your many notes of support and encouragement as we navigate the challenging terrain around us. With DACA and all such challenges, we are more successful when we work together and I very much appreciate the good work of so many staff and faculty members in support of our students. I am currently actively lobbying for legislation in support of our DACA students. Our goal is a permanent answer such as the Dream Act though if the Bridge Act is the only achievable option on the table, I would accept those protections to give us more time to achieve other, more permanent legislation. I will keep you informed of this work. To date I have met with or reached out to every elected representative of Indiana at the federal level. Some are supportive, some are not and I will continue to do all in my power to advocate for our students. I very much appreciate your support in this. In my email of September 5 I included a link that provides contact information for all federal legislators. I encourage you to write your senators and congressional representatives.

You may have heard that symbols appearing to be swastikas were discovered in the tile work in the entrance foyers to Asbury Hall. As you may know, the swastika has a benign history prior to being appropriated by the Nazi party. I met with several faculty and staff members today to discuss how we address this discovery. Apparently, they were placed there when the building was built in 1930, likely before the swastika had been appropriated by the Nazi party. For the record, none of the designs are the swastika found on the Nazi flag though many can provoke a response as if they were. We are now reaching out to students and will report out on these discussions.

High Risk Behaviors at DePauw

Earlier you heard the bracing news about our high risk behaviors. This is a national public health crisis and DePauw is not immune. More than that, we are in the vanguard. We simply must address these behaviors and this afternoon I called a meeting of those involved in this effort to assess the field. Alan Hill and I will be making some tough calls over the next several weeks in an attempt to begin to get this under control. We are, above all else, an academic institution and the scourge of high-risk behaviors impacts our ability to fulfill our mission. These behaviors stand in stark contrast to the values we espouse. I want each of you to know that you have my complete support in holding our students to the highest possible academic standards. We are, above all else, an academic institution.

There is no “silver bullet solution” to this challenge. We will take a “yes, and...” approach. We must make the road to the wrong behaviors incredibly narrow and the avenue to the right behaviors remarkably broad. More, harder, and earlier classes, better social event counter-programming, increased cultural and athletic opportunity, stricter enforcement, stronger student, faculty and administrative leadership will all be called upon. What I ask you to note, today, is that I, as president, am firmly committing to the effort to address our high risk behaviors and ask you to join me in this commitment. This is not a Greek problem, it is not even a DePauw problem. It is a national problem, and on this campus, I am asking you to join me in a united commitment to eradicate it. There is wonderful Goethe quote that I call upon here:

“Until one is committed, there is hesitancy, the chance to draw back, always ineffectiveness. Concerning all acts of initiative (and creation) there is one elementary truth, the ignorance of which kills countless ideas and splendid plans: that the moment one definitely commits oneself, then Providence moves too. All sorts of things occur to help one that would never otherwise have occurred. A whole stream of events issues from the decision, raising in one’s favor all manner of unforeseen incidents and meetings and material assistance, which no man could have dreamed would have come his way. Whatever you can do, or dream you can, begin it. Boldness has genius, power and magic in it.”

I am asking faculty staff and students to join this administration in this boldness.

Vision 2025

Finally, I want to draw your attention to our 2025 vision statement:

As a great place to learn, live and work and as a university of choice and distinction, DePauw will be recognized as a leader in higher education for the integration of its rigorous liberal arts curriculum and robust practicum and its unique commitment to the success of each student.

This breaks down to four goals:

- A great place to learn, live, and work
- A university of choice and distinction
- A rigorous liberal arts curriculum and robust practicum
- And a unique commitment to each student

I'd ask you to picture that day in 2025 when we are a great place to learn, live, and work; when we are in a more welcoming, inclusive and financial position that erases the fears and challenges we have now. I'd ask you to imagine us as a university of choice and distinction known for its unique commitment where the size of the class is only a number to celebrate. Knowing that our system of curriculum, credits, teaching and learning was last overhauled in 1869, I would ask you how you would imagine a liberal arts education for the modern world and join you in bringing in to life. This vision, fulfilled, changes the game for all of us—especially our students.

As I close, I would like to share that I am a believer in the “Stockdale Paradox”. The Stockdale Paradox posits that the successful unflinchingly recognize the challenges before them and pair that recognition with an equally unflinching belief that, in the end, they will succeed. I have shared some “brutal truths” with you today. These challenges are real but do not be daunted. 90% or more of the colleges in America would trade places with us in a heartbeat. We have challenges. We will succeed.

There is a powerful and beautiful, financially sustainable DePauw in our future. We are laying the ground work to get there.

12. Remarks from the Vice President for Academic Affairs (Anne Harris) –

For those of you new to our community, welcome and thank you for your presence and the energy, expertise, and goodwill that you bring; for those of you renewing the contributions of your energy, expertise, and goodwill to our collective enterprise, welcome back, and thank you for your continuing commitment to our students as it supports and develops all that *they* will bring to and shape of our endeavor. Thank you all for being here, in this room for this official gathering of the University's faculty, and on our campus for the crucial work of the sharing of knowledge and the fostering of a civil society. I hold these few minutes each month in trust with you as an opportunity to signal those significant developments and issues that will shape the work ahead, and to invite you to follow up afterwards in our committees, our conversations, our hallways and gathering places, and our ever-active e-mail channels.

As you heard from President McCoy, and as you know from your engagements with issues and communities, the challenges have seldom been greater for institutions of higher education. Our educational mission and our community campus are not only permeable to but in direct engagement with national debates (specifically about the value, business model, and financing of the liberal arts experience), with changing legislation (notably DACA and Title IX), and with large-scale actions of hate (most recently in the racism and anti-Semitism of white supremacist rallies in Charlottesville). We have our own “home work,” as I've referred to it previously, on building and sustaining a sense of belonging for identities our students, faculty, and staff hold that have been historically marginalized in terms of race, gender, sexuality, religion,

and socio-economic class. John Dewey's charged statement that "Education is the midwife of democracy" resonates powerfully amidst these challenges, and can renew us to the mission of our University motto and to the inspirational horizon line of our work.

We also have **two specific strategic responses to these challenges: our partnerships and our actions**. Collaborations between faculty, staff, and administration figure prominently within the initiatives of the Commitment, inviting new conversations and connections around our students' experiences and our own learning. In ways that I don't think have been fully acknowledged within conversations previously kept separate, our staff colleagues bring an expertise (both from specific graduate degrees and extensive experience) that will partner powerfully with faculty efforts. The potential to transform our culture, to change how we address challenges by turning to each other for consultation and knowledge, is tremendous. It will take our being attentive to the opportunities of partnerships, and deferential to expertise we do not have in the knowledge we seek to gain – but as we do, our efforts can more and more be shared instead of duplicated, co-ordinated instead of isolated. I deeply appreciated the August 31 e-mail communication from Dean of Faculty Tamara Beauboeuf and Dean of Students Myrna Hernandez providing resources to inform both faculty and staff about what, indeed, proved to be a complex and intense week involving DACA. I am grateful for Aliza Frame who, in her role as Student Immigration Advocate, is organizing legal and support resources for students and information for our community. Having had the benefit of working with her this summer, I eagerly anticipate your seeking out and welcoming Alesha Bowman, the new Director of Multicultural Student Services. A "DACA Information, Action & Resource Fair" has been organized for tomorrow from 5-6 p.m. in this room during which you can come to know the work of staff that supports our students and strengthens your own, no matter what discipline. **Our partnerships will sustain and inform us**. It will be our partnerships that will give us the resilience and ingenuity we will need to face our challenges.

Our actions will move the institution to fulfill the promise of education – both to our students in our commitment to academic persistence and inclusive excellence, and to the public sphere, in the civil society we model at DePauw and beyond. Two specific initiatives identified in the Commitment this spring and amplified this summer by faculty-staff working groups will be presented in open meetings this fall and will benefit from your creative input:

- **Advising** is poised to change significantly at DePauw. Comprehensive training for the SSC (Student Success Collaborative), which will allow for faculty and staff communication and partnerships designed to support students, will continue throughout the fall and will link our efforts to raise our 4-year graduation rate. The Advising Committee will also be presenting its work on a new advising structure that can encompass co-curricular as well as curricular advising, and make connections for our students across their experiences at DePauw, better preparing them for life after college, but also adding intentionality and access to the co-curriculum (practicum). Funding to develop advising expertise within this new structure will be available. This is our opportunity to come through on DePauw alum Justin Christian's powerful message at the Thursday Faculty-Staff Institute linking learning and relationships. Advising and mentoring, like teaching and research, are relationships in action, and I thank Dean Beauboeuf for her development of and commitment to these interconnected relationships in faculty experience.
- The **Practicum (or Co-curriculum)** is taking shape. Coalescing eight, and perhaps eventually more, existing and emerging Centers into a council that will consider our students' co-curricular trajectory, as this body considers our students' curricular trajectory, will provide clarity and access to co-curricular experiences for our students, as well as opportunities for faculty and staff to learn from each other. The issues that our Centers address, and the experiences they guide for our students, from media to technology to ethics to diversity and inclusion, from music and entrepreneurship to

community engagement and student engagement can intersect with those that our classrooms and curriculum address. The Centers Council will be bringing its ideas to discussions, and departments and programs will be invited to think of how the work of the curriculum can be experienced in the practicum/co-curriculum, how the work of the classroom can be put into action through the Centers.

- **DePauw Dialogue**, now in its fourth iteration since being voted into existence by the faculty in 2015, is our most extensive campus-wide collaboration in its dedication of a day (Wednesday, September 27 this year) focused on the work of inclusion that connects with all efforts and projects throughout the year. Because of the calendar, work on DePauw Dialogue 4.0 began over the summer by staff; the invitation is now warmly extended to any faculty members who wish to continue to shape the day by coming to meetings held every Thursday from 4:30-5:30 p.m. in Lilly 2011. There will be e-mail communication providing more information. This year, we are moving away from the conference format to a dialogue format – we will not be only talking about dialogue but practicing it, first through a shared activity inspired by the work of Peggy MacIntosh and SEED (Seeking Educational Equity and Diversity), and then through community building actions in the afternoons. The day will end with opportunities for respite and restoration.

I'll close with our opportunity to lead. The faculty and staff of each of the 4,500 colleges and universities in the United States have the same transformative goal: to educate. Etymologies often embed the mission of a word – to e/ducate means to “lead out of” in Latin (out of unknowing, out of anxiety, out of uncaring) – that is an opportunity given to each of us with every course, every class session, every encounter. And I invite us to think not only about what we lead our students and each other out of, but also what we lead in to (curiosity, discovery, connection) and how. And I warmly, I would say fervently, invite us to think on how, by modeling our own collaborative address of our challenges, we will lead *and be led by* our students in to the work of fostering a civil society in which individuals are valued for what they bring, knowledge is sought and experienced, and communities shine brightly with ideas for the common good.

Additional Business

13. Unfinished Business

None

14. New Business

Motion:

(This motion is an adaptation of ACLU's “We Are With Dreamers Letter”, www.bit.ly/WithDreamers)

DePauw University faculty are united in declaring that we are with Dreamers and DACA recipients. We recognize their enormous role in our communities and families and their contributions to our schools, workplaces, and shared prosperity as a nation.

Since June 2012, nearly 800,000 of these young people who came to the United States as children have come forward, passed background checks, and received permission to live and work in the United States. With DACA, they have advanced their education, started small businesses, and more fully established themselves as integral members of our society. President Trump's termination of the DACA program on September 5th means all of these young people will soon be at risk of deportation and separation from their families and our communities; this is senselessly cruel.

DACA students are integral members of our DePauw community and we, as an institution of higher education, have a moral obligation to support them, both privately and publicly, particularly during times of vulnerability.

We acknowledge and appreciate the advocacy work led by Dr. McCoy and his administration, including the increased student resources, and we now encourage continued proactive networking with other institutions on DACA.

The faculty stand in unity with Dr. McCoy in his support for DACA students and ask that he and his administration continue to publicly announce DePauw University's support of our DACA students. We also ask him to publicly endorse legislation that provides permanent protection for DACA students, such as the Dream Act of 2017.

As a learning community we believe it is a moral imperative that we fully support our DACA students and join together to send our assurances to Dreamers: we see you, we value you, and we are ready to defend you.

Submitted in alphabetical order as a motion before the DePauw Faculty by

Rebecca Alexander
Angela Castañeda
Jeff Hansen
Douglas Harms
Paul Johnson
Glen Kuecker
Alejandro Puga

There was some discussion of the motion, and a call for a secret ballot. The motion was approved by a vote of 75 Yes and 1 No.

16. Announcements

Arts Fest 2017 - Lydia Marshall – Encouraged faculty members to participate in ArtsFest and to encourage their students to as well.

17. Adjournment

The meeting was adjourned at 6:00 p.m.

Appendix A: Course Descriptions for Consent Agenda Items from Course and Calendar Oversight

New Courses

ARTS 256, Intermediate Painting: The Contemporary Figure (1 course, AH)

We will explore the ever-evolving presence of the figure in painting and how we can use it to learn about who we are, individually and collectively. The class will engage in an intersectional study of how the figure has been represented throughout history in different cultural expressions. Students will develop the ability to create paintings and articulate ideas. Readings, films, and critiques will prepare each student to pursue studio practice and research. *Prerequisite: Introduction to Painting or consent of instructor.*

ARTS 356, Advanced Painting: The Contemporary Figure (1 course, AH)

We will explore the ever-evolving presence of the figure in painting and how we can use it to learn about who we are, individually and collectively. The class will engage in an intersectional study of how the figure has been represented throughout history in different cultural expressions. Students will develop the ability to create paintings and articulate ideas. Readings, films, and critiques will prepare each student to pursue studio practice and research. In addition to completed projects, advanced students will be expected to lead an in-class demonstration on a material or technique they have mastered, complete a research paper on a public artist, and present their research in an oral presentation. *Prerequisite: Introduction to Painting and a 200-level Painting course.*

ARTS 257, Intermediate Painting: Every Painter is a Thief (1 course, AH)

There's no way around it: you got your ideas from somewhere else. In this class we will explore the lineage of our ideas and be deliberate in their context, function, framing, and form. It matters where our ideas and studio practice come from, but the question is: what do we do with them now that they're ours? Students will develop the ability to create paintings and articulate ideas through comparing what is original, reproduced, and appropriated. Readings, films, and critiques will prepare each student to pursue studio practice and research. *Prerequisite: Introduction to Painting*

ARTS 357, Advanced Painting: Every Painter is a Thief (1 course, AH)

There's no way around it: you got your ideas from somewhere else. In this class we will explore the lineage of our ideas and be deliberate in their context, function, framing, and form. It matters where our ideas and studio practice come from, but the question is: what do we do with them now that they're ours? Students will develop the ability to create paintings and articulate ideas through comparing what is original, reproduced, and appropriated. Readings, films, and critiques will prepare each student to pursue studio practice and research. In addition to completed projects, advanced students will be expected to lead an in-class demonstration on a material or technique they have mastered, complete a research paper on a public artist, and present their research in an oral presentation. *Prerequisite: Introduction to Painting and a 200-level Painting course.*

ARTS 266, Intermediate Photography: Digital Photography (1 course, AH)

This course will train students in digital photography including image acquisition, workflow management, digital printing and the software programs such as, Lightroom and Photoshop. We will use this technical training to make conceptually centered images and projects within a studio art environment. The technical training will merely be a foundation for students to develop their own ideas and concepts. The course will consist of completing a series of tutorials in Lightroom as well as demonstrations with cameras, scanners and printers. In addition, we will explore image editing/organizing workflow strategies and advanced image

correction. Student's will also be introduced to the history of digital imaging within the field of photography, as well as the early origins of montage and negative compilation from the late 1800's. Like any field, and photography is no exception, technical advancements do not happen in a vacuum. These discussion invariably raise questions about photography's contested relationship to the "truth." Through demonstrations, tutorials, class exercises, projects, readings, and slide lectures students will learn to navigate the field of digital photography. Prerequisite: Introduction to Photography

ARTS 362, Advanced Photography: Studio Lighting (1 course, AH)

This course explores the lighting studio, digital editing software and digital color printing. Using the lighting studio as a basis for the course students will explore assignments such as the constructed still life, studio portraiture and the photo tableau with digital cameras. Notions of the real and the ability to create rather than document the world will be central themes of discovery. We will also interrogate concepts of beauty and the historical role of the lighting studio in reinforcing stereotypes about gender and race. Ultimately, students will conceptualize how the lighting studio can transform their means of creative production. Emphasis will be placed on independent problem solving, critical thinking, visual literacy and student initiated research. In addition to completed projects, advanced students will be expected to lead an in-class demonstration on a material or technique they have mastered, complete a research paper on a photographic artist, and present their research in an oral presentation. Prerequisite: Introduction to Photography and Intermediate Photography: Digital Photography.

Arts 364, Advanced Photography: Darkroom Experiments (1 course, AH)

An introduction to experimental cameras and darkroom photographic techniques, this course will explore alternative methods for creating photography. Technical processes will explore pinhole and Diana cameras, sandwiched negatives, hand-applied emulsions, and non-silver alternative processes such as Cyanotype. Students will simultaneously learn the history of photography as they push the boundaries of the medium. Emphasis will be placed on independent problem solving, critical thinking, visual literacy and student initiated research. In addition to completed projects, advanced students will be expected to lead an in-class demonstration on a material or technique they have mastered, complete a research paper on a photographic artist, and present their research in an oral presentation. Prerequisite: Introduction to Photography and a 200-level photography course.

ARTS 366, Advanced Photography: Digital Photography (1 course, AH)

This course will train students in digital photography including image acquisition, workflow management, digital printing and the software programs such as, Lightroom and Photoshop. We will use this technical training to make conceptually centered images and projects within a studio art environment. The technical training will merely be a foundation for students to develop their own ideas and concepts. The course will consist of completing a series of tutorials in Lightroom as well as demonstrations with cameras, scanners and printers. In addition, we will explore image editing/organizing workflow strategies and advanced image correction. Student's will also be introduced to the history of digital imaging within the field of photography, as well as the early origins of montage and negative compilation from the late 1800's. Like any field, and photography is no exception, technical advancements do not happen in a vacuum. These discussion invariably raise questions about photography's contested relationship to the "truth." Through demonstrations, tutorials, class exercises, projects, readings, and slide lectures students will learn to navigate the field of digital photography. In addition to completed projects, advanced students will be expected to lead an in-class demonstration on a material or technique they have mastered, complete a research paper on a photographic artist, and present their research in an oral presentation. Advanced students will also design their own project mid-semester. Prerequisite: Introduction to Photography and Intermediate Photography: Digital Photography

ARTS 371, Advanced Sculpture in Public Places (1 course, AH)

This course explores the methods and theories of contemporary public sculpture. Emphasis will be placed on the mastery of skills and techniques relating to materials suitable for outdoor display, including woodworking, welding, sewing, and fiberglass resin. Discussions, readings and slide lectures delve deeply into both the practical issues of public art- model-making, site selection, and presenting ideas for approval- but also the theoretical considerations- how and why art in the public sphere is so distinct from more traditional gallery art. Issues of permanence, site-specificity, community engagement, and environmental concerns will be explored through a series of projects such as inflatable art, ambient art, and construction of a large-scale sculpture for exhibition on campus. In addition to completed projects, advanced students will be expected to lead an in-class demonstration on a material or technique they have mastered, complete a research paper on a public artist, and present their research in an oral presentation. *Prerequisite: Introduction to Sculpture and any 200-level studio art course*

ARTS 372, Advanced Kinetic Sculpture (1 course, AH)

This course explores contemporary time-based art through basic techniques of movement and kinetics. Various methods of motion are explored, including mechanical devices and motors, natural sources such as wind, and manual or man-driven operations. Demonstrations provide the technical and material expertise necessary to complete related projects such as automaton, flying devices, and Rube Goldberg machines. Advanced students will demonstrate mastery of techniques and materials related to time-based construction. Discussions, readings and slide lectures will focus on examples of kinetic art and time-based art through recent art history, with emphasis on conceptual and visual concerns of moving objects; not just how they function physically, but how they are interpreted in the context of our fast-paced, post-industrial culture. In addition to completed projects, advanced students will be expected to lead an in-class demonstration on a material or technique they have mastered, complete a research paper on a public artist, and present their research in an oral presentation. *Prerequisite: Introduction to Sculpture and any 200-level studio art course*

ARTS 273, Sculpture and Sustainability (1 course, AH)

This course explores sustainable art practices related to contemporary environmental and economic concerns. Various approaches to sustainability will be discussed and explored while developing artwork that addresses issues of sustainability in both its construction and its content. Demonstrations provide the technical and material expertise necessary to complete related sculptural projects such as building an earthwork from natural materials, making a sculpture for \$1.00, and altering/reclaiming found or salvaged objects. Discussions, readings and slide lectures will focus on examples of sustainable art practices through recent art history, with emphasis on conceptual, practical and visual concerns of making sculpture that is environmentally and economically responsible.

ARTS 373, Advanced Sculpture and Sustainability (1 course, AH)

This course explores sustainable art practices related to contemporary environmental and economic concerns. Various approaches to sustainability will be discussed and explored while developing artwork that addresses sustainability in both its construction and its content. Demonstrations provide the technical and material expertise necessary to complete related sculptural projects such as building an earthwork from natural materials, making a sculpture for \$1.00, and altering/reclaiming found or salvaged objects. Discussions, readings and slide lectures will focus on examples of sustainable art practices through recent art history, with emphasis on conceptual, practical and visual concerns of making sculpture that is environmentally and economically responsible. In addition to completed projects, advanced students will be expected to lead an in-class demonstration on a material or technique they have mastered, complete a research paper on an environmental artist, and present their research in an oral presentation. *Prerequisite: Introduction to Sculpture*

ARTS 274, Sculpture and Community-Based Art (1 course, AH)

This course explores experimental art forms used to create socially engaged art. Social practice art often utilizes participatory, community-centered approaches to address pressing political and social concerns, both locally and globally. Demonstrations provide the technical and material expertise necessary to complete related sculptural projects such as building a miniature golf course for charity, designing a project for the Occupy House at Peeler, and creating an independent social practice project. Discussions, readings and slide lectures will focus on examples of social practice art through recent art history, with emphasis on conceptual, practical and visual concerns of researching controversial topics, collaborating with a diverse group of peers and local community members, and creating artwork that maintains high artistic standards while addressing social or political concerns.

ARTS 374, Advanced Sculpture and Community-Based Art (1 course, AH)

This course explores experimental art forms used to create socially engaged art. Social practice art often utilizes participatory, community-centered approaches to address pressing political and social concerns, both locally and globally. Demonstrations provide the technical and material expertise necessary to complete related sculptural projects such as building a miniature golf course for charity, designing a project for the Occupy House at Peeler, and creating an independent social practice project. Discussions, readings and slide lectures will focus on examples of social practice art through recent art history, with emphasis on conceptual, practical and visual concerns of researching controversial topics, collaborating with a diverse group of peers and local community members, and creating artwork that maintains high artistic standards while addressing social or political concerns. In addition to completed projects, advanced students will be expected to lead an in-class demonstration on a material or technique they have mastered, complete a research paper on a social practice artist, and present their research in an oral presentation. *Prerequisite: Introduction to Sculpture*

ARTS 276, Ceramics: Food and Community (1 course, AH)

This studio art class focuses on the various relationships between ceramics and food, specifically the ways that food and objects are produced, consumed and valued in our contemporary culture. Course content includes explorations of production methods of food, food and identity, food shortages and geophagy (eating clay for nourishment) and mealtime culture. Students will use information from readings and discussions as a foundation to explore food-related issues through ceramic art projects, as well as collaborative and social practice. Demonstrations will cover functional pots, large scale works, customized ceramic surfaces and more. Students will advance their personal art practice by identifying relevant questions, exploring methods of inquiry, engaging audiences, refining concepts and techniques, and applying critical thinking to individual and group work.

ARTS 376, Advanced Ceramics: Food and Community (1 course, AH)

This studio art class focuses on the various relationships between ceramics and food, specifically the ways that food and objects are produced, consumed and valued in our contemporary culture. Course content includes explorations of production methods of food, food and identity, food shortages and geophagy (eating clay for nourishment) and mealtime culture. Students will use information from readings and discussions as a foundation to explore food-related issues through ceramic art projects, as well as collaborative and social practice. Additionally, students will lead an in-class demonstration on a material or technique they have mastered and generate a written artist statement that outlines their conceptual and technical approach to their research. Demonstrations will cover functional pots, large scale works, customized ceramic surfaces and more. Students will advance their personal art practice by identifying relevant questions, exploring methods of inquiry, engaging audiences, refining concepts and techniques, and applying critical thinking to individual and group work. *Prerequisite: Introduction to Ceramics and any 200-level studio art course or consent of instructor.*

ARTS 277, Ceramics: Material Explorations (1 course, AH)

This studio art class focuses on both conventional and alternative ceramic materials and processes. Course content explores the relationship between process and product, the implicit meaning of materials, personalized clay and glaze formulation, custom production methods, and more. Students will test materials in the studio and research other artists' work to develop art projects that demonstrate a sophisticated and practiced use of clay, glaze, firing methods and more. Demonstrations will include raw materials tests, glaze composition, large scale construction methods and more. Students will advance their personal art practice by identifying relevant questions, exploring methods of inquiry, engaging audiences, refining concepts and techniques, and applying critical thinking to individual and group work.

ARTS 377, Advanced Ceramics: Material Explorations (1 course, AH)

This studio art class focuses on both conventional and alternative ceramic materials and processes. Course content explores the relationship between process and product, the implicit meaning of materials, personalized clay and glaze formulation, custom production methods, and more. Students will test materials in the studio and research other artists' work to develop art projects that demonstrate a sophisticated and practiced use of clay, glaze, firing methods and more. Additionally, students will lead an in-class demonstration on a material or technique they have mastered and generate a written artist statement that outlines their conceptual and technical approach to their research. Demonstrations will include raw materials tests, glaze composition, large scale construction methods and more. Students will advance their personal art practice by identifying relevant questions, exploring methods of inquiry, engaging audiences, refining concepts and techniques, and applying critical thinking to individual and group work. *Introduction to Ceramics and any 200-level studio art course or consent of instructor.*

ARTS 278, Ceramics: Making Meaning (1 course, AH)

This studio art class focuses on the continually evolving cultural significance of ceramic objects, ranging from historical artifacts, to limited production artworks, to mass produced commercial items. Course content explores the ways that various cultural influences, production methods and marketing strategies affect the way we perceive the value and meaning of the things around us. Students will use information from readings and discussions to consider issues such as originality, authorship, production, consumption, and recontextualization. Demonstrations will include mold making, slip casting, ceramic decals, repetition in service of refinement, and wheel and handbuilding techniques. Students will advance their personal art practice by identifying relevant questions, exploring methods of inquiry, engaging audiences, refining concepts and techniques, and applying critical thinking to individual and group work.

ARTS 378, Advanced Ceramics: Making Meaning (1 course, AH)

This studio art class focuses on the continually evolving cultural significance of ceramic objects, ranging from historical artifacts, to limited production artworks, to mass produced commercial items. Course content explores the ways that various cultural influences, production methods and marketing strategies affect the way we perceive the value and meaning of the things around us. Students will use information from readings and discussions to consider issues such as originality, authorship, production, consumption, and recontextualization. Additionally, students will lead an in-class demonstration on a material or technique they have mastered and generate a written artist statement that outlines their conceptual and technical approach to their research. Demonstrations will include mold making, slip casting, ceramic decals, repetition in service of refinement, and wheel and handbuilding techniques. Students will advance their personal art practice by identifying relevant questions, exploring methods of inquiry, engaging audiences, refining concepts and techniques, and applying critical thinking to individual and group work. *Prerequisite: Introduction to Ceramics and any 200-level studio art course or consent of instructor.*

ARTS 279, Ceramics: The Body (1 course, AH)

This studio art class focuses on the human figure as related to historical and contemporary ceramics. Course content includes representations of identity, the individual versus the collective, and the performative nature of functional objects in collaboration with the body. Students will use information from readings and discussions as a foundation to explore issues of the body through ceramic art projects. Demonstrations will include rendering the human figure, functional pots, large scale works, customized ceramic surfaces and more. Students will advance their studio art practice by identifying relevant questions, exploring methods of inquiry, engaging audiences, refining concepts and techniques, and applying critical thinking to individual and group work.

ARTS 379, Advanced Ceramics: The Body (1 course, AH)

This studio art class focuses on the human figure as related to historical and contemporary ceramics. Course content includes representations of identity, the individual versus the collective, and the performative nature of functional objects in collaboration with the body. Students will use information from readings and discussions as a foundation to explore issues of the body through ceramic art projects. Additionally, students will lead an in-class demonstration on a material or technique they have mastered and generate a written artist statement that outlines their conceptual and technical approach to their research.

Demonstrations will include rendering the human figure, functional pots, large scale works, customized ceramic surfaces and more. Students will advance their studio art practice by identifying relevant questions, exploring methods of inquiry, engaging audiences, refining concepts and techniques, and applying critical thinking to individual and group work. *Prerequisite: Introduction to Ceramics and a 200-level studio art course or consent of instructor.*

MSST 110, Contemporary Issues in Museum Studies (1 Course, AH)

This course introduces and examines the institutional practices of museums (as well as other exhibition spaces) with emphasis on the ethical dimensions of these practices. How do the creators of exhibits find ways to translate complex ideas and contextual material into accessible, compelling displays? What methods do museum professionals employ to involve and assist visitors? Why do some exhibitions become sites of public controversies and battles over representation- whose voices are heard and whose are silenced? In what manner do discussions of power, privilege, and diversity come into play in museums? How do exhibition planners negotiate ethnic, racial, class, religious, gender, and sexual difference? This course has a two-fold goal: it will introduce students to museums and their operations, and it will explore critical issues of power, privilege, and diversity in contemporary museum studies. In meeting the first goal, we will consider museum missions, practices of collection, exhibition strategies and interpretation, and audience appeal. Then, the class will situate museum strategies and practices in a larger context, examining changing museum ideologies and institutional engagements with the politics of cultural representation, as well as the ethical debates over the “ownership” of culture and cultural artifacts. Assignments and site visits will further strengthen students’ reading, writing, and critical thinking skills.

MSST 296 Museum Studies Topics (AH, Var)

An in-depth study of a particular topic in the museum studies.

MSST 396, Advanced Museum Studies Topics (AH, Var)

An in-depth study of a particular topic in the museum studies.

MSST 493, Museum Studies Capstone (1 course)

This seminar course provides museum studies minors with an opportunity to synthesize material from previous museum studies courses, internships, and allied coursework by translating theory into practice. Students will first consider the history and ethics of museum practice through small-group discussions and advanced readings in museum theory, curatorial studies, and exhibition design. Then, under the

collaborative guidance of art history faculty and the director and curator of galleries, students will co-curate a professional exhibition drawing from the DePauw University permanent art collection of 3,600 objects. Students will design the exhibition thesis and supporting subthemes, synthesize subject material, consider object relationships and layout, and install the final exhibition for public display. The capstone project will culminate in a public exhibition opening, complete with oral representations and tours led by students.

MUS 173, Symphonic Band (.25 credit, AH)

The Symphonic Band provides playing experiences for College of Liberal Arts majors, and School of Music majors who want to improve their technique and skills on secondary woodwind, brass, and percussion instruments. The mission of the Symphonic Band is to create maximum enjoyment with limited performance demands for students who wish to continue to perform in a large ensemble as part of their collegiate educational experience. Auditions are not required, but are held for chair placements and part assignments.

Course Changes

ARTH 133: East Asian Art, Bronze to the Mongols (title, description)

A survey of the arts of East Asia from 1500 B.C.E to the 14th century, analyzing the major developments in the art and architecture of China, Japan, Korea, and the Ryūkyūs over a range of media. We will study some of the various methodologies that can be applied to East Asian Art as well as key themes in the chronological and historical development of visual cultures against the background of religious, political and social contexts. May count toward Asian Studies.

ARTH 135: Developments in East Asian Art, Modernity (title, description)

A survey of the arts of East Asia from the 14th century to the present, analyzing modernity, as well as the march towards modernity, in the art and architecture of China, Japan, and Korea, and the Ryūkyūs over a range of media. We will study some of the various methodologies that can be applied to East Asian Art as well as key themes in the chronological and historical development of visual cultures against the background of political, social, and cultural contexts. May count toward Asian Studies.

ARTH 226: Contemporary Art & Theory (description)

This course will be focused on art from the late 1960s to the present. This is the tradition in art which rejects many of the basic principles and qualities of Modernism; that is, it rejects an exclusive focus on oil painting and pedestal-based sculpture, the autonomy of the artwork from the wider world, and the ideal of the artist as a larger-than-life person. We will address the situation in contemporary art in which art takes on a bewildering array of materials, methods, procedures, goals, and modes of self-presentation, including an emphasis on installation, performance, digital and social media, and an art focused on social interactions.

ARTH 231: Prints & Print Culture of Early Modern & Modern Japan (title, description)

This course explores the spectacle and complexity of Japanese urban life in the early modern and modern periods through a study of the eras' visual arts, particularly woodblock prints, paintings, and print culture. Investigation of pre-modern woodblock prints or *ukiyo-e* yields a rich tapestry of issues and topics relevant to "early modernity." The study of *sōsaku hanga* or creative prints, which developed in reaction to *ukiyo-e* in the early 20th century, expands our understanding of Japanese modernity, as well as of the global impact of Japanese art. We will consider the economic currents of the times, the wealth of the commoner class as well as the concomitant blurring of social boundaries in pre-modern Japan, 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 demands of modernity. Our interdisciplinary approach will allow us to engage with not only art-historical issues, but also literary, sociological, historical, and religious concerns.

ARTH 232, Warrior Art of Japan and the Ryūkyūs (title, description)

This course explores the arts produced for and by the warrior elite of Japan and the Ryūkyū islands (now Japan's Okinawa prefecture) from 1185 until 1868. From the tragic tale of Minamoto Yoshitsune to the mythical, warrior origins of Ryūkyū royalty, the class will concentrate on the arts produced for the men who led these nations through both treacherous and prosperous times. We will study arms & armor, castles & retreat pavilions, various ceremonial performances, including Ryūkyūan investiture and the Japanese tea ceremonies, paintings, Noh theatre, Ryūkyūan dance, and film. Through a careful consideration of translated documents, slide reproductions of art objects, movies, and selected treasures from the DePauw University Art Collection, students will learn about what motivated these powerful men to produce art, how they embraced the arts to better themselves culturally, and what these monuments and artworks conveyed about the culture of Japan's and the Ryūkyūs's medieval and early modern eras.

ARTH 275, First World War and Modernist Culture (1 Course, AH)

It is often said that the First World War – the first industrialized war – changed everything, brought an end to 19th century culture and politics, and ushered in the Modern era. An entire generation experienced the horrors of the trenches, endless artillery bombardments, and poison gas, only to return home to a world they no longer recognized, and that no longer understood them. The painters, poets, novelists, and movie makers among them did their best to convey their experiences of war and combat through their art forms – and in the process, contributed to the creation of modernist art and literature. This course will examine the experience of the war through art and literature.

ARTH 360, Pablo Picasso, Henri Matisse, and the Parisian Avant-Garde (course number, title, description)

Pablo Picasso and Henri Matisse were the two artists credited with indicating the two most important directions in 20th century art: a painting of a bold, expressive color, and a painting of analytical attention to the picture's surface. These two artists were rivals for the leadership of an intentional but tightly-knit avant-garde community of other artists, writers, critics, collectors, and provocateurs. Their art has been the focus of numerous studies, books, and exhibitions, but nonetheless remains difficult to describe in words. It will allow students to familiarize themselves with different methods of art historical study, will introduce them to the rich cultural world of early 20th century Paris, and will give them the rich opportunities to develop the kinds of writing skills useful not only in studying art history, but also in working in museums, galleries, auction houses, or in any task that requires sharp, critical writing about something not inherently verbal. The course will touch on critical issues such as the appropriation by European artists of the art of other cultures, the intersections of high art and popular culture, and exhibition practices. This course counts towards the WIM (Writing in the Major) requirement for art history majors.

ARTH -251 Van Gogh, Gauguin and "Post Impressionism" (Crs number, description)

This course considers how art historians have conceptualized "Post Impressionism" and explores the institutions and market structure (dealers, auction houses, the apparatus of art criticism) that influenced or controlled how, for whom and under what conditions art in 19th- century France was produced and how, where and by whom art was consumed (that is, used, purchased or viewed). Other issues considered are the fascination with primitivism and the colonial "other" as well as ideas of genius and madness in creativity, and the role of gender in the creation of the myth of the "modern" artist.

ARTH 265, Art and Literature Paris and Berlin (Course number)

The Paris of the 19th century, of Zola and the Impressionist painters was the city where the large-scale development of new methods of industry, finance, merchandising, government, and culture were given their most coherent concrete form. In the 20th century Berlin was at the center of, successively, German Expressionist painting, the European film industry, Nazism, and the Cold War. These two European capitals were at the intersection of individual personal experience and titanic historical forces. Close examination of painting, novels, film, architecture and urban planning, and the context within which they were produced.

ARTH 390, Advanced Topics in the History of Art (AH, var credit)

ARTH 494, Art History Seminar (description)

Students will research and write a major paper on a topic in art history, and present their work in a public forum. In addition, issues in the current practice of art history will be explored.

ARTS 152, Drawing: Learning to See (title, description)

Drawing is one of the most immediate and responsive forms of art-making. This class will introduce concepts that will carry over into other visual practices, and develop our ability to recognize and create good drawings.

ARTS 153, Introduction to Painting (description)

What is painting (if not just a rectangle with paint on it)? What makes a good painting (if not just technique)? This class introduces you to the questions and techniques of painting from multiple points of view. While designed for students with little or no experience in painting, this class prepares students for advanced painting classes and independently driven work. We will sharpen our awareness of the ways paintings suggest meaning through form, context, narrative, and its relationship to the viewer.

ARTS 175, Introduction to Ceramics (description)

This survey class is an introduction to contemporary ceramic art practice. Through demonstrations, studio work, readings, and critiques, students will build a strong understanding of ceramic concepts, methods, and materials. Course content will explore both handmade pottery and sculptural forms through a range of techniques including hand building, wheel forming and surface development.

ARTS 198 Introductory Studio Arts Topics (AH, ½-1 credit)

Introductory level studio courses in specific media. Areas of study may include: A. Drawing, B. Painting, C. Ceramics, D. Sculpture, E. Photography, F. Video, G. Digital, H. Interdisciplinary Study. No prerequisite.

ARTS 264, Intermediate Photography: Darkroom Experiments (description)

An introduction to experimental cameras and darkroom photographic techniques, this course will explore alternative methods for creating photography. Technical processes will explore pinhole and Diana cameras, sandwiched negatives, hand-applied emulsions and non-silver alternative processes such as Cyanotype. Students will simultaneously learn the history of photography as they push the boundaries of the medium. Emphasis will be placed on independent problem solving, critical thinking, visual literacy and student initiated research. Prerequisite: Introduction to Photography.

ARTS 262, Intermediate Photography: Studio Lighting (description)

This course explores the lighting studio, digital editing software and digital color printing. Using the lighting studio as a basis for the course, students will explore assignments such as the constructed still life, studio portraiture and the photo tableau with digital cameras. Notions of the real and the ability to create rather than document the world will be central themes of discovery. We will also interrogate concepts of beauty and the historical role of the lighting studio in reinforcing stereotypes about gender and race. Ultimately students will conceptualize how the lighting studio can transform their means of creative production. Emphasis will be placed on independent problem solving, critical thinking, visual literacy and student initiated research. Prerequisite: Introduction to Photography and Intermediate Photography: Digital Photography

ARTS 272, Kinetic Sculpture (description)

This course explores contemporary time-based art through basic techniques of movement and kinetics. Various methods of motion are explored, including mechanical devices and motors, natural sources such as wind, and manual or man-driven operations. Demonstrations provide the technical and material expertise necessary to complete related projects such as automaton, flying machines, and a Rube Goldberg machine. Discussions, readings and slide lectures will focus on examples of kinetic and time-based art through recent art history, with emphasis on conceptual and visual concerns of moving objects; not just how they function physically, but how they are interpreted in the context of our fast-paced, post-industrial culture.

Prerequisite: Introduction to Sculpture or consent of instructor

MUS 336, Solo Vocal Literature 1 (description)

A consideration of the solo vocal literature of the Italian Art Song and the German Lied. Prerequisites: MUS 265 and 266 or consent of instructor

MUS 337, Solo Vocal Literature II (description)

A consideration of the solo vocal literature of the French Mélodie and English and American Art Song from 1600 to the 21st century. Prerequisites: MUS 265 and 266 or consent of instructor

Faculty Meeting Minutes
October 2, 2017

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

The chair calls the meeting to order at 4:02 p.m.

2. Verification of quorum

The quorum was eventually reached. The agenda items not requiring a quorum were considered first.

3. Consent Agenda

A. Approve Minutes from the September 11, 2017 Faculty Meeting

B. Approval of International Experience designation (recommended by Course and Calendar Oversight)

ASIA 140, Introduction to Chinese Culture

ASIA 290, Classical Chinese Literature in Translation

HONR 102, Managing the Chinese Empire

UNIV 290B, Mathematics Across Cultures

E. Approval of Power, Privilege and Diversity designation (recommended by Course and Calendar Oversight)

CLST 300A: Sex and Gender in Greco-Roman Antiquity

HIST 100B, Sex and Society in Modern America

The Consent agenda was approved.

Reports from Core Committees

4. Faculty Priorities and Governance (Glen Kuecker)

Written Announcements: Faculty priorities and governance committee had its first meeting of the academic year on September 19. The VPAA participated in the first 45 minutes of the meeting. We discussed the VPAA's agenda for the academic year. The committee held an election for the new chair. However, nobody on the committee volunteered to serve as chair. One committee member did nominate another committee member, but that individual did not want to serve as chair. Last year's chair agreed to continue as chair on a temporary basis, and will be very glad once a new chair is selected. The committee discussed the possibility of sharing the chair duties. The committee continues to work on Handbook language for faculty voice in the recruitment, review, and retention of senior faculty members, as well as Handbook language for confidentiality policy.

5. Curricular Policy and Planning (Scott Spiegelberg)

A. Advance notice of a motion to be voted on at the November 6, 2017 faculty meeting: "The faculty approve the museum studies minor." Details of the minor are found in Appendix A.

B. Report from the Writing Curriculum Committee (Rebecca Schindler)

1. The WCC has approved revised writing guidelines for the FYS (see Appendix B).

Please note, that this revision is not substantive change in regard to the number of assignments or suggested pedagogies (such as conferencing and peer-editing) but rather shifts the emphasis to focus on process and mentoring students as they develop effective writing strategies and habits. The revision is

based, in part, on feedback from faculty who have regularly taught both FYS and W courses and how they have distinguished between the two in terms of student development. We are now working on a parallel revision of the W course guideline, but we wanted to get the FYS revision to the faculty ahead of the call for FYS courses for 2018. Which brings me to the second announcement on the agenda.

2. The WCC has a proposal for a new model for designing FYS content, "The Decus Seminar." Those interested in participating a pilot for 2018 should contact Rebecca Schindler by Nov. 1 (see Appendix C).

We are seeking faculty interest in participating in developing this new course. Building on DePauw's Latin motto Decus Lumenque Reipublicae Collegium (The College is the splendor and light of the common good) – the seminar asks "What does it mean to be an educated global citizen in the 21st century?" The content for the course would be generated by asking faculty participants to ask themselves what they believe students should be reading, listening to, watching or looking at in this moment. Faculty interested in learning more should let me know by Nov. 1. The VPAA has agreed to provide some faculty development funds for this pilot.

3. The WCC reminds the faculty to please reply to the survey about the FYS. We would like to hear from as many colleagues as possible. The deadline is Oct. 13. I will send a reminder after this meeting. Thank you!

Faculty Member – Is it possible to have a second course for writing in a first year seminar?

Response - Yes we have talked about it. The motion that was brought by the curriculum committee included that idea, but that part was never a motion that was passed.

Faculty Member – I am worried about the basic things that students are not able to do with writing. Some cannot tell the difference between fiction and not fiction. I would say that out of 20 students 15 can't not tell the difference. This is not really a question, but just a statement.

6. Faculty Personnel Policy and Review (Clarissa Peterson)

The Review Committee has been busy as usual. We are continuing to work on chair selections. We are trying to make every possible accommodation so that each department can meet with the Review Committee members. We are also working on appendix B's more of a standardized process for the University.

7. Faculty Development (Angela Flury)

Written Announcements: FDC would like to announce upcoming deadlines for faculty development opportunities, encourage faculty to apply, and offer the assistance of committee members in the application process:

Faculty Fellowship October 4

Fisher Course Reassignment November 1

Tamara – Happy to announce a new faculty development resource – 12 week boot camp problem heads up kind of resources. Weekly Monday motivator for productivity tips. Access to weekly seminars. Peer mentoring discussion forums. Buddy matches different campus. 14 days writing challenges. Access to a lot of archive materials. Tamara will be sending an email out with information. Tamara will send a survey about 6 months out. Small handful of faculty who have already participated.

<p>8. Student Academic Life (Rich Martoglio)</p> <p>Presentation of Sexual Assault Assessment Review - Wendy Wippich (Director of Sexual Assault Education and Prevention Program) and Sarah Ryan (Women's Center Director and Sexual Assault Survivor Advocate)</p> <p>Written Announcements: Wendy Wippich (Director of Sexual Assault Education and Prevention Program) and Sarah Ryan (Women's Center Director and Sexual Assault Survivor Advocate) attended the Student Academic Life (SAL) Committee meeting and presented information from the Sexual Assault Assessment Review.</p> <p>DePauw Student Government (DSG) is discussing the tiles discovered during the recent Asbury renovations and potential actions regarding these discoveries, access to transportation for students who do not have access to a vehicle or a driver's license. Students have concerns that the student who discovered a "back-door" into student e-services might face sanctions. DSG will also be electing new first-year senators. The SAL committee asked DSG to consider the next steps to take with regards to the Statement of Shared Values.</p> <p>The SAL Committee reminds faculty to please provide textbook information in a timely manner for courses scheduled for upcoming semesters.</p> <p>The SAL Committee discussed ways that faculty can help address drinking culture which includes scheduling more morning classes, providing positive role models for alcohol usage by networking or meeting with students more informally and encouraging students to attend athletic events instead of just "tailgating". Hard alcohol is supposed to be banned unless an event has been registered through Student Life.</p> <p>The group charged with selecting a common reading for incoming students continues their work.</p> <p>Faculty Member – Your presentation covered a number of things. How to give students a voices in or classroom. One of the issues I have been dealing with that we operate under the assumption that faculty members know how to deal with this. How can we expect faculty members to speak on half of students when they are allowing certain comments in class? How do we assure that we have the tools to do this?</p> <p>Response - Excellent point that we can take to the title ix committee.</p>
<p>Reports from other Committees</p> <p>9. University Strategic Planning Committee (Howard Brooks) Advance notice of a motion to be voted on at the November 6, 2017 faculty meeting:</p> <p>The faculty approves the following amendment to the Academic Handbook:</p> <p>"To replace the Function and Membership of the Strategic Planning Committee as found in Article IX. University-Wide Committees, Section A. University Strategic Planning Committee</p> <p>1. <i>Function.</i> This committee will consider long-term initiatives and priorities of the University in service of its mission and ambitions. Annually, the University Strategic Planning Committee will consider information provided by the Vice President for Finance and Administration, Vice President for Admission and Financial Aid, and Vice President for Development and Alumni Engagement on potential available University resources, and will consider long-term needs, expenditures, and requirements of the University. At the end of the fall semester after hearing reports on area needs and the status of new and proposed initiatives, the University Strategic Planning Committee will deliver a report to the President offering recommendations on University resource allocations and the status of funding for long-term needs and initiatives. The President will offer a timely response to the University Strategic Planning Committee report. The</p>

University Strategic Planning Committee report and the President's response will be made available to the entire DePauw University community and will be forwarded to the Board of Trustees prior to their February Board meeting. The University Strategic Planning Committee will consider student enrollment targets, tuition rates and student financial aid, faculty and staff salaries and benefits, faculty development academic program support, student life and residential programs, the physical plant and deferred maintenance, sustainability, auxiliaries, and the library and information services.

2. Membership. Composed of five (5) senior administrators (Vice President for Finance and Administration, Vice President for Academic Affairs, Vice President for Development and Alumni Engagement, Vice President for Student Life, and Associate Vice President for Facilities), seven (7) faculty members, three (3) students, and two (2) staff representatives, and staffed by the Associate Vice President for Finance. *Faculty membership:* Chair of the Faculty, member of the Curricular Policy and Planning Committee, member of the Faculty Development Committee, and four (4) faculty members elected directly, for a total of seven (7) faculty representatives. *Administrative members:* Voting: Five (5) senior administrators: Vice President for Finance and Administration, Vice President for Academic Affairs, Vice President for Development and Alumni Engagement, Vice President for Student Life, and Associate Vice President for Facilities. *Student members:* Three (3), appointed by Student Government. *Staff members:* Two (2), appointed by Human Resources in consultation with the President of the University.

with the following:

1. Function. This committee will consider long-term initiatives and priorities of the University in service of its mission and strategic plan through the joint membership of faculty representatives and senior administrators. With the endorsement of the Board of Trustees, the President has created the University Strategy Map that established initiatives and metrics that support the work of Enrollment and Visibility, Culture and Community, Engagement and Learning, and Student Success. The primary work of the Strategic Planning Committee is to work with the Administrative Council and other Cabinet members to implement the University Strategy Map by reviewing identified initiatives and metrics, guiding the execution of the initiatives, and inviting new initiatives for consideration at the appropriate time in the service of making considered recommendations to the President for inclusion in the Strategy Map. To do so, the University Strategic Planning Committee may need to consider topics that broadly encompass the themes of the Strategy Map, including Enrollment and Visibility, Culture and Community, Engagement and Learning, and Student Success. Regularly, the University Strategic Planning Committee coordinates an information session for faculty core committees at the beginning of the academic year that offer information about the operations of the University.

2. Membership. Five (5) senior administrators (Vice President for Academic Affairs, Vice President for Student Academic Life, Vice President for Enrollment Management, Senior Advisor to the President for Diversity and Compliance/Title IX Coordinator and Vice President for Strategic Initiatives), five (5) faculty members, and three (3) students. The Vice President for Strategic Initiatives and the Chair of the Faculty will co-chair the committee.

Ex Officio (without vote) : Dean of the School of Music

Faculty membership: Chair of the Faculty, and four (4) faculty members, one from each curricular area, elected directly, for a total of five (5) faculty representatives.

Student members: Three (3), appointed by Student Government.

Rationale: The function and operation of the committee has changed with the change in the President of the University and the work completed during the 2016-17 Academic Year that developed a comprehensive set of strategies for the University. The committee, jointly created by the faculty and the administration, sees this new function statement as the best fit for the work of the committee. In an effort to recognize the workload of this committee and the workload of faculty on core committees, it was agreed that there would no longer be the expectation to have faculty representatives from selected core committees. The University Strategic Planning Committee may be asked to consider topics, such as, student enrollment targets, tuition

rates and student financial aid, faculty and staff salaries and benefits, faculty development academic program support, student life and residential programs, the physical plant and deferred maintenance, sustainability, auxiliaries, and the library and information services.

Communications

11. Remarks from the President (Mark McCoy)

Thank you to all of you for facilitating and participating in another powerful day of dialogue. A special thanks to Anne and Renee and all on the steering committee. It was an impactful day. I am continually amazed at the accomplishment and polish of the alumni that return to campus and was so again on that day.

The Board of Trustees is here this week and we will be working with them on DePauw's future. We want to be as transparent as possible in this process and will invite faculty to a special session or two in the coming months to discuss exactly where we are with respect to admissions, finance and the higher ed landscape.

Last month I stated that there was a "There is a powerful and beautiful, financially sustainable DePauw in our future." This is absolutely true. However, there are challenges on the path between this point and that. When I speak to alumni and prospective parents and donors I always explain this challenge in the same way: "You read about colleges going under. DePauw will not do that. We have a large endowment and a billion-dollar balance sheet. At the same time, we run a \$10M structural budget deficit every year. This cannot continue. We have this problem for all the right reasons: small class sizes, no economy of scale brought on by graduate students, very high institutional financial aid. It is for all the right reasons, but a deficit of that size cannot continue. When we pull from the endowment like this and still run deficits, we are, to use a metaphor appropriate for Indiana, 'eating our seed corn.'" This cannot continue.

The Board can't fix this problem. The administration can't fix this problem. The faculty can't fix this problem. The staff can't fix this problem. But if we all row in the same direction, *we, together*, can fix this problem. Staff, faculty, administration and board, when united, can fix this problem.

I will be addressing this challenge in this meeting every month. I would encourage you, as faculty, to think carefully about how our faculty meetings are constructed and utilized. This is a powerful moment—the entire faculty together. Faculty meetings are a potent opportunity for us to chart our path together and I encourage you to consider how we might make these meetings as impactful and energy-giving as possible.

In the coming weeks and months, we will be sharing specifics on a pathway to prosperity that together, we can achieve. One of the four goals of our strategy map is to become "university of choice and distinction." When we have done that, this financial picture improves dramatically. At the same time, another of our four goals is to become a great place to learn, live, and work and the steps we take to improve our financial situation must also serve that goal. This is why it is important to share the challenges and strategies as faculty and staff. You can expect this opportunity in the coming weeks. I hope you will attend.

Over time, VPAA Harris will be talking with you about our other goals including integrating a rigorous curriculum with a robust practicum. What I would like to do in my remaining time with you today is to discuss the final of our goals, a commitment to the success of each student.

To put this in context, I will quote from an article in last Friday's *Washington Post*:

When American universities were founded in the Colonial days, they didn't have majors. They were designed for a small slice of the population, namely statesmen, lawyers and clergy who studied a subject a day, from morning into the early evening. The prevailing teaching method was recitation and debate.

Higher education was never intended in those days to be a route into the job market. But that is exactly what it has become, especially over the past four decades as more [college-going students choose majors designed to prepare them for a job](#), such as health care, communications and the most popular undergraduate major, business. The proportion of undergraduates in the liberal arts has fallen by almost 50 percent since 1970. Even on elite campuses, some of the most popular majors are the newest ones that are riding the wave of job market trends. At Yale University, one of the [hottest majors this year is statistics/data science](#).

The flight away from the liberal arts has left English, history and philosophy departments, among others in the humanities, searching for a purpose. Small colleges that offer nothing but such majors are fighting for survival as they try to justify their existence and large price tag. The well-worn arguments in favor of the liberal arts —that they teach you how to problem solve and communicate effectively, and train you for jobs not yet imagined — has largely failed to win over students and their parents these days.

At the beginning of the semester, a speaker stated that 4% of college students go to residential liberal arts schools like DePauw. I corrected them to say it was 3%. Later in the semester, I was speaking and was corrected and told the latest data now shows it is only 2%. The trend here is as disturbing as it is obvious. In fact, the *Chronicle of Higher Education* recently shared research that showed:

- A relatively high proportion of respondents (65% or greater) associate the liberal arts with many characteristics educators would agree are central to a liberal arts education
- Over half of the respondents believe that there are particular benefits to a liberal arts education

All good so far. However, it went on:

- Only 38% think it is the best kind of education for them
- In each case, the mean rating of the description that included the term “liberal arts” was significantly lower than the one without this language
- For no segment of the population did association with the liberal arts enhance the appeal
- And for those who might still be interested in a liberal arts education, more than half believe that liberal arts education is available at almost every college or university

The title of the article was, “*Liberal-Arts Colleges Should Take Initiative in Defining Themselves, Survey Suggests*”.

All of us in this room would agree that the world needs liberally educated people and leaders and perhaps now more than ever. Mark Cuban had a great quote in the same article in defense of liberal education in lieu of specific job training: “*What looks like a great job graduating from college today*

may be not be a great job graduating from college five or 10 years from now,” he said. The challenge is that parents increasingly believe liberal arts education is a dilettante’s education and that it does not lead to meaningful employment. We know it leads to a life of meaning and means. They think it leads nowhere. And there is the rub. Are we to abandon liberal arts education? Of course not.

Once again, a great opportunity comes to us disguised as an insurmountable problem. This is DePauw’s moment—this is our opportunity to truly distinguish ourselves. That fewer people are liberally educated is a clarion call to DePauw’s mission—to the reason for our very existence.

What defense do we have against these aspersions and misunderstandings of our liberal arts education? The answer is simple. We have the facts. We have the data that shows DePauw students succeed. Somewhere around 95% of our students are in graduate school or meaningfully employed within months (both before and after I might add) of graduation. “Johnny can’t go to a liberal arts school because Johnny needs a job” is refuted by our record of success. And now we take a step no school like us has taken and that is to commit to the success of *each* student. Not 95%. Not 98%. 100%. We can do this. We should do this. It is an absolute refutation of the biggest argument against a DePauw education. We have four years before we graduate the first class but only a few months before this announcement. While other colleges are focused on inputs, we will be the college focused on outcomes. It is a powerful statement. “Come pursue your passion—expand your view—get a liberal arts education—it will all be okay. Our track record proves it and if you still need help, we will be there.”

Description of Commitment

This is our chance to prove the value of the liberal arts. This is our opportunity to show conclusively that the liberal arts leads to a life of meaning and means.

I recently received a president’s grant of \$100K from the Mellon foundation. I am committing the whole of it to our efforts on the strategic plan, particularly the commitment. If you need hospitality funds for your team to have time to work on this, please apply. If you would like to bring in someone to help us think about how we connect our various operations to the success of each student, please apply. If you have ideas for how we operationalize the commitment, please apply.

I will leave this subject with this thought: Katherine Bond-Hill, the retired president from Vassar, wrote that between 1975 and 2014, the average income of households in the middle 20 percent increased by 15 percent. During this same 40-year period, the average price (tuition, room and board) at a four-year, private, nonprofit college or university has gone from \$16,213 to \$43,921, an increase of 171 percent. We need the sharpest value proposition in our history. The Commitment is that. As *The Chronicle* article suggested, we are taking the initiative in defining ourselves. I am energized that we are on the cusp of distinguishing ourselves and standing strong in support of the liberal arts.

Finally, a quick announcement. One of the ways we become that university of choice and distinction is with a new website. Ours will be unveiled in the typical rolling fashion. That is to say, a website is too dynamic to pull down for a week and put up a whole new website. The first page will have been updated 4 times before the last one gets posted. Therefore, we will be posting those pages which will have the biggest impact upon the prospective class first. Here are three examples.

You will be hearing for our marketing and web teams in the coming weeks and months as they continue to convert more and more of our old pages to our new format.

I welcome your questions.

Faculty Member – Are there faculty members meeting with the Board of Trustees?

Response - Yes they are. We have invited trustees to attend class on Thursday. We are trying to increase the faculty and trustees relationship. The goal is to have more time with faculty over a meal or reception or something.

Faculty Member – What is the budget for the commitment?

Response - What we provided for the board was a range of possibilities or example of how it could work. The Commitment could cost up to \$12 million. Although it is more likely to cost as little as \$500,000 and it is possible that we might come out ahead, that we might earn \$500,000.

Faculty Member – We keep hearing that they day of Dialogue was a success. How are we assessing this information?

Response - Faculty voted this in for a 5-year period. I welcome that reassessment. I said to other colleagues it was the most successful, and most powerful dialogue, but how do I really know? I would love to see that be assessed. I think we do need to have a better assessment. We need more faculty participation we haven't had a lot of volunteers.

12. Remarks from the Vice President for Academic Affairs (Anne Harris)

Good afternoon. I come before you to gather three of the transformative conversations that address **Teaching within the Commitment**, and that have been developing this fall and summer in preparation for the full faculty's engagement with the Commitment in the coming weeks. These conversations are designed to address the challenges identified by President McCoy. They give shape to our response to these challenges, and they call on our agility, expertise, creativity, and collaboration to answer them and assert ourselves in this competitive marketplace. These conversations are carried by the energy of the many faculty and staff who have participated in them this spring, summer, and fall, and I think of the work ahead with gratitude and anticipation.

What will it mean to teach within the Commitment? Faculty and Staff Institute this year presented the **goals**:

- a higher graduation rate
- a curriculum in dynamic collaboration w/ a co-curriculum/ practicum
- clarity/access to knwldge/opps. to remove barriers to inclusion

The work of the fall is to discern the **actions**.

Designing an advising structure to integrate the co-curriculum into advising
Developing relationships between departments/programs and Centers to foster connections between the curriculum and the co-curriculum for our students
Continuing our ever-present work of renewing our curriculum and pedagogy to be agile and responsive to our current situation

We do so having learned the following from the last major University initiative in teaching, the First Year Seminar program 20 years ago: **creative input** is the success of initiatives, and **additions** put strain on the system which may not be felt until many years later. Seeing our work with the Centers and the co-curriculum helps me understand our work as one of *renewal* rather than just of “the new.” This is our chance to gather the multiplicity of all that we do in our curriculum and co-curriculum, in our advising and our opportunities, and cohere it so that we operate within articulated and shared values and actions, and our students benefit from the intentionality and access that result from our work.

It is humbling and inspiring to look around this room and know of the specific contributions that each of you have made to ideas, programs, and initiatives that have benefited students over the past twenty years or six weeks. Bringing those specific contributions into a shared and collaborative academic enterprise is one of the markers and benefits both of the Commitment. We all do this work; what if we did it together?

My emphasis on “renewal” does not preclude the new, and indeed, we have seen especially in the past five years, a profound new emphasis on inclusion – our seeking to be aware of how our pedagogies (from our instructive metaphors, to how we teach resilience to challenging academic experiences) and our class content (from addressing identities that are reduced to a single story in our curricula, to adapting our content to be responsive to changing demographics, demands, and conditions beyond the academy) shape campus climate and student belonging, persistence and success. Lessons learned from the new underscore the power of collaboration, of reaching outside of our expertise to learn, and of engaging in national conversations of higher education.

And so, three campus-wide conversations as they will emerge:

Advising. October 26 will host an open faculty meeting on advising within the Commitment. What is new is that advising will now need to entail the co-curriculum as well as the curriculum. The renewal comes from the fact that many faculty were doing co-curricular advising already but without the support of a coherent framework. Jacob Hale and members of the Advising Committee benefited from the survey sent out in the spring, and presented possible models of Commitment Advising at the Faculty and Staff Institute. As these are furnished by more information about the co-curriculum, they have become more detailed, and will provide the content of this much anticipated conversation on the 26th. Bring your ideas, your expertise, your questions: advising has been relegated to a listing of numbers of advisees in the service section of our tenure and promotion process. Through national conversations as well as our institutional initiative, it is being valorized in powerful new ways as a mode of teaching and mentoring. How do we accommodate that aspiration within our current teaching assignment? How do we provide development to engage in national conversations? How do we rethink advising at DePauw under the Commitment?

The Co-Curriculum/Practicum and the Centers. The Centers Council has been meeting and aligning the multiplicity of programming and opportunities in each of eight (perhaps soon to be ten) Centers. For those of you new to DePauw, these form a name poem of dedication to the University.
McDermond Center for Management and Entrepreneurship
Pulliam Center for Contemporary Media
Prindle Institute for Ethics
Tenzer Center for Technology
21CM (Music and Entrepreneurship)
Hubbard Center for Student Engagement

Justin and Darianne Christian Center for Diversity and Inclusion
Hartman Center for Community Engagement

The Ullem Campus Farm and Sustainability Center and the Asher Office of Undergraduate Research are coming on-line this year as well.

This year, academic departments and programs will be asked to imagine a student experience that engages with at least one Center. What does a DePauw with an integrated curriculum and co-curriculum look like? How would it be if departments, programs and centers co-ordinate their programming? If our students could see connections between our curriculum and our co-curriculum? If we have a curricular trajectory at DePauw, what does a co-curricular trajectory look like? These will be the questions of the November 30 open meeting (Thursday, 4-6 p.m.).

Curriculum. My fascination with the etymology of the word “curriculum” is amplified every time I see students or parents (during Admissions events) process it. The *curriculum* is the little race, the one in preparation for the big race, the *currus*, the rest of your life. In some ways we teach for the accomplishments of our students here and now; in others, we constantly teach to their futures. And students and parents come to us with many questions about their futures, questions that have increasingly positioned liberal arts on the defensive in national rhetoric. Though this morning’s *Washington Post* ran a story on the new book by business journalist George Anders, *You Can Do Anything: The Surprising Power of a "Useless" Liberal Arts Education* – another song of praise for the collaborative, problem-solving ethos of the liberal arts as the answer to our society’s and our economy’s most pressing challenges. The Amazon copy for the book are as intriguing as the book itself: “the ways [liberal arts] can open the door to thousands of cutting-edge jobs every week” and seek to address the anxieties of both parents and students who ask about outcomes, and transferable skills, and networking. How will we answer them? Bobby Andrews, as VP of Admissions and Enrollment Management, and Deedie Dowdle, as VP of Marketing and Communications, will work with us to craft meaningful answers that will provoke deeper engagement with the University. What will our curriculum answer? How do our courses speak to the present and the future? How will the collaborative principles of the Commitment be lived out in our curriculum?

Teaching within the Commitment will mean engaging in its principles of collaboration: between faculty and students in advising, between departments/programs and Centers in programming and networking, of collaboration between the curriculum and co-curriculum in student experience. Can we imagine a liberal arts major at DePauw where one or two courses are regularly taken out of the department as allied or cognate courses? At the 200/300 level? Some departments and programs already do this – but could it become a hallmark of an agile curriculum that invites students to cross disciplinary boundaries as a value of the liberal arts? Can we imagine a practicum built into every liberal arts major at DePauw? Engaging Centers or the community or summers or Winter and May terms? These are the questions that the Commitment opens up for us. There may not be enough open faculty meetings in the world (or at least this semester) to play in these sandboxes and see what is possible. But we have each other, and the time we secure in our departments; or the time we *make* for each other as we consider the tremendous possibilities that our collaborative expertise can make accessible to our students. These are the conversations, let’s talk.

We can start with questions.

Additional Business

13. Unfinished Business

14. New Business

16. Announcements

17. Adjournment

The meeting was adjourned at 5:28 p.m.

Appendices

Appendix A: Museum Studies Minor proposal

The Department of Art and Art History proposes a minor in museum studies, to be administered by faculty of the Art History program in consultation with the Director/Curator of Galleries and Collections.

The purpose of this minor is to offer a comprehensive set of courses that will prepare liberal arts students to work in entry level positions in art museums and other cultural institutions, or to enter graduate programs aimed at preparing them for careers in museum and cultural management. As more and more of our majors go on to pursue careers in museums, galleries, auction houses, and other cultural management fields, we wish to offer a course of study that will help guide and prepare them for professions closely allied with the majors we offer.

The minor will consist of a foundations course, one half-credit practicum course, a capstone course for seniors (also .5 credit), a requirement for three art history courses, and one cognate course. The foundations course will be taught by art history faculty in rotation, and will introduce students to the historical origins and civic mission of museums and to the ethical, intellectual, and practical considerations that museum professionals face in their work. The capstone course will involve working closely with the DePauw Art Galleries staff to produce a professional exhibition drawn from the permanent art collection along with a small publication. The requirement for the half-credit practicum course can be met in a variety of ways, including courses offered by the gallery staff, and off-campus practica.

It is to be desired that the next full-time member to join the art history faculty will have expertise in museum studies in addition to his or her primary field, will sometimes teach the introductory course, and will add courses to the list of possible classes that fulfill the requirement of three art history courses. *However, the minor will not require additional staffing in and of itself.* The foundations course will be a 100-level course open to all students, and will be taught once a year. We anticipate having this course approved as a PPD course. The practicum will not be a stand-alone course, but will be met through Extended Studies, internships arranged in consultation with the minor advisor, Prindle reading groups, or independent study courses. The capstone course will be offered in the spring semester each year. All courses can be taught entirely with existing faculty, and the minor proposal has been vetted and endorsed by the VPAA.

Required courses :

Foundations course

.5 credit practicum

.5 credit capstone course

one 100-level art history course

two of the following:

ARTH 226 Contemporary Art and Theory

ARTH 231 Prints & Print Culture of Early Modern & Modern Japan

ARTH 232 Warrior Art of Japan and the Ryukyus

ARTH 233 Monumental Art of Japan

ARTH 234 East West Encounters

ARTH 331 Kyoto

ARTH 332 Representation in Japanese Visual Culture

ARTH 333 Supernatural in Japanese Art

ARTH 334 Women and East Asian Art

ARTH 350 Van Gogh, Gauguin, Post-Impressionism

ARTH 360 Picasso and Matisse

and one cognate course in consultation with the student's minor advisor from any of the following: ANTH, CLST, COMM, FILM, REL, HIST, PHIL, SOC, or WGSS.

Our proposed minor, with an emphasis on the intersection of museum studies and art history, is distinctive in that many programs do not pair a focused discipline with an accredited museum program (accreditation pending). At present, there is low market saturation for undergraduate museum studies within our state and region. This is especially true within small liberal arts institutions. Yet our students exhibit strong interest in such a program. When asked in a recent survey (designed with input from the Office of Institutional Research), 63% of students (36 of 57) enrolled in art history or studio art classes who responded to the survey indicated that they would be somewhat or highly likely to declare a museum studies minor, and 40% (23 of 57) indicated that they would be likely or highly likely to pursue graduate studies in arts administration, museum studies, or curatorial studies. See appendix below for raw data. The following chart indicates the number of students who have in recent years participated in the museum program at DePauw, as interns, as work-study students, or as students enrolled in courses offered by our museum and galleries staff.

AY	5th-Year Fellow	Work-Study	Volunteer	WT	MT	Prindle Topics	IS	# of students engaged
2011-12 (spring only)	1	0	7	0	0	0	0	8
2012-13	1	0	10	10	0	0	0	21
2013-14	0	0	12	0	0	0	0	12
2014-15	1	0	13	10	0	0	0	24
2015-16	1	1	4	0	8	0	1	15
2016-17	1	1	7	12	0	10	1	32
Subtotals	5	2	53	32	8	10	2	112

Students will further benefit from the gallery program's forthcoming accreditation commission review by the American Alliance of Museums--a distinction afforded to just 16% of all academic museums and galleries nationwide. Accreditation ensures that our students will learn alongside gallery staff who employ museum best practices in all aspects of our operations, including: governance, strategic planning, collections care, exhibitions, and interpretation. With the opportunity to hire a new art history line and forthcoming accreditation for the gallery program, both the department and galleries are well positioned to implement a new minor and exhibit the institutional readiness required for increased student capacity, teaching, and mentoring.

APPENDIX – Google Survey Data

This survey was offered to all students enrolled in an art history or studio art course during fall 2016. Students completed this optional survey during their regular course evaluation time.

Museum Studies Survey

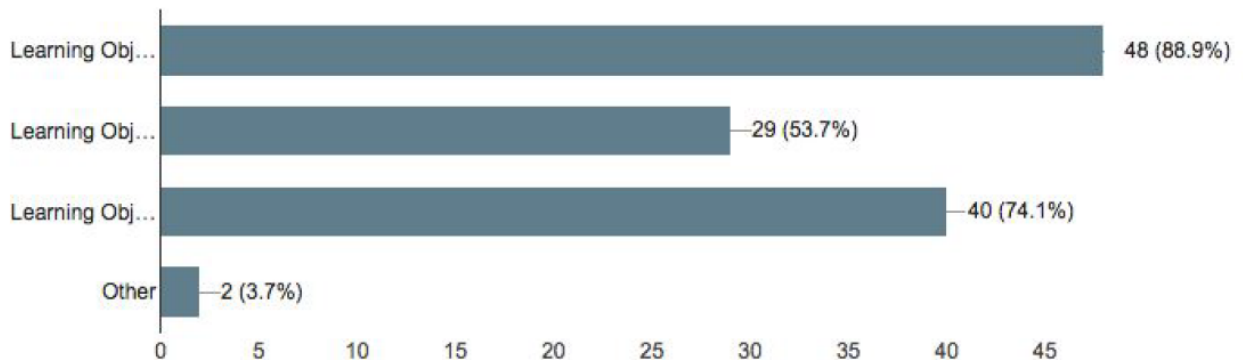
"The research in which you are about to participate will ask you to answer 10 multiple choice and one open-ended question about your interests in future course offerings at DePauw University. In particular, the survey will ask if you have prior museum/gallery internship experience, familiarity with campus resources related to museums and galleries, and if you would be interested in enrolling in a

museum studies minor should one be offered in the future. The procedure in the study is very simple, and participation should take no longer than 4-7 minutes.

Note: The Museum Studies Survey is anonymous, completely voluntary, and is *not* connected to the student opinion survey given at the end of each course. You may withdraw from this survey at any time without penalty."

Would a full-semester Introduction to Museum Studies course with the learning objectives listed below interest you? Choose all that apply.

(54 responses)



****Above:**

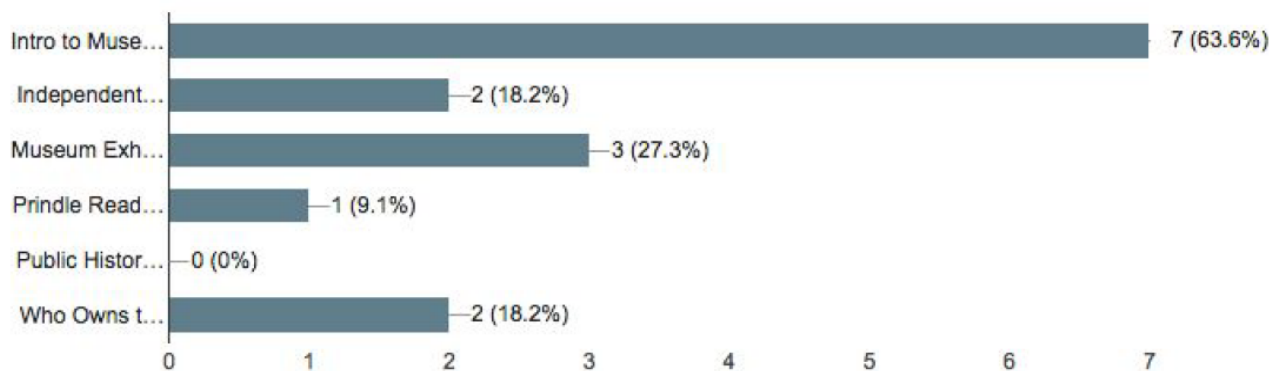
Learning Objective 1: Integration of theory and hands-on museum practice in a series of workshops with gallery staff.

Learning Objective 2: Read, discuss, debate, and demonstrate familiarity with current museum theory.

Learning Objective 3: Learn about career options and graduate school training in the museum field.

Have you taken any of the following courses at DePauw? (Select all that apply)

(11 responses)



****Above:**

Intro to Museum Studies (offered periodically by gallery staff)

Independent Study related to museum topics (offered by gallery and/or art history faculty)

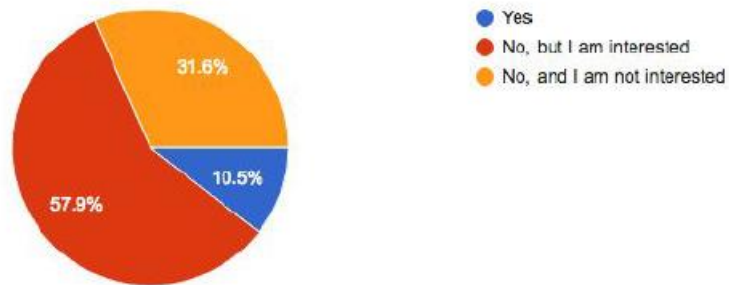
Museum Exhibition Workshop (offered periodically by gallery staff)

Prindle Readings Courses related to museum topics (offered periodically by gallery staff)

Public History / Museums (offered before 2015 by Professor Schlotterbeck)

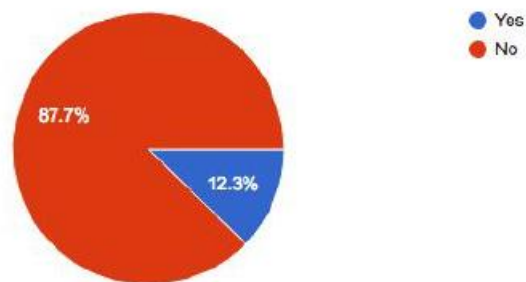
Who Owns the Past? (offered periodically by Professor Schindler)

Were you aware of the courses offered in the preceding question? (57 responses)



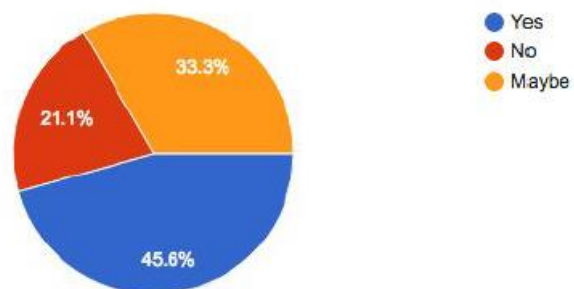
Have you interned or volunteered in an off-campus museum or gallery while a student at DePauw?

(57 responses)



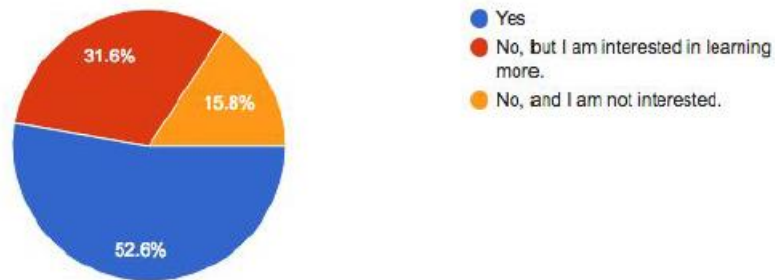
Would you be interested to intern or volunteer in an off-campus museum or gallery while a student at DePauw?

(57 responses)



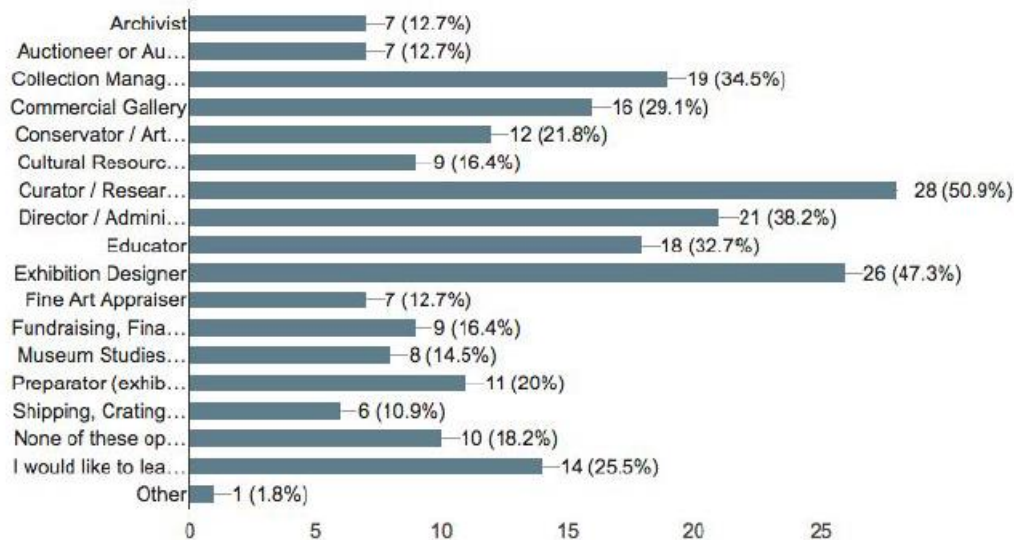
Did you know that volunteer, work-study, and a paid 5th-year fellow position in collections and exhibitions are available at the Peeler Galleries & Collections on-campus?

(57 responses)



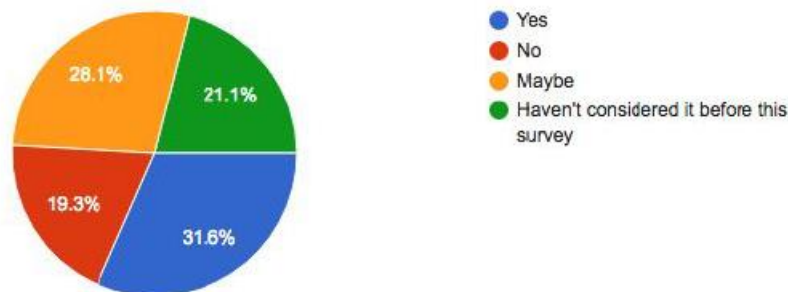
Choose any of the following career options which might be of interest to you or that you would like to learn more about:

(55 responses)



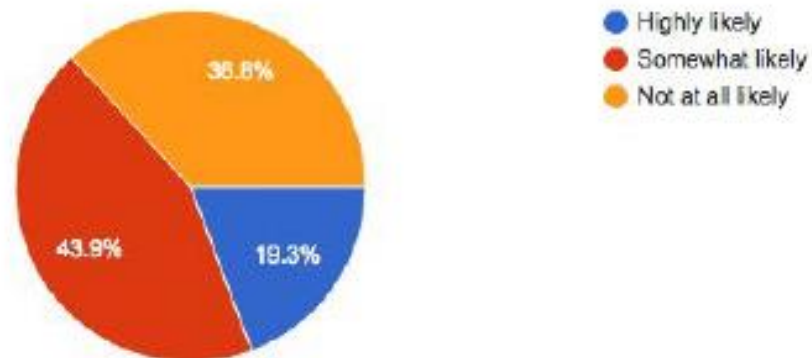
Would you consider a career in museums and galleries interesting for you?

(57 responses)



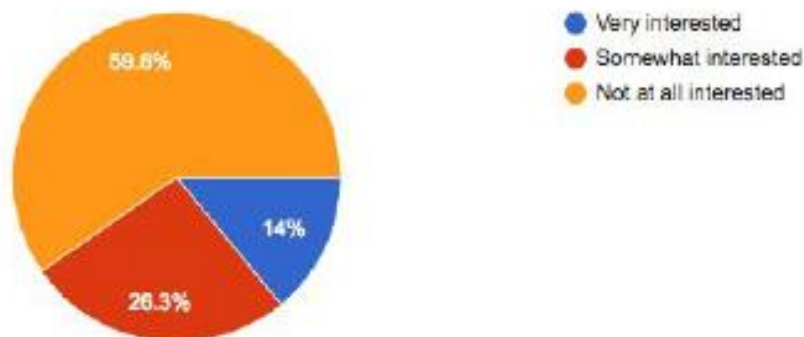
If the opportunity to earn a minor in museum studies existed, how likely would you be to declare museum studies as a minor?

(57 responses)



Are you interested in pursuing graduate study in arts administration, museum studies, or curatorial studies?

(57 responses)



If a minor in museum studies were created, what would you hope to learn in museum studies classes?

(26 responses)

1. How they function, what they look for in art
2. How you decide where to put certain pieces and the way lighting should be set up to best show the work
3. Contemporary art
4. I would hope to learn about the history of museums and galleries and their relevance today.
5. Honestly, I am not really sure. I suppose I would like to learn how museums decide what exhibits to host and how they go about selecting pieces for their galleries.
6. If a minor was created for museum studies I would hope to learn about the history of black or African American art museums and the possibility to further the development of their existence.
7. How the larger museum exhibits plan and set up the final product

8. I would like to have a more comprehensive and global understanding of the relationships between different museums and the exchange and ownership of pieces amongst museums and galleries (etc).
9. I would like to learn about how the presentation of objects may in itself be biased: in Cubism, I enjoyed our discussion about placing African art in the nineteenth century ethnographic museum and not along next to European art.
10. How the pieces are chosen to be displayed in the museums and how the layout is significant.
11. I would hope to learn about both the hands on skills that are necessary, the business transactions, and the more abstract theory behind it.
12. What exactly one can do with such a minor.
13. not sure
14. I would hope to learn about the processes of how information in museums are conveyed and exhibited and who makes that decision.
15. With the little I know on the subject I hope I would learn all the aspects that pertain to museum studies and the career paths it offers.
16. I would want to learn about different public spaces. galleries, and ect
17. There inner workings of museums. How they receive their collections, storage options, history, benefits, possible critiques, different forms that a museum could take.
18. How to work with artifacts found in museums and focus on all museums not just art museums
19. Needs to not just be focused on art but also archaeological artifacts.
20. I would hope to learn more about exhibition installation and the history and see different types of exhibition set-ups, as well as work more with caring for and cataloging objects as I would say I am at an intermediate level. I would also like to learn more about prepping objects for installation. I have installed and de-installed exhibitions here at Peeler for two years and would love to know more about how they get from the museum or artist to Peeler and then prepped (if they are even prepped, I do not know) and then into the gallery to be installed.
21. n/a
22. I would hope to learn more about what the field entails at the professional level.
23. I never really knew about Museum Studies until I saw this survey. I would assume that with this kind of minor students would hope to learn how a museum works and all that is essential to running a museum themselves and as well as taking care of the exhibits.
24. Museum theory (the purpose of a museum, educational theory, responsibilities of a museum within their community) and an overview of museum careers. Practical experience (volunteer opportunities, chances to work with the Peeler's collection) would also be good.
25. I would want to learn more about possible future careers, and have more hands-on experience with objects.
26. Learn more about the inner workings of museums and where to look for jobs/internships.

Appendix B. FYS Seminar Guidelines Draft 2017

"Writing is a Constant Conversation"

Writing in First-Year Seminars

LEARNING OUTCOMES

The first-year seminar serves as the gateway to a student's writing experience at DePauw. In this course, students work on developing their writing skills and habits with the understanding that writing is a process that must be practiced over time in many different contexts, for different audiences, and in different genres. The first-year seminar is the beginning of that process.

By the end of the first-year seminar, students should:

- understand writing projects as a series of tasks, including finding, evaluating, summarizing, analyzing, and synthesizing sources.
- understand that writing is social and collaborative.
- appreciate how readers perceive and respond to different forms of writing.

- possess flexible strategies for generating ideas, proof-reading, editing, and revising.
- understand how to document both primary and secondary sources and why that is important.
- understand that the skills and habits learned in the first-year seminar can and should be transferred to other courses and writing contexts.
- be passionate about writing as a means for thinking, communication, expression, and action.

GUIDELINES AND SUGGESTIONS FOR FACULTY

Every first-year seminar is different and there is no one way to design the course or to integrate writing assignments. The following are general guidelines and suggestions that both research and practice have demonstrated are effective in achieving the learning outcomes outlined above.

1. Course content

In choosing readings and other assignments, please consider the relationship between your course goals and your goals for student writing. First-year students are still developing their critical reading skills and need guidance and time to engage with the material. Ideally, some reading assignments should provide students with examples of good writing in a particular discipline and, thus, encourage students to appreciate the relationship between critical reading and developing their own writing.

2. The Writing Process

Faculty should guide students through the writing process, helping them develop good habits, by scaffolding assignments and building in staged revision as much as possible. To help students engage with the process, it is recommended that students reflect on their writing process during the semester. This may be done through class discussions and/or writing prompts that ask students to describe their approach to a particular assignment and what they consider to be their strengths and weaknesses as a writer.

3. Critical Thinking, Genre, and Audience

To the extent possible, students should engage with a variety of source material, practicing the evaluation and analysis of sources, as well as summary, paraphrase, and citation. Attention to genre and audience can help students hone their own rhetorical strategies.

Instructors are encouraged to coordinate with the library liaison assigned to their FYS for session on finding, evaluating, and documenting appropriate sources.

Revised by the WCC September 2017

Appendix C. Proposal for a new FYS model "The Decus Seminar"

Course Description:

DECUS LUMENQUE REIPUBLICAE COLLEGIUM

"The College is the splendor and light of the common good."

"What does it mean to be an educated global citizen in the 21st century? From its foundation in 1837, DePauw's mission has been to educate young people who will go on to be leaders and community members who make a difference in the world. DePauw maintains its commitment to that mission. In this seminar, students read, debate, and write about essential works for active participation in global citizenship. Each semester, faculty leaders choose works from across disciplinary boundaries that they consider essential to being an educated global citizen. Together, the professor and students explore challenging topics and ideas that prepare us to be leaders who will transform the world."

Syllabus Design Process:

The content of the Decus Seminar will change each year based on who is teaching the course. Faculty leaders will convene in the spring to choose the course content based on the question: "Right now, in your discipline, what should students be reading, listening to/watching to become educated global citizens?" Ideally this will generate a range of works from across disciplinary boundaries that will engage students with the liberal arts endeavor and prepare them to look and think critically at the world.

Faculty leaders will then generate a common syllabus focused on discussion and written communication. Assignments would strive to address threshold concepts and skills, such as critical reading, thinking, and writing, and would be developed by the faculty teaching the course. Each faculty member would teach their own group of students but there would also be opportunities to come together for shared lectures and/or performances.

An Opportunity for Faculty:

- Work with colleagues from across our curriculum
- Read/listen to/watch a range of works from philosophy, literature, and art, etc.
- Mentor students as scholars on the process of inquiry and communication (without the pressure of being the expert)

Those interested in participating or learning more about developing this common FYS syllabus, should contact Rebecca Schindler (rschindler@depauw.edu) by November 1, 2017.

Note: The VPAA has generously agreed to provide faculty development funds during the spring semester for those engaged in piloting this course for 2018

Faculty Meeting Minutes
November 6, 2017

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

The meeting was called to order at 4:00 p.m. by the chair.

2. The DePauw Health Clinic and Employee and Wellness Fair (Dr. David Harsha)

Dr. David Harsha shared a few reminders. The wellness center is open for wellness visits as well as sick visits. They also offer programs for chronic disease management such as diabetes and asthma. The wellness center offer health risk assessments, onsite pharmacy services which include free medicines. They are able to do lab draws with most of it being covered by insurance. The hours are posted on the website as well as access to schedule appointments online. We will be having a wellness fair next week and are encouraging everyone to attend. Information on the wellness fair was sent out in an email.

3. Communications from the President (Mark McCoy)

Thanks to our Chair, Howard Brooks, for allowing me to “speak out of turn.” I am speaking in Chicago tonight and appreciate the accommodation. I encourage each of us to continue to discover how we can make this moment—a monthly faculty meeting—as impactful as possible. We often struggle for a quorum and there are many faculty that do not attend or engage in this forum at all. How can we make this precious time together as highly impactful as possible? Our work together is critical; the faculty voice is vital. I look forward to finding ways we can engage all and each of our faculty in this important work.

I’ll touch on three things: The budget and its library impact, the commitment and the Originalist.

Thank you to those that came to the faculty/staff time a few Fridays ago in which we reported out on the recent Board of Trustees meeting. A part of our strategic plan is to become a great place to learn, live and work and an administration willing to share regularly with faculty is important to that.

There, we discussed the financial challenges of higher education today, particularly in small private colleges. We are not exempt from these challenges. Our billion-dollar balance sheet is a strong bulwark in times of challenge and likely 95% of the colleges in America today would happily trade places with us. But we are not impervious. The announced delay of library construction is proof of this.

The library gift timing has not changed; it was always slated for 2020. But because “we are, above all else, an academic institution,” I had hoped to get a head start and cash-flow the library renovations through our operating budget. We do not have enough cash flow to do this. “Why not?” one would ask. The answer is that we gave a 3% raise last year, we institutionally assumed the full increase in health care premiums, we saw a major uptick in health care claims, we gave away more financial aid and we have had a sustained challenged enrollment picture. Together these made cash-flowing the library in advance of the gift impossible.

I would, however, like to share with you my deep admiration and respect for our library staff. As I discussed this with Rick, he was already thinking of solutions and benefits of the delay. By going later, we could also address windows and other deferred maintenance issues and not find ourselves opening a new building with a backlog of deferred maintenance. We could be sure we best knew how to incorporate the Tenzer Center and benefit from the best library practices developed in the intervening semesters. When I shared this with our library staff, they seized on the later/better mantra, were very positive and encouraged me and each other in the discussion. We are blessed with this staff and I commend them to you publicly.

With the strength of our balance sheet, we are built on a solid foundation. But we have “miles to go before we sleep” in developing a sustainable budget model. We will be sharing with you the long-term financial plan as it develops. This plan will lead us from under this cloud of concern. It will be executable though not easy and we will get to that great place to learn live and work by working together.

Commitment

When members of the cabinet and I began discussing with faculty the early idea of the Commitment (or the Promise as it was then called) there was genuine enthusiasm. We sought the input of faculty leaders, department chairs, tenured and untenured faculty, and committees. The excitement was palpable and the release seemed imminent. The board then asked us to dive deeper in our due diligence efforts. This was a reasonable and wise suggestion and after doing so, are happy to be announcing the Commitment in a few months. Now we need to rekindle and build upon that momentum.

I can imagine that for some this feels like selling out the liberal arts. It is quite the opposite. We are doubling down on the liberal arts but challenging the idea that these degrees do not lead to outcomes. In my mind, the guarantee is the least interesting part of the commitment but is the one necessary to get the public’s attention. 97% of the public has given up on private liberal arts schools. “Too expensive.” “Too generic.” “Uncertain outcomes.” This changes that. We know that our rigorous liberal arts education has always been coupled with vast experiential learning but that is not enough when the price tag of an education is a quarter-of-a-million dollars. By codifying the experiential part—through the centers and other efforts, and by chronicling the experiential element with a co-curricular transcript and then guaranteeing that which we already know, we can occupy a distinctive place in the market. I find it telling that the first question asked when I told a group of prospective students and parents about the Commitment was, “will this make it harder to get into DePauw?”

I want to be clear. I am open to all avenues that will bring better outcomes. The 3-day startup just completed by McDermond, the Finance and Accounting for Decision-Making minor and Pam and Jackie’s work on learning outcomes is already the innovative type thinking we need for our future. The English Department’s Editing Practicum, Glen Kuecker’s City Lab and the museum studies minor are as future-focused as we could hope for. David Alvarez’s work on Global Learning, Jacob Hale’s work on advising, Dave Berque’s work on the centers—all of this coalesces around the commitment—an outcomes-focused relevant and rigorous liberal arts education. Jump into this work. What would you do to make certain each of our students succeeds? How can you assist them in their path to life after DePauw? We have crossed the Rubicon. Families will no longer allow us to say “Give us a couple hundred thousand dollars and we will watch your kids for four years but then you are on your own. We will teach them but have no stake in their success.” The commitment changes that.

Finally, we have been reading a lot about free speech and civic education these days. Our own work on inclusion includes a commitment to diversity of thought as part of celebrating difference. A few weeks ago, my wife, Lisa, and I went to see *The Originalist* at the IRT. This is a play about Antonin Scalia, the conservative supreme court justice who always chose the most liberal lawyer he could find as one of his clerks. This three-actor play follows their discussions and arguments. It is one of the most captivating plays I have seen in years. It is provocative and funny, pointed and touching. As I watched it, I thought about what great classroom and campus discussions this could spark and what an example it sets for using our liberal arts education to think deeply on the major issues of our day.

I am pleased to announce that, pending signed contracts expected tomorrow, that IRT production will come to DePauw next week for a single performance on Tuesday night in Thompson Recital Hall. Since there are only 200 seats available, we have given our theater, history and political science students a head-start in

getting tickets and will use the event to advertise for our own theater production, *"The Importance of Being Earnest,"* that starts its run two days later. You will not want to miss that production either. Free tickets to *The Originalist* will hopefully be available online tomorrow.

One last announcement: **Charlayne Hunter-Gault**, *Civil Rights Activist, Radio Personality, News Anchor, Journalist* will keynote our weekend celebrations opening the Justin and Darianne Christian Center for Diversity and Inclusion. This **Friday, November 10, 2017 4 p.m.** East College, Meharry Hall. Ms. Hunter-Gault was the first African-American woman to enroll at the University of Georgia. She was also one of the first two African-American students to integrate the school in 1961.

Anne's email of earlier today has all the details. Please join us for this grand opening celebration.

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

Many thanks to the Chair of the Faculty for this change in format, designed to encourage more conversation among us. Much conversation is needed among us about the Commitment as a generally assembled faculty, in amplification of the much needed conversations being had in faculty committees, especially in these early stages the Advising, Curriculum, Review, and Strategic Planning committees. The Commitment is a concerted effort that champions and calls on *our* commitment to the liberal arts. Its five parts may be familiar to you now [SLIDE] – from us to students, from us to alums, from us to employers and graduate schools, from students to us, and the guarantee.

Quote from the archives. The aspirations of DePauw. The Commitment is older than the campaign that was introduced this summer. It's a set of values deep in our institution. We can see the Commitment through our motto, and think about its contribution to the common good; we can see the Commitment in the curriculum *operates* the common good on multiple scales: from the residence hall to American democracy to global citizenship. I would also invite us to look to a 1904 letter written by Winfield Durbin (Governor of Indiana from 1901-1905 and Trustee of the University from 1906-1909) to Andrew Carnegie asking for funds for a library. The author describes the hard time that the institution had fallen upon when the financial depression of a few years ago had "wreaked havoc" on Washington C. DePauw's estate. Writing about our institution's resilience under pressure, Durbin characterized it thusly: "It is, despite the embarrassment of poverty, not a decadent, but a growing institution, animated by splendid spirit, commanding a fine teaching force, and attracting still, in large part a self-supporting, and therefore self-reliant class of students." We still believe in these students; we are still committed to them; our "fine teaching force" is taking this "splendid spirit" into the 21st century in our commitment to our students.

I would like to focus our time together on the first part of the Commitment, DePauw University's commitment to provide a quality education, by delving into the question, "What is the curricular response to the Commitment?" This is a question departments, programs, and individual faculty members alike are asking, and I seek to identify with you productive ways in which we can keep asking that question and amplifying the curricular contribution to the commitment to our students' fulfillment and thriving – to their success.

Here is what I have gathered thus far – I would ask you to identify the gaps. What would you add? What would you change? What do you need to know to move forward in your thinking about your curriculum (your courses, your staffing) in light of the Commitment?

What does the Commitment value in education? Our documentation uses terms such as "rigorous curriculum and robust co-curriculum," and "quality education." The radicality, indeed the inspiration, of the Commitment is that, in it, we commit to our students at DePauw and beyond – we already do this in many of our relationships, but now we're saying committing as an institution; we stand behind the education they

will experience and learn from here; as has been said, we've "got their back." The high purpose of the Commitment is to walk with our students in all they learn. From conversations thus far, this can translate internally as clarity and access: clarity in *why* we learn what we learn (learning outcomes of all of our general education; skills of majors and minors that transfer beyond DePauw); and access in providing pathways to learning, both in the curriculum (housed in departments and programs) and the co-curriculum (housed in Centers, athletics, and resident life – with Centers including internships, research opportunities, and other off-campus experiences). Clarity and access practice equity and inclusion in the DePauw experience.

What is the Commitment doing that is new? Creating clear and accessible pathways to an inter-connected curriculum and co-curriculum is the innovation of the Commitment. All schools have co-curricular opportunities, but few organize them into a set of experiences that students can speak to as part of their educational narrative. This is both a pragmatic response to the anxiety that liberal arts is too removed from lived experience and a principled response that prizes lived experience *in relation to* the liberal arts. In terms of faculty and staff partnerships, this curriculum and co-curriculum resonance puts us in the know to each other: Centers become partners, bridges between our majors and curriculum and placement after graduation.

How will developments in the Commitment be communicated? – Cindy Babington and I will manage a LibGuide in which Commitment documents (initiatives, press materials), surveys and reports, videos of meetings, articles and resources about the state of higher education today (and the 2% market share of higher education that liberal arts occupies), and other documentation that will help you all develop your curricular responses to the Commitment will be stored. What other documents or materials do you need to engage in the Commitment?

What is the role of departments and program? For now: to identify and articulate a relationship with one or more Centers, so that students can have pathways from the curriculum to the co-curriculum. We are starting with the Centers, but eventually, we want to help students make sense of other elements of the co-curriculum (such as athletics and residence life, as well as internships and research) in light of the curriculum. These relationships can be project-based: working with the Pulliam Center on digital narratives; working with the Center for Diversity and Inclusion to understand and address disparities in disciplines; working with the Hartman House on community engagement projects and principles. In short: finding those moments when coursework becomes campus work; when the learning in your classrooms can be applied to situations on campus, in a symbiotic relationship. Dave Berque and the Centers Council are your contacts for this work. Later, or rather, in an on-going manner, there will be opportunities to think about the curriculum and pedagogy of each department: looking at everything from demographics to persistence, from transferable skills to impact, conceiving of our majors not just in terms of titles but in terms of profound skills, so that students don't focus on *the* job that an anthropology major can get them, but rather the skills and experiences that the anthropology major opened up for them for *any* job. The November 30 open meeting about the Centers and the co-curricular trajectory as it is coming together will be the next step in departmental engagement with the Commitment.

What is the role of individual faculty members? The current conversation for individual faculty members is about advising: students will now be advised to the curriculum and the emerging co-curriculum both. Jacob Hale, chair of the Advising Committee, led an open meeting on October 26 about the principles and models of advising that would work best for students as advising now encompasses both the curriculum and the co-curriculum. If the #1 principle of the Commitment is to walk with our students throughout their education – something that liberal arts colleges can do like no other institution – what are your ambitions for advising? As the Advising Committee comes forward with models for consideration and refines our approach to advising, what do you think will serve our students best? Beyond advising, there is an opportunity for all of

us to recommit to general education and to the liberal arts in our own practice as teachers and scholars – another area of education where liberal arts college lead: the broadly educated critical thinker, who is agile and resilient because the ability to think across boundaries has been honed in class after class.

What is the timeline of the Commitment? We are scheduled for a mid-January public release, which will present the five parts of the Commitment, highlighting curriculum and co-curriculum, advising and Centers.

Question from Faculty Member - What incentive is there for the centers to work with the departments? What procedures are there for funding?

Answer – We are asking the centers to draft what the offerings may look like. We want them to provide what opportunities may fit into the puzzle. This is a project orientated approach. We don't want to over determine.

VPAA – Replying to the incentives part. I think there is a big institutionalized incentive. Part of that is being a part of a learning environment. A drive to connect the conversation that we end up re-inventing.

Question from Faculty Member – With the issue of curriculum and co-curriculum. I keep increasingly finding myself competing with the students and their time. They are so busy with so many things that it is always a competition. Is this a double standard that we put these students into co-curricular activities and its competing with what is going on in the class room? I think it aggravates the problem. How do we make this a relationship between curriculum and co-curriculum? We have successful models. Also, are we looking at a voluntary model or is it required for faculty. I can tell you how much work this takes. How much presences this takes. I can tell you how this will play out. There is too much voluntary opt in and opt out. This is our challenge. I suspect if we don't rise then it will be a charge for the administration. I am also thinking about the centers. They offer great benefits that they bring to the campus. I am wondering what they lack. What centers would we have and what would they offer.

VPAA – We want to assess this. We want to figure it out. You know who gets this right now is the honors program. They have speakers. They have alumni. They are networked and they have benefited. I feel strongly that we have to make that available to the 75 percent. That is the part that I feel most strongly on.

President Mark McCoy: I appreciate the conversation going on. We are looking at ways to move forward. Now how do we get there? How do we get these 8 centers? What will be 8 centers that we pick? What we do is why we are so successful at DePauw.

VPAA - Last point about centers, I hope we can guide our donors with this model. That they can come to us with these fantastic gifts. What is it that unites them?

Statement from Faculty Member – I do not believe we will be less busy, and I do not believe you should tell us that. Some of us will opt in, but I think it's crazy to think that it won't be more work for a lot of us.

5. Verification of quorum

The quorum was met at 4:15

6. Consent Agenda

A. Approve Minutes from the October 2, 2017 Faculty Meeting

B. Approval of the following new courses (recommended by Course and Calendar Oversight)

UNIV 391, Topics: Important Books, 0.25 credit

In this seven-week seminar, students (up to fifteen) will discuss each week a different historically influential text, some ancient, some recent, about what human beings value and have valued. There will be two co-instructors present, changing each week, to supervise student discussion, but not to teach. Texts will include works such as The Book of Job, Aristophanes' Birds, selections from the Confucian philosopher Mengzi, Virginia Woolf's Orlando, Voltaire's Candide, Freud's Civilization and Its Discontents, The History of Mary Prince, and Hamid's Exit West. There will be no written work, so student grades will entirely depend on their participation in discussion. Students who miss a class will write a paper as make-up work. For more information about the course, contact Keith Nightenhelser, k_night@depauw.edu.

WGSS 380, Chicana Feminisms, 1 credit, PPD

This class addresses Mexican-American women's political mobilizations and social theories from the colonial era to the present. While the course centers on the philosophies, art, and literature of Mexican-American women and self-identified Chicanas, students are encouraged to develop comparative perspectives on the intersections of Chicana feminisms with the decolonial work of women across Latin America and the Caribbean, and to make connections between Chicana feminisms and other streams of feminism across the U.S.

C. Approval of International Experience designation (recommended by Course and Calendar Oversight)

GER 412A, Deutschland im Film

DePauw Summer in Italy

D. Approval of Power, Privilege, and Diversity designation (recommended by Course and Calendar Oversight)

PHIL 209B, Reasoning Under Oppression

MUS 390A, Exoticism in Western Music

The consent agenda was approved.

Reports from Core Committees

4. Faculty Priorities and Governance (David Worthington)

No Discussion

5. Curricular Policy and Planning (Scott Spiegelberg)

A. Motion to be voted on at the November 6, 2017 faculty meeting: "The faculty approve the museum studies minor." Details of the minor are found in Appendix A.

Discussion on this motion:

- Art should be added to the front of museum.
- Once you call this the museum studies minor it will be framed into one curriculum.
- It is an art museum not history.
- Many of our students go on to do graduate work and just having the museum studies minor on their resume will do good for them and will not group them inclusively into an art museum.
- Just an observation, but I would like to see this be more interdisciplinary. If you change the name of it then it makes it less possible. This draws a lot of different people.
- This is not a disciplinary purposed.
- Education Studies majors could minor in the museum studies minor without the art.
- Is it possible to take it back to the committee and write a broader course description?

A motion was made and seconded to add the word “art” in front of “museum.” Discussion continued on this amendment.

A motion was made to refer the motion back to committee. The motion was seconded. The faculty voted to not refer the matter back to the committee.

The faculty then voted on the amendment to add “art” to the title of the program. The amendment failed.

The faculty voted on original motion. The motion was approved by the faculty.

6. Faculty Personnel Policy and Review (Clarissa Peterson)

No Discussion

7. Faculty Development (Angela Flury)

Dean of the Faculty Tamara Beauboeuf shared some announcements:

This year there are **two** teaching awards through the United Methodist Division of Higher Education. The first is the Exemplary Teacher Award, a program in which we have participated since 1992. Nominees should "exemplify excellence in teaching; civility and concern for students and colleagues; commitment to value-centered education; and service to students, the institution, and the community."

Additionally, there is a [Cutting-Edge Curriculum Award](#), for any course that provides "incoming freshmen with a meaningful academic experience to shape their college career and ... valuable training on how to succeed as a college student." The United Methodist General Board will review application materials for this award and select ten faculty from across member institutions for recognition and a monetary award.

We are seeking [nominations for the Exemplary Teacher Award](#) by February 1, 2018, as well as [expressions of interest for the Cutting-Edge Curriculum Award](#) by December 31, 2018.

Let me close with inviting you to join me in recognizing our colleagues for the following FDC awards:

2018-21 Faculty Fellowships

Danielle Kane, Associate Professor of Sociology
Scholarly project: “Coming of Age in Southwest China”

Michael L. Sinowitz, Professor of English
Scholarly project: “Finding Meaning in Wine”

Carrie F. Klaus, Professor of Modern Languages French
Scholarly project: “Gender, Voice, and Authority in the Mazarinades”

Frederick M. Soster, Professor of Geosciences, Chair of the Geosciences Department, and University Marshal
Scholarly project: “Sediment Sources and Transport Distances in the Big Walnut Creek Watershed, Putnam County, Indiana”

Pascal J. E. Lafontant, Associate Professor of Biology
Scholarly project: “Why Would a Fish Need a Hat? Development and Maturation of a Newly Discovered Cement Gland in the Giant Danio (*Devario malabaricus*)”

<p>Steve Bogaerts, Associate Professor of Computer Science Combination Teaching/Curricular Development and Scholarly project: "Exploration of Revisions of Introductory Computer Science Courses"</p> <p>Cynthia O'Dell, A. Reid Winsey Professor of Art and Art History Creative project: "Documentary Photography: A Creative Guidebook"</p> <p>The Fisher Fellowship recipient for 2018-19 is Ayden Adler, for her project, "Classical Music for People Who Hate Classical Music: Serge Koussevitsky, Arthur Fiedler, and the Boston Symphony Orchestra."</p>
<p>8. Student Academic Life (Rich Martoglio)</p> <p>Written Announcements:</p> <p>The SAL Committee is discussing their role regarding a student survey as part of a possible administrator review process.</p> <p>DePauw Student Government (DSG) is considering legislation regarding a standardized class attendance policy for students. Students do not want to be penalized for missing class and are attending class while ill. Waiting times for Student Health appointments are often long.</p> <p>Discussions continue related to the continuing alcohol problem on campus. The committee discussed ways to help raise student awareness of the Indiana Lifeline Law and faculty awareness regarding upcoming weekends when more parties/events are likely to take place on campus (Halloween, Monon Bell). The committee also discussed alcohol policies and regulation at Greek houses.</p> <p>Prof. Debby Geis was disturbed by this announcement on standardized class attendance policy. DO the student have the jurisdiction on this matter? She was assured that class attendance policies are not under the control of the students.</p>
<p>Reports from other Committees</p>
<p>9. University Strategic Planning Committee (Howard Brooks)</p> <p>Motion to be voted on:</p> <p>The faculty approves the following amendment to the Academic Handbook:</p> <p>"To replace the Function and Membership of the Strategic Planning Committee as found in Article IX. University-Wide Committees, Section A. University Strategic Planning Committee." Details of the motion are found in Appendix B.</p> <p>A call for a quorum. The voting faculty present were counted and there was not a quorum to vote on this motion.</p>
<p>Additional Business</p>
<p>13. Unfinished Business</p>
<p>14. New Business</p>
<p>16. Announcements</p> <p>A. Kevin Kinney has been elected to serve on the Faculty Development Committee</p> <p>B. Additional tenured faculty are needed to serve on the Grievance Committee.</p>
<p>17. Adjournment</p> <p>Meeting adjourned at 5:17 pm.</p>

Appendices

Appendix A: Museum Studies Minor proposal

Museum Studies Minor proposal, Spring 2017

The Department of Art and Art History proposes a minor in museum studies, to be administered by faculty of the Art History program in consultation with the Director/Curator of Galleries and Collections.

The purpose of this minor is to offer a comprehensive set of courses that will prepare liberal arts students to work in entry level positions in art museums and other cultural institutions, or to enter graduate programs aimed at preparing them for careers in museum and cultural management. As more and more of our majors go on to pursue careers in museums, galleries, auction houses, and other cultural management fields, we wish to offer a course of study that will help guide and prepare them for professions closely allied with the majors we offer.

The minor will consist of a foundations course, one half-credit practicum course, a capstone course for seniors (also .5 credit), a requirement for three art history courses, and one cognate course. The foundations course will be taught by art history faculty in rotation, and will introduce students to the historical origins and civic mission of museums and to the ethical, intellectual, and practical considerations that museum professionals face in their work. The capstone course will involve working closely with the DePauw Art Galleries staff to produce a professional exhibition drawn from the permanent art collection along with a small publication. The requirement for the half-credit practicum course can be met in a variety of ways, including courses offered by the gallery staff, and off-campus practica.

It is to be desired that the next full-time member to join the art history faculty will have expertise in museum studies in addition to his or her primary field, will sometimes teach the introductory course, and will add courses to the list of possible classes that fulfill the requirement of three art history courses. *However, the minor will not require additional staffing in and of itself.* The foundations course will be a 100-level course open to all students, and will be taught once a year. We anticipate having this course approved as a PPD course. The practicum will not be a standalone course, but will be met through Extended Studies, internships arranged in consultation with the minor advisor, Prindle reading groups, or independent study courses. The capstone course will be offered in the spring semester each year. All courses can be taught

entirely with existing faculty, and the minor proposal has been vetted and endorsed by the VPAA.

Required courses :

Foundations course

.5 credit practicum

.5 credit capstone course

one 100-level

art history course

two of the following:

ARTH 226 Contemporary Art and Theory

ARTH 231 Prints & Print Culture of Early Modern & Modern Japan

ARTH 232 Warrior Art of Japan and the Ryukyus

ARTH 233 Monumental Art of Japan

ARTH 234 East West Encounters

ARTH 331 Kyoto

ARTH 332 Representation in Japanese Visual Culture

ARTH 333 Supernatural in Japanese Art

ARTH 334 Women and East Asian Art

ARTH 350 Van Gogh, Gauguin, Post Impressionism

ARTH 360 Picasso and Matisse

and one cognate course from a department outside of Art and Art History selected in consultation with the student's minor advisor.

Appendix B. Change in function and membership of the University Strategic Planning Committee

Replace the Function and Membership of the Strategic Planning Committee as found in Article IX.

University-Wide Committees, Section A. University Strategic Planning Committee:

1. *Function.* This committee will consider long-term initiatives and priorities of the University in service of its mission and ambitions. Annually, the University Strategic Planning Committee will consider information provided by the Vice President for Finance and Administration, Vice President for Admission and Financial Aid, and Vice President for Development and Alumni Engagement on potential available University resources, and will consider long-term needs, expenditures, and requirements of the University. At the end of the fall semester after hearing reports on area needs and the status of new and proposed initiatives, the University Strategic Planning Committee will deliver a report to the President offering recommendations on University resource allocations and the status of funding for long-term needs and initiatives. The President will offer a timely response to the University Strategic Planning Committee report. The University Strategic Planning Committee report and the President's response will be made available to the entire DePauw University community and will be forwarded to the Board of Trustees prior to their February Board meeting. The University Strategic Planning Committee will consider student enrollment targets, tuition rates and student financial aid, faculty and staff salaries and benefits, faculty development academic program support, student life and residential programs, the physical plant and deferred maintenance, sustainability, auxiliaries, and the library and information services.
2. *Membership.* Composed of five (5) senior administrators (Vice President for Finance and Administration, Vice President for Academic Affairs, Vice President for Development and Alumni Engagement, Vice President for Student Life, and Associate Vice President for Facilities), seven (7) faculty members, three (3) students, and two (2) staff representatives, and staffed by the Associate Vice President for Finance. *Faculty membership:* Chair of the Faculty, member of the Curricular Policy and Planning Committee, member of the Faculty Development Committee, and four (4) faculty members elected directly, for a total of seven (7) faculty representatives. *Administrative members:* Voting: Five (5) senior administrators: Vice President for Finance and Administration, Vice President for Academic Affairs, Vice President for Development and Alumni Engagement, Vice President for Student Life, and Associate Vice President for Facilities. *Student members:* Three (3), appointed by Student Government. *Staff members:* Two (2), appointed by Human Resources in consultation with the President of the University.

with the following:

1. *Function.* This committee will consider long-term initiatives and priorities of the University in service of its mission and strategic plan through the joint membership of faculty representatives and senior administrators. With the endorsement of the Board of Trustees, the President has created the University Strategy Map that established initiatives and metrics that support the work of Enrollment and Visibility, Culture and Community, Engagement and Learning, and Student Success. The primary work of the Strategic Planning Committee is to work with the Administrative Council and other Cabinet members to implement the University Strategy Map by reviewing identified initiatives and metrics, guiding the execution of the initiatives, and inviting new initiatives for consideration at the appropriate time in the service of making considered recommendations to the President for inclusion in the Strategy Map. To do so, the University Strategic Planning Committee may need to consider topics that broadly encompass the

themes of the Strategy Map, including Enrollment and Visibility, Culture and Community, Engagement and Learning, and Student Success. Regularly, the University Strategic Planning Committee coordinates an information session for faculty core committees at the beginning of the academic year that offer information about the operations of the University.

2. Membership. Five (5) senior administrators (Vice President for Academic Affairs, Vice President for Student Academic Life, Vice President for Enrollment Management, Senior Advisor to the President for Diversity and Compliance/Title IX Coordinator and Vice President for Strategic Initiatives), five (5) faculty members, and three (3) students. The Vice President for Strategic Initiatives and the Chair of the Faculty will co-chair the committee.

Ex Officio (without vote): Dean of the School of Music

Faculty membership: Chair of the Faculty, and four (4) faculty members, one from each curricular area, elected directly, for a total of five (5) faculty representatives.

Student members: Three (3), appointed by Student Government.

Faculty Meeting Minutes
December 4, 2017

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

Meeting called to order at 4:02 pm

2. Communications from the President (Mark McCoy)

Comments from President McCoy

I hope your semester is wrapping up well and that the flurry of tests, projects and grading are not overwhelming for you or our students. This is a busy time and I appreciate these few moments to update you on administrative happenings.

Much of my energy of late has been focused on elected leaders and national policies. I continue to petition on behalf of DACA students as that clock continues to tick. The most recent tax bill did include a senatorial concession to a legislative solution for DACA but that remains to be seen. I imagine we will be working on this well into spring. You will be seeing and hearing more on this from me in the coming weeks and months.

I have also been actively working on the tax bill. I would likely to publicly note Wabash's efforts on this as well as that of our own Mayor. Greg Hess, president of Wabash, Mayor Dory and I—along with countless others-- worked to gain amendments to this bill that would remove elements harmful to higher education and to our schools and communities. That aforementioned tax bill is now in reconciliation between the house and senate. After much lobbying and immense effort, the senate version raised the endowment-per-student amount such that DePauw is no longer included in the list of impacted schools, but the tax on endowment earnings was only one of the onerous elements of the bill. Charitable giving, student loans, tuition waivers and reductions, are all impacted and we will continue to work with and on our elected representatives as this bill works through reconciliation.

These concerns may pale in comparison to the recently released rewrite of the Higher Education Act. A preliminary analysis of this—the first significant re-write of the Higher Education Act in over a decade—indicates that this bill will have a profound impact upon us. This bill will govern more than a trillion dollars in federal spending, as well as the private dollars universities raise. If it is handled like the tax bill, votes may well take place before the impact is known or measured (or the bill is even read). We have already begun working proactively on this. Of particular concern is the proposed elimination of SEOG (whose funds would be routed to Work Study) and structuring Title IV aid eligibility to toward specific programs instead of institutions. I am happy to take questions on both of these concerns but will add only this for now: Title IV funding at the program level could lead to measuring outcomes of majors or degrees. If philosophy majors are in default on loans or if music or theater majors are not employed or art history or other humanities degrees do not lead to outcomes, financial aid *for those programs* could be withheld. Currently, it is the institution that qualifies the funding; this proposal suggests the degree or program should.

All of this clearly points to the value of "The Commitment." Every one of these legislative efforts is aimed at the perception that colleges are not accepting responsibility for outcomes. Higher education is viewed as self-serving and irresponsible. We know this is not true but the broader public does not. The commitment addresses these concerns.

The Commitment takes the pressure off of the major. We know our liberal arts education leads to lives of passion and purpose. The commitment says, "come pursue your passion and find your purpose—we are focused on your outcome and we have your back."

I also comment on the financial impact of the commitment. While impossible to know, the impact of the commitment is expected to be budget positive. We would not do this if it were not. We believe the distinctiveness of the Commitment should have a positive impact upon enrollment. We will be measuring the financial impact of this effort regularly.

Frankly, the external pressure on “jobs” is going to further squeeze liberal arts schools and the liberal arts model. We are putting a very clear stake in the ground: The liberal arts education is vital to society’s survival and leads to lives of purpose and passion. The answer to society’s concern is not the elimination of liberal arts in favor of STEM-only or career training. The answer is showing that this vital education is both viable and *necessary*. The commitment is a commanding statement of just that. I thank you for your work toward it. It is my belief that if we show, clearly and convincingly, that 1) a liberal arts education leads to a life of meaning and means and 2) that we are committed to the success of each student, it will be good for DePauw, for our students and their parents, for each of us, and for society in general. When our enrollment and budget model is solid, stabilized and predictable, it will be much easier to become that great place to learn, live, and work.

And that is where I focus my closing comments—on that great place. In today’s environment we face many challenges. This is not the first time in DePauw’s 180+ year history that this statement is true. We *can* become a great place to learn live and work by working together.

Many of us are entering into a season of gift-giving. The gift I would give is the same gift I would hope to receive—to be that great place. A place of high trust and respect; an inclusive and welcoming community of mutually agreed-upon high standards for all members of it; a place committed to the success of each student and a place in which that success brings a shared sense of pride and a sustainable business model.

Every semester has its ups and downs—the good news and bad, the wins and losses of every type. The constant is the celebration of your good work in the classroom; it is the recognition that in just 14 short weeks, you have changed the lives of every student on this campus; the truth is that your good work makes the world a better place. I thank each of you for that and hope that, after the frenetic days ahead, you will have a peaceful and restorative break.

Discussion:

Comment from Faculty Member – The faculty member stated that he was struggling with the notion of trust when things are not as transparent as they should be. The items are not given in full. Can we ask how much Dartlet cost us from the start? We were told that it would cost the university nothing, but then we find out that a trustee covered the cost. Could the money that is being spent there be used for something else that actually mattered?

President McCoy – There is no us and them. We are one DePauw. An anonymous trustee covered the cost for the consultant. There are many people on campus who would beg to differ on if this cost was of value or not. The trustee paid for this as they thought it was necessary for DePauw to have. The fact that DePauw has not marketed itself is proven by the fact that DePauw is smaller than it was the year before. We had invested in trying to Market DePauw a little bit better. This is not casting blame on anybody, anything. When we look at DePauw’s cost We have not balanced budget for 30 years. We need to protect the spending power for the generations to come. Where is the money going? The money is going into academic costs. We are an academic institution. That is where it goes. Challenge is that the budget model is under great strain. Increased faculty but not increased students. We are spending more on salaries, more on student aid. We have to figure out a way to move forward. When we get there it will feel pretty good, but today it doesn’t feel that good. The campaign is a 300 million dollar campaign. If you divide it we have funded almost

everything that was split out. We are trying to build the campus. There are dormitories that are falling down, libraries that needs redone. There is a huge portion of the academic admission that needs funding. Trying to continue raising money. People give money for what they want to give money too. They get to choose. I can tell by your body language that you do not agree.

Comment from Faculty Member – I just want to plead characterizing the body language of faculty members at faculty meetings. I would just ask the proper dignity and respect to the faculty.

3. Verification of quorum

The quorum was met at 4:04 p.m.

4. Consent Agenda

A. Approve Minutes from the November 6, 2017 Faculty Meeting

B. Approval of the following new courses (recommended by Course and Calendar Oversight)

ANTH 380: Anthropology of Reproduction in the Americas, 1 credit, PPD, SS

This course examines the social and cultural constructions of reproduction, and how power in everyday life shapes reproductive behavior and its cross cultural meanings. Utilizing a hemispheric and ethnographic approach to reproduction, this course engages with examples from throughout the Americas, including but not limited to Brazil, Cuba, Guatemala, Mexico, Peru, and the United States. The course is organized to address a reproductive spectrum including fertility, childbirth and parenting, as well as the roles and expectations for women and men in each of these stages of reproduction. Additional topics addressed are state intervention on fertility, technologies of reproduction, the cultural production of natural childbirth, the politics of fetal personhood, and the diverse reproductive health situations influenced by the intersectional nature of gender, race, ethnicity, nationality and class.

ARTH 190: Introductory Art History Topics, 1 credit, AH

Introductory level art history courses in a specific topic. No prerequisite. Not offered Pass/Fail

EDUC 275: Radical Philosophy and Education, 1 credit, PPD, AH

This class looks at contemporary issues in radical education. We investigate the relationship between education and social, economic, and political transformation. Focusing on literature influenced by post-structuralism, queer theory, marxism, the Black radical tradition, and anarchism, we explore the radical possibilities of things like studying, failure, forgetting, ignorance, silence, and weakness. In addition to asking what form education should take, we also research how people are imagining alternative visions for our future.

C. Approval of Power, Privilege, and Diversity designation (recommended by Course and Calendar Oversight)

ARTH 290B, Topics: Art & Activism in the U.S.

MUS 380A, 21CM Topics: Music & Social Justice: Choral Singing & the Carceral State

The consent agenda was approved.

4. University Strategic Planning Committee (Howard Brooks)

Motion to be voted on:

The faculty approves the following amendment to the Academic Handbook:

“To replace the Function and Membership of the Strategic Planning Committee as found in Article IX. University-Wide Committees, Section A. University Strategic Planning Committee.” Details of the motion are found in Appendix A.

Question from Faculty Member – I have a question about the chair of faculty co-chairing it. Will it be potentially hard for the chair of faculty?

Answer: No, it will be possible to do it.

Question from Faculty member – The charge seems very specific to this particular presidency. Will the handbook be re-written with change of leadership?

Answer – Yes, most likely will want to match up.

Question from Faculty Member – Why staff members have been removed from this?

Chair of the Faculty – This will equal out the numbers.

Question from faculty member – Does the president actually meet with this committee every week?

Answer – No.

Question from faculty member – How is this being communicated with the Faculty?

Chair of the Faculty – Most months have included a report from the committee of at least what they are talking about.

Question from Faculty Member – Who is bringing this?

Chair of the Faculty - The committee is bringing this. Struggled to get a report to the president for a response. The report is almost finished from last academic year.

President Mark McCoy – I am willing to meet anytime. The strategic plan has 4 goals. Admission enrollment, financial aid, great place to live learn and work, All these things would fall into the strategic plan. Increase dialogue. Trying to break down the wall from the administration and faculty.

Question from faculty member – Doesn’t make sense to describe a committee to a specific. Description should be this is a committee that should address the strategic plan and address faculty concerns. They need a two sentence description. Will change every time. Write a simple vague description that says what the committee does. Send it back what the committee does.

The motion was to return it back to the committee. This motion was seconded and will return to the committee.

5. Curricular Policy and Planning (Scott Spiegelberg)

A. Writing Curriculum Committee (Rebecca Schindler)

I am announcing a revised process for submitting FYS proposals with the goal of streamlining the process: faculty who have taught in the program before and are repeating a course just need to notify

Tiffany Hebb of that new faculty or those who want to propose new courses, should get in touch with Tiffany or myself for a preliminary meeting about the course proposal. We believe this will cut down on back-and-forth discussions about proposals. Also reminding current FYS faculty that we are seeking sets of essays for the writing assessment project.

Question from Faculty Member – Are the papers due at the beginning or end of faculty seminar?

Rebecca Schindler – The end

B. Advanced notice of a motion to be voted on at the February 2018 faculty meeting:

“The faculty moves to change the language in the Academic Handbook Bylaws, Article IV, Section B. concerning Interdisciplinary, Honors, and Competency Programs.”

The proposed language is in Appendix B.

Question from Faculty Member – At the very least we should run this past the competency program. That the very people that are most effective What is changing. Assuming there is a more full description. If it says in one place the exact numbers it should be justified. Both here and at least a reference.

Rebecca Schindler – Some of this was also reworking what is in the handbook in right order and sequence. We are wondering if you would be willing to hear from us. It might need to be updated. How about we just have a conversation. Clarify some of the leadership language. We want it to exactly reflect the way things are right now.

Meryl Altman - Seems good to me. Made a version of this with different colors if anyone would like that, please email me. My thought would be that it's really a different set of issues. One idea might be to vote on the changes that are proposed and then look at the other.

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

Thank you, Howard, for this time – I will remain conscious of our need to keep conversation to no more than 20 minutes; my comments are briefer than that.

We find each other again at this powerful culminating moment at the end of the semester, one that leaves room for gratitude and, depending on the trajectories of your students to the finish line, no small amount of wonder. It's an energizing time of senior presentations, and FYS poster sessions and I thank you – we might all thank each other – for all that it takes to reach that point at which students produce knowledge, at which they take the lead, or where they can catch a first glimpse of how – and the expertise and care and inspiration that you bring to that feat.

Interwoven into the growth of our students has been the growth of the idea of the Commitment, shaped by conversations about advising and its ability to guide student focus on intentional and inter-connected academic experience, about the necessarily fervent central place of our curriculum in our student experience and how, through partnerships with the Centers, we can expand the co-curricular opportunities currently assured our Honors and Fellows students to all of our students. By the time we meet again, the Commitment will have had its first mid-January roll-out in the competitive marketplace of college admissions, and we will have materials to share and to shape together; and I want to thank Deedie Dowdle, our VP for Marketing and Communications, and Bobby Andrews, our VP for Enrollment Management for all of the expertise and energy they have brought to our endeavor and our community. There are many more conversations to come, but this is a pretty exciting way of starting out.

I am pleased and energized to tell you of another development which, arguably, has been in the works for years. The fifth part of Dr. Bill Asher's generous gift to the University for undergraduate research, and research at an undergraduate institution, has presented us with an exceptional opportunity to create an Office of Undergraduate Research, which will consolidate and clarify access to our institution's many research offerings for students and faculty. To connect faculty and students to these opportunities, and to work with a faculty advisory committee, Kate Knaul will take on the important work of Associate Dean of Undergraduate Research and Fellowships. She does so by bringing her very successful portfolio of experience in graduate fellowships and advising from Student Academic Life to Academic Affairs, where she will partner with the Faculty Development Co-ordinator (Nahyan Fancy) and the Director of Sponsored Research and Institutional Grants (Corinne Wagner) to work with Dean of Faculty Tamara Beauboeuf and faculty committees on establishing our sustained commitment to undergraduate research and research at an undergraduate institution – congratulations, Kate!

This announcement is particularly joyful as it comes through our alumnus Dr. Bill Asher, someone who unflinchingly and generously believes in DePauw and in what we do. His pride and his very real commitment to the academic enterprise bolsters our own, and I have relished every conversation with him in which he joyfully thinks of DePauw undergraduates and faculty members producing knowledge that will move and shape crucial conversations.

These moments of support and pride and conviction may come to stand us in good stead as we face not only the habitual pressures of sustaining a learning community like ours, but now also unprecedented attacks on higher education together. The word "unprecedented" is apt here, because so, too, was the 1965 Higher Education Act which (in brief) nurtured and created access to liberal education in the United States, and which is now at risk of being at least in part dismantled. So, too, the word "attacks," as any reading of the Senate and House bills presents a bewildering array of cynical moves and undermining cuts and jabs to higher education in America. *Inside Higher Ed* (which can come to you every morning via e-mail) continues to provide detailed and cogent coverage, which will be useful to us.

And so the question becomes: "How are we going to get through this?" What will our strategic responses be *and* what will sustain us as we weather or pivot or resist or invent? Yes, we will keep shaping the Commitment together as our strategic response, and we will work together on our committees, and in our departments, and we will talk resources and budgets and planning. Our hallways and our classrooms, and some days our living rooms and dining rooms, will also be spaces of resilience and determination. We need each other for smart, agile decisions and for the endurance that comes from knowing that our work is valuable and powerful no matter what the landscape.

I think that we'll have to, each of us and collectively, find our moments of resilience and determination. I had the pleasure of presenting three guest lectures this semester (call me anytime!) and seeing those moments you have cultivated and fostered, of seeing a student connect with an idea, own it, and use it – the hand going up, then down quickly, then up again slowly, certainly, with the certitude that "Yes, I've got this." Another moment is honoring a statement by Michele Villinski for which I thank her: "I aim to teach my discipline in the way that I fell in love with it." Another is our faculty forums, with thanks for the wonder and wit shared by colleagues in the particular spaces of Wednesday lunches and Friday afternoon in the midst or at the end of a week well-taught. Another is the preparation of our work, the gathering of a syllabus, the coming together of the minds and ideas whose company we keep and in whose company we want to invite our students. And our mentors and inspirations, connecting with them through what we read and what we write and what we build. And learning of how what we taught our students mattered and created bold realities beyond ourselves. We earned these moments, with our PhDs and our MFAs and our time and energy, with our relationships with mentors and students, and in our conviction that sharing knowledge so

that others could be transformed by it and produce it and in turn transform us and others and discourses and communities was important to everything.

I offer these moments not as comfort, but as resolve; as the background for the solution we will weave together for the question “How are we going to get through this?”; as the necessary condition for the ingenuity and partnerships in and out of the Commitment that *will* get us through this, so that we can be agile and undeterred in our honorable work.

We have important work to do, in our teaching, in our governance, and we have about fifteen minutes for discussion – what do we want each other to know?

7. Faculty Priorities and Governance (David Worthington)

Written Announcement: The committee has been meeting with VPAA Anne Harris to discuss issues related to workload and equity. President McCoy met with the committee to discuss possible additions to the Academic Handbook concerning the role of faculty in the recruitment and review of administrators with significant duties related to the faculty and the academic program.

8. Faculty Personnel Policy and Review (Clarissa Peterson)

9. Faculty Development (Angela Flury)

Announcements by the Dean of the Faculty - Tamara Beauboeuf

I have a couple of announcements to wrap up the fall work of FDC. Fisher course reassignments have been determined for 2018-19 and four were awarded.

The recipients are:

1. David Alvarez, Associate Professor of English, for an article on Jonathan Swift’s “A tale of a tub” and the differences enlightenment satire makes to “religion”
2. Salil Benegal – Asst Prof of Political Science, to complete a survey experiment and draft an article based on his project, “The political cost of environmental concern: How do voters evaluate Republican candidates who take unexpected environmental stances.”
3. Angela Flury, Associate Professor of English, will be working on the last chapter of her novel in progress, *Berlin Cards and Crimes*.
4. Howard Pollack-Milgate, Professor of Modern Languages-German, to complete a journal manuscript on “Melanie Klein and the Romantic Logic of Interiority”

Congratulations to all. We look forward to the fruits of your labors.

Also, I just want to note that we are still accepting nominations for two United Methodist Awards – the Exemplary Teacher Award as well as a new opportunity, the Cutting-Edge Curriculum Award that recognizes engaging first-year experience course. I’ll send an email tomorrow of these remarks, but just wanted to encourage you to consider nominating a colleague for either of them.

10. Student Academic Life (Rich Martoglio)

Written Announcements:

Vice President Alan Hill met with the committee to discuss Student Academic Life priorities. Vice President Hill invites individual meetings and questions from the faculty and the SAL committee at any time.

<p>Alesha Bowman (Director of Multicultural Student Services) met with the committee to share and discuss the 2017 student campus climate survey data.</p> <p>Students have expressed concerns regarding wait times for the wellness center and the counseling center.</p> <p><i>The Machine Stops</i> by E.M. Forster has been selected for the common read.</p>
Additional Business
Unfinished Business
New Business
<p>Announcements</p> <p>A. There will be an election later this week to fill vacancies on the Grievance Committee and the position of Parliamentarian.</p> <p>B. The regular election process will begin in February. The position of Chair of the Faculty will need to be filled for a two-year term beginning in AY 2018-19. The Chair of the Faculty receives one course release time and this information may impact course schedules for the upcoming year.</p>
<p>Adjournment</p> <p>Meeting was adjourned 5:14 pm.</p>

Appendix A. Change in function and membership of the University Strategic Planning Committee

Replace the Function and Membership of the Strategic Planning Committee as found in Article IX.

University-Wide Committees, Section A. University Strategic Planning Committee:

3. *Function.* This committee will consider long-term initiatives and priorities of the University in service of its mission and ambitions. Annually, the University Strategic Planning Committee will consider information provided by the Vice President for Finance and Administration, Vice President for Admission and Financial Aid, and Vice President for Development and Alumni Engagement on potential available University resources, and will consider long-term needs, expenditures, and requirements of the University. At the end of the fall semester after hearing reports on area needs and the status of new and proposed initiatives, the University Strategic Planning Committee will deliver a report to the President offering recommendations on University resource allocations and the status of funding for long-term needs and initiatives. The President will offer a timely response to the University Strategic Planning Committee report. The University Strategic Planning Committee report and the President's response will be made available to the entire DePauw University community and will be forwarded to the Board of Trustees prior to their February Board meeting. The University Strategic Planning Committee will consider student enrollment targets, tuition rates and student financial aid, faculty and staff salaries and benefits, faculty development academic program support, student life and residential programs, the physical plant and deferred maintenance, sustainability, auxiliaries, and the library and information services.
4. *2. Membership.* Composed of five (5) senior administrators (Vice President for Finance and Administration, Vice President for Academic Affairs, Vice President for Development and Alumni Engagement, Vice President for Student Life, and Associate Vice President for Facilities), seven (7) faculty members, three (3) students, and two (2) staff representatives, and staffed by the Associate Vice President for Finance. *Faculty membership:* Chair of the Faculty, member of the Curricular Policy and Planning Committee, member of the Faculty Development Committee, and four (4) faculty members elected directly, for a total of seven (7) faculty representatives. *Administrative members:* Voting: Five (5) senior administrators: Vice President for Finance and Administration, Vice President for Academic Affairs, Vice President for Development and Alumni Engagement, Vice President for Student Life, and Associate Vice President for Facilities. *Student members:* Three (3), appointed by Student Government. *Staff members:* Two (2), appointed by Human Resources in consultation with the President of the University.

with the following:

1. *Function.* This committee will consider long-term initiatives and priorities of the University in service of its mission and strategic plan through the joint membership of faculty representatives and senior administrators. With the endorsement of the Board of Trustees, the President has created the University Strategy Map that established initiatives and metrics that support the work of Enrollment and Visibility, Culture and Community, Engagement and Learning, and Student Success. The primary work of the Strategic Planning Committee is to work with the Administrative Council and other Cabinet members to implement the University Strategy Map by reviewing identified initiatives and metrics, guiding the execution of the initiatives, and inviting new initiatives for consideration at the appropriate time in the service of making considered recommendations to the President for inclusion in the Strategy Map. To do so, the University Strategic Planning Committee may need to consider topics that broadly encompass the themes of the Strategy Map, including Enrollment and Visibility, Culture and Community, Engagement

and Learning, and Student Success. Regularly, the University Strategic Planning Committee coordinates an information session for faculty core committees at the beginning of the academic year that offer information about the operations of the University.

2. Membership. Five (5) senior administrators (Vice President for Academic Affairs, Vice President for Student Academic Life, Vice President for Enrollment Management, Senior Advisor to the President for Diversity and Compliance/Title IX Coordinator and Vice President for Strategic Initiatives), five (5) faculty members, and three (3) students. The Vice President for Strategic Initiatives and the Chair of the Faculty will co-chair the committee.

Ex Officio (without vote): Dean of the School of Music

Faculty membership: Chair of the Faculty, and four (4) faculty members, one from each curricular area, elected directly, for a total of five (5) faculty representatives.

Student members: Three (3), appointed by Student Government.

Appendix B.

Motion to change language in the Academic Handbook (to be voted on in February 2018)

Change the Bylaws Article IV. Section B. to read:

Bylaws, IV B. INTERDISCIPLINARY, HONORS AND COMPETENCY PROGRAMS.

There are nine Interdisciplinary Programs in Asbury College of Liberal Arts associated with the awarding of a degree. In addition, there are five Honors Programs and three Competency Programs. Each program has a Steering Committee responsible for it; each has a director or coordinator for the administration of the program.

Interdisciplinary Programs Granting a Major and a Minor	Interdisciplinary Programs Granting Only a Minor	Honors Programs	Competency Programs
Africana Studies Asian Studies Film Studies Global Health Peace and Conflict Studies Women's, Gender and Sexuality Studies	Latin American and Caribbean Studies Russian Studies World Literature	Environmental Fellows Honor Scholar Management Fellows Media Fellows Science Research Fellows	Oral Communication Quantitative Reasoning Writing

Interdisciplinary programs which offer a major may have full-time faculty appointments, including tenured and tenure-track appointments, made directly and exclusively to the program. Honors and Competency Programs, and Interdisciplinary Programs that do not offer a major, may neither request nor define their own, full-time academic positions; they do not have full-time, ranked academic positions made exclusively to them.

1. Interdisciplinary Programs

a. Steering Committees

Function. The Steering Committee will oversee and guide the continuance of the program; it shall conduct the self-study and draft the long-term plans and goals as appropriate. It shall make recommendations to the Vice President for Academic Affairs regarding the needs and goals of the curricular program.

Responsibilities. Except when specified by faculty action as described in the University Catalog, the Academic Handbook, and/or the appropriate faculty meeting minutes, the Steering Committee shall have supervision over (1) the course of instruction in its respective field or interdisciplinary area; (2) the definition of the major and/or minor concentration; (3) the program's academic structure; (4) the criteria for identifying courses which may satisfy requirements in the program and the selection of such courses; (5) the designation of affiliated faculty members; and (6) the program's organizational structure. Steering committee members may also advise majors and minors.

Steering committees for programs which grant the major may have the additional responsibility

- to serve on Personnel Committees,
- to prepare and approve position requests and descriptions,
- to mentor junior colleagues working within the program.

The Steering Committee is encouraged to provide evidence of participation for the decision file of faculty members teaching in the program.

Membership.

Steering committees for major-granting interdisciplinary programs shall include the following.

- The director.
- Those whose appointment is fully in or who contribute substantially to the interdisciplinary program; they will be permanent members of the steering committee.
- The remainder of the steering committee is to be composed of members of the faculty whose appointments are not within the interdisciplinary program but who are affiliated with the program by teaching either in the core or in cross-listed courses. These rotating members should serve three year terms, with the possibility of reappointment. Each steering committee should include at least two rotating members, who should be drawn from at least two different departments. Efforts should be made to involve junior faculty, and to bring in those new to the program or new to DePauw. The total number of steering committee members will normally be between 5 and 8.
- For programs which grant only a minor, the steering committee may be smaller, but should be formed according to the same principles.
- For programs which house a faculty appointment directly to the program, the majority of the steering committee must be tenured. Normally, all members of the steering committee will be full-time faculty members, although exceptions may be made by the VPAA for part-time faculty members whose contributions to the program are significant.

--Steering committees are appointed by the VPAA, upon recommendation from the director or coordinator of the program after consultation with the sitting members of the steering committee. (These appointments should be made every Spring, at the same time the Governance Committee considers other committee appointments.)

b. Leadership. The director or coordinator of an Interdisciplinary Program is a faculty member appointed by the Vice President for Academic Affairs. The director or coordinator may hold their DePauw appointment directly in the interdisciplinary program, or in another department or program. Normally the term of office will be three years.

For interdisciplinary programs that grant a major, selection of the director shall fall under the same procedures used to appoint chairs to academic departments, whereby a team appointed by the Review Committee conducts interviews and makes recommendations to the Vice President for Academic Affairs. Those interviewed must include all sitting members of the program steering committee. The steering committee may also submit a short list of additional faculty members to be interviewed, who teach core courses or are otherwise centrally involved with the program. This process will normally be completed in the fall of the last year of a sitting director's term of service.

For interdisciplinary programs which do not grant a major, the Vice President for Academic Affairs will appoint a coordinator after surveying faculty members and consulting with the Review Committee. This process will normally be completed by the spring of the last year of a sitting coordinator's term of service.

2. Honors Programs

a. Steering Committees

Function. The Steering Committee will oversee and guide the continuance of the program; it shall conduct the self-study and draft the long-term plans and goals as appropriate. It shall make recommendations to the Vice President for Academic Affairs regarding the needs and goals of the curricular program.

Responsibilities. Except where specified by faculty action in the University Catalog, the Academic Handbook, and/or the appropriate faculty meeting minutes, the Steering Committee shall have supervision over the courses of instruction in its respective field or area; the program's academic structure; the criteria for identifying courses which may satisfy requirements in the program and the selection of such courses; the designation of affiliated faculty members; and the program's organizational structure. The Steering committee is encouraged to provide evidence of participation for the decision file of faculty members teaching in the program.

Membership. The members of the Steering Committee shall be appointed by the Vice President for Academic Affairs based on the recommendations of the director or coordinator of the program and the qualifications set forth when the program was created and/or reviewed during the most recent self-study. Normally the term will be three years.

b. Leadership.

The Vice President for Academic Affairs will appoint a director after surveying faculty who teach in the

program and in consultation with the Review Committee. This process will normally be completed by the spring of the last year of a sitting director's term of service.

3. Competency Programs

a. Steering Committees

Function: The Steering Committee will oversee and guide the program; it shall conduct the self-study and draft the long-term plans and goals as appropriate. It shall make recommendations to the Vice President for Academic Affairs regarding the needs and goals of the program.

Responsibilities: The Steering Committee of each Competency Program provides curriculum coherence and development as part of DePauw's general education requirements. In consultation with related academic departments and participating faculty members, these committees have supervision over the selection of courses for inclusion in the program.

Membership. The members of the Steering Committee shall be appointed by the Vice President for Academic Affairs based on the recommendations of the director or coordinator of the program and the qualifications set forth when the program was created and/or reviewed during the most recent self-study. Normally the term will be three years.

b. Leadership. These programs have two leadership positions. The Associate Faculty Development Coordinator for each competency program is appointed by the Vice President for Academic Affairs for a three-year term. The coordinator chairs the Steering Committee and has major oversight of the program. The director of the Competency Center is a faculty member having significant administrative duties; in addition, he or she may have an academic position.

4. Other.

There are a number of other elements of the curriculum which are not covered by this section. For example, the following are governed by provisions of this handbook describing faculty committees: Writing Curricular Committee (see Curricular Policy and Planning Committee); Independent Internships (see Course and Calendar Oversight Committee); Off-Campus Study (see Curricular Policy and Planning Committee). For more information on the Interdisciplinary Major, the Business Administration Minor and the International Business Program, see the DePauw University Catalog.

Faculty Meeting Minutes
February 5, 2018

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

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

2. Memories of Walker Gilmer (Tom Chiarella)

Professor Emeritus Tom Chiarella shared memories of Professor Walker Gilmer that brought smiles, laughter, and tears to the assembled faculty.

3. Communications from the President

Chair of the Faculty Brooks read a statement from President McCoy who was unable to attend the meeting due to off-campus obligations:

I trust your winter term went as you had hoped and that your semester is off to a good start. I have heard many great anecdotes about transformative moments in winter term this year. I am also happy to report it was the quietest Winter term in my time here, with a 50% or better reduction in various metrics of alcohol incidents.

I am attending the National Association of Independent Colleges Advocacy Day on Capitol Hill and the annual meeting. We are addressing two issues, the Higher Education Act and DACA. Our student Anna Muñoz was quite impressive in our last visit to congress and I hope you had the opportunity to see her press conference with members of the US Congress and other college presidents. We continue to work toward good ends on both of these important issues.

At the conference, I will be speaking with one of the Keynote Speakers—President Joseph E. Aoun, author of a book I highly recommend: Robot-Proof: Higher Education in the Age of Artificial Intelligence. This book confirms the good work each of you are doing in your classes and speaks to education before and after singularity (when AI surpasses human intelligence and triggers runaway technological growth). As AI continues to develop, what we teach will only become more valuable. I look forward to discussions about this.

I am happy to report that the COMMITMENT announcement has gotten very positive responses and I encourage you to examine the COMMITMENT website that went live a few weeks ago. We believe this will be a significant help in our recruiting efforts. Bobby and Deedie and their teams' good work in marketing and enrollment is showing positive signs and enrollment is very strong when compared to this date in prior years. It is too early to declare a victory but we are currently running significantly ahead of prior years.

Finally, please note February 14 and 16 when we will again be sharing a report out from the recent board retreat. The retreat was focused on building a sustainable financial model and we feel very positive about our direction. We will be sharing this information and hope you can attend the sessions. Special thanks to all the faculty who presented at Alumni College and attended the meetings.

Have a great semester.

3. Quorum for Spring Semester (Anne Harris)

The quorum for the spring semester is 86, which was met prior to the conclusion of the President's remarks.

4. Consent Agenda

A. Approve Minutes from the December 4, 2017 Faculty Meeting

**B. Approval of the following new courses (recommended by Course and Calendar Oversight)
(Course descriptions in Appendix A)**

CLST 273: Why? The Quest for Meaning, 1 credit, AH (cross-listed as WLIT 215)

CLST 274: Backroads, Witchcraft, Romance: The Ancient Novel, 1 credit, AH (cross-listed as WLIT 215)

CLST 283: Classica Africana, 1 credit, AH, PPD (cross-listed as WLIT 215 and AFST 290)

ARTH 235: Eccentrics & the Exotic in 17th & 18th c. China & Japan, 1 credit, AH, IE, PPD

POLS 365: Political Psychology, 1 credit, SS

**C. Announcements of changes in course title and/or description:
(Course descriptions in Appendix A)**

CLST 101: Homeric Greek I (was Elementary Greek I)

CLST 102: Homeric Greek II (was Elementary Greek II)

CLST 123: Elementary Latin I (change of description)

CLST 124: Elementary Latin II (change of description)

CLST 223: Intermediate Latin (was Introduction to Latin Prose)

D. Announcements of one-time distribution requirement designations for topics courses (Spring 2018):

HIST 290: Topics: The Holocaust, AH, PPD

SPAN 390: Topics: Representations of Latinidad, PPD

E. Announcement of approval of the Washington Media Institute as an off-campus study site, with the recommendation that a site visit be conducted this semester.

F. Announcement of one-time distribution requirement designation for a Winter Term course (omitted from the original course approval):

UNIV 183IC: Cuba in the Age of Digital Literacy, IE

The chair of the faculty noted a few changes would be made to the December minutes for the purpose of clarifying the record.

Without objection, the consent agenda was approved.

4. Curricular Policy and Planning (Scott Spiegelberg)

A. Advising Committee

Prof. Jacob Hale provided an update on the work being done concerning academic advising, in conjunction with the release of the Commitment. He encouraged faculty to become Commitment advisors.

B. Motion to be voted on:

“The faculty moves to change the language in the Academic Handbook Bylaws, Article IV, Section B. concerning Interdisciplinary, Honor Scholar, Fellows, and Competency Programs.”

The new language is:

Bylaws, IV B. INTERDISCIPLINARY, HONOR SCHOLAR, FELLOWS AND COMPETENCY PROGRAMS.

There are nine Interdisciplinary Programs in Asbury College of Liberal Arts associated with the awarding of a degree. In addition, there are the Honor Scholar and four Fellows Programs and three Competency

Programs. Each program has a Steering Committee responsible for it; each has a director or coordinator for the administration of the program.

Interdisciplinary Programs Granting a Major and a Minor	Interdisciplinary Programs Granting Only a Minor	Honor Scholar and Fellows Programs	Competency Programs
Africana Studies Asian Studies Film Studies Global Health Peace and Conflict Studies Women's, Gender and Sexuality Studies	Latin American and Caribbean Studies Russian Studies World Literature	Environmental Fellows Honor Scholar Management Fellows Media Fellows Science Research Fellows	Oral Communication Quantitative Reasoning Writing

Interdisciplinary programs which offer a major may have full-time faculty appointments, including tenured and tenure-track appointments, made directly and exclusively to the program. Honor Scholar, Fellows, and Competency Programs, and Interdisciplinary Programs that do not offer a major, may neither request nor define their own, full-time academic positions; they do not have full-time, ranked academic positions made exclusively to them.

1. Interdisciplinary Programs

a. Steering Committees

Function. The Steering Committee will oversee and guide the continuance of the program; it shall conduct the self-study and draft the long-term plans and goals as appropriate. It shall make recommendations to the Vice President for Academic Affairs regarding the needs and goals of the curricular program.

Responsibilities. Except when specified by faculty action as described in the University Catalog, the Academic Handbook, and/or the appropriate faculty meeting minutes, the Steering Committee shall have supervision over (1) the course of instruction in its respective field or interdisciplinary area; (2) the definition of the major and/or minor concentration; (3) the program's academic structure; (4) the criteria for identifying courses which may satisfy requirements in the program and the selection of such courses; (5) the designation of affiliated faculty members; and (6) the program's organizational structure. Steering committee members may also advise majors and minors.

Steering committees for programs which grant the major may have the additional responsibility

- to serve on Personnel Committees,
- to prepare and approve position requests and descriptions,
- to mentor junior colleagues working within the program.

The Steering Committee is encouraged to provide evidence of participation for the decision file of faculty members teaching in the program.

Membership.

Steering committees for major-granting interdisciplinary programs shall include the following.

--The director.

--Those whose appointment is fully in or who contribute substantially to the interdisciplinary program; they will be permanent members of the steering committee.

--The remainder of the steering committee is to be composed of members of the faculty whose appointments are not within the interdisciplinary program but who are affiliated with the program by teaching either in the core or in cross-listed courses. These rotating members should serve three year terms, with the possibility of reappointment. Each steering committee should include at least two rotating members, who should be drawn from at least two different departments. Efforts should be made to involve junior faculty, and to bring in those new to the program or new to DePauw. The total number of steering committee members will normally be between 5 and 8.

--For programs which grant only a minor, the steering committee may be smaller, but should be formed according to the same principles.

--For programs which house a faculty appointment directly to the program, the majority of the steering committee must be tenured. Normally, all members of the steering committee will be full-time faculty members, although exceptions may be made by the VPAA for part-time faculty members whose contributions to the program are significant.

--Steering committees are appointed by the VPAA, upon recommendation from the director or coordinator of the program after consultation with the sitting members of the steering committee. (These appointments should be made every Spring, at the same time the Governance Committee considers other committee appointments.)

b. Leadership. The director or coordinator of an Interdisciplinary Program is a faculty member appointed by the Vice President for Academic Affairs. The director or coordinator may hold their DePauw appointment directly in the interdisciplinary program, or in another department or program. Normally the term of office will be three years.

For interdisciplinary programs that grant a major, selection of the director shall fall under the same procedures used to appoint chairs to academic departments, whereby a team appointed by the Review Committee conducts interviews and makes recommendations to the Vice President for Academic Affairs. Those interviewed must include all sitting members of the program steering committee. The steering committee may also submit a short list of additional faculty members to be interviewed, who teach core courses or are otherwise centrally involved with the program. This process will normally be completed in the fall of the last year of a sitting director's term of service.

For interdisciplinary programs which do not grant a major, the Vice President for Academic Affairs will appoint a coordinator after surveying faculty members and consulting with the Review Committee. This process will normally be completed by the spring of the last year of a sitting coordinator's term of service.

2. Honor Scholar and Fellows Programs

a. Steering Committees

Function. The Steering Committee will oversee and guide the continuance of the program; it shall conduct the self-study and draft the long-term plans and goals as appropriate. It shall make recommendations to the Vice President for Academic Affairs regarding the needs and goals of the curricular program.

Responsibilities. Except where specified by faculty action in the University Catalog, the Academic Handbook, and/or the appropriate faculty meeting minutes, the Steering Committee shall have supervision over the courses of instruction in its respective field or area; the program's academic structure; the criteria for identifying courses which may satisfy requirements in the program and the selection of such courses; the designation of affiliated faculty members; and the program's organizational structure. The Steering committee is encouraged to provide evidence of participation for the decision file of faculty members teaching in the program.

Membership. The members of the Steering Committee shall be appointed by the Vice President for Academic Affairs based on the recommendations of the director or coordinator of the program and the qualifications set forth when the program was created and/or reviewed during the most recent self-study. Normally the term will be three years.

b. Leadership.

The Vice President for Academic Affairs will appoint a director after surveying faculty who teach in the program and in consultation with the Review Committee. This process will normally be completed by the spring of the last year of a sitting director's term of service.

3. Competency Programs

a. Steering Committees

Function: The Steering Committee will oversee and guide the program; it shall conduct the self-study and draft the long-term plans and goals as appropriate. It shall make recommendations to the Vice President for Academic Affairs regarding the needs and goals of the program.

Responsibilities: The Steering Committee of each Competency Program provides curriculum coherence and development as part of DePauw's general education requirements. In consultation with related academic departments and participating faculty members, these committees have supervision over the selection of courses for inclusion in the program.

Membership. The members of the Steering Committee shall be appointed by the Vice President for Academic Affairs based on the recommendations of the director or coordinator of the program and the qualifications set forth when the program was created and/or reviewed during the most recent self-study. Normally the term will be three years.

b. Leadership. These programs have two leadership positions. The Associate Faculty Development Coordinator for each competency program is appointed by the Vice President for Academic Affairs for a three-year term. The coordinator chairs the Steering Committee and has major oversight of the program. The director of the Competency Center is a faculty member having significant administrative duties; in addition, he or she may have an academic position.

4. Other.

There are a number of other elements of the curriculum which are not covered by this section. For example, the following are governed by provisions of this handbook describing faculty committees: Writing Curricular Committee (see Curricular Policy and Planning Committee); Independent Internships (see Course and Calendar Oversight Committee); Off-Campus Study (see Curricular Policy and Planning Committee). For more information on the Interdisciplinary Major, the Business Administration Minor and the International Business Program, see the DePauw University Catalog.

An extended discussion followed. There was concern about the language dealing with the competency programs. It was agreed, and subsequently moved, that the Curricular committee rework the language dealing with those programs. Prof. Rebecca Schindler agreed to provide draft language for those changes.

Prof. Peterson wanted the Curricular committee to consider PPD as a competency program. This concern was also referred to the committee after the discussion and vote on the proposed handbook language was completed.

Concerning the actual handbook language, there were numerous suggestions to change the description of faculty members eligible to serve on a steering committee for an interdisciplinary program. Ultimately an amendment was proposed and seconded to add the phrase: "or who are deemed by the program and the Vice President for Academic Affairs to have appropriate scholarly or artistic background or developed expertise." To make the membership line for the remainder of the steering committee to read as:

The remainder of the steering committee is to be composed of members of the faculty whose appointments are not within the interdisciplinary program but who are affiliated with the program by teaching either in the core or in cross-listed courses, or who are deemed by the program and the Vice President for Academic Affairs to have appropriate scholarly or artistic background or developed expertise.

After additional discussion, the amendment was approved. The main motion was also approved.

A motion was made and seconded to: "Instruct the Curricular Policy and Planning Committee to rewrite the Handbook language concerning the competency programs." The motion was approved.

A motion was made and seconded to: "Ask the Curricular Policy and Planning Committee to consider if the PPD designation should be a competency and have a similar steering committee to the Q,W, and S competencies." The motion was approved.

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

Welcome to Tonya Branham (University Registrar) and Kelley Hall (Associate Registrar)
Welcome back, with many thanks for your Winter Term endeavors and all of the promise of this semester. In the last two faculty meetings of the previous semester, I had asked two questions: in response to the university-wide initiative known as the DePauw Gold Commitment, "What is the curricular response to the Commitment?" and, in reference to the budget issues facing DePauw and much of higher education, "How are we going to get through this?" The preliminary answers were (on the Commitment) "to find ways to connect the curriculum to the public sphere, starting with the Centers" and (with regards to the budget) "to remain agile and undeterred in our educational mission through resilience found in each other and in

moments of joy.” Those questions, I realize now, are becoming conversations over the course of *this* semester— needed and sustained conversations in open meetings and committees that will shape needed and sustaining answers. The Commitment and the budget both gather under the idea and call of **academic stewardship**: our care and crafting of the curriculum, our design and practice in the classroom, and our allocation of shared resources.

The academic stewardship of the Commitment is currently being practiced through the Commitment Conversations held on alternate Thursdays (themselves supported by materials on the Commitment LibGuide and amplified by comments and ideas submitted there). It is further sustained by continuing work on the Centers Council and within departments as well as individual faculty projects. How do you want to keep informed about the development of the Commitment and what other points of entry can be opened up for your creative input? That is the question that will continue to drive this work – and if you have any immediate answers, or question at the end of these comments, I’ll happily record them.

The academic stewardship of the budget is now informed by a continuing financial analysis that was presented and discussed extensively at the Board of Trustees meeting last week. President McCoy will address the faculty and staff on two separate occasions to provide a debrief of the Board meeting – a lunch on Wednesday, February 14 and an 8 a.m. coffee on Friday, February 16 – invitations to sign up for either sessions will be forthcoming. A set of conversations will emerge from these debriefs with faculty and staff committee partners, and a format that, like with the Commitment, will invite ideas and comments as solutions take shape.

The two conversations about the Commitment and the budget are similar because they are intertwined. **We need a balanced and sustainable budget to achieve our academic mission and aspirations.** Our student population is changing: only 50% of the first-year class affiliated with the Greek system this year (that is a massive change we are only now starting to process and if the trend continues will profoundly change this institution and its academic experience). How do we use this moment, with both its opportunities and pressures, to better understand ourselves, our mission, and our students’ *and our own* thriving? How do we leave the joys of teaching to those who follow? An informed and methodical approach, in which data, reports, and other information are made available for a sustained discussion among faculty, staff, and administration through open meetings and our committees is being designed – I will start with the Governance committee in our time together tomorrow. As I asked about the Commitment, I seek to know: how do you wish to be informed (both in terms of format and content) about our budget challenges?

The *immediate* work of our academic stewardship prompts me to focus on the inter-relation of FYS and our Writing Program Co-ordinate position. I am *very* keen to receive your feedback on the following, and will thus be rapid in my delineation so as to save time for discussion afterwards.

FYS situation

I am eager to work with you to resolve a perennial scramble – that for First Year Seminars. Over the past two years, the first call for FYS has resulted in about half of the seminars needed for our entering class; the result has been that half of our FYS have been taught by term faculty – while incredibly valuable colleagues, the two-year advising support of the original design of the FYS is not maintained, and students do not get to benefit from faculty members whose careers at the institution provides welcome information about it. This year is similar, and before we go too much further in repeating that pattern, I wanted to alert you all as a faculty that we have a situation that needs a stable solution. Three responses thus far:

- Rebecca Schindler, Director of the Writing Program, and Tiffany Hebb, Coordinator of Instruction & part-time Assistant Dean of Academic Life, have worked with Howard Brooks to secure an open faculty meeting to discuss the FYS, including its advising and writing components, and I am grateful – there may be creative solutions we have not thought of yet.

- Over the next two days, I will be sending responses to staffing proposals from chairs and directors for the 2018-19 academic year and we will continue our strategic discussion at our meeting for FYS on Thursday.
- In the meantime, I am grateful to Dave Berque and Bill Tobin for their work on a spreadsheet that provides us with information about full-time continuing faculty and enrollments that can help us stabilize departmental and program contributions.

For now, I invite you think on the FYS and to send Rebecca, Tiffany or me any ideas. FYS have always counted towards the major; are there introductory courses that could be reconfigured so as to provide deliberation and discussion, critical reading and writing, and collaborative dynamics of the FYS? I look forward to coming up with a solution together and to the sharing of ideas to get there.

Writing Program Co-ordinator

The Writing Program Co-ordinator position is a three year term, and I am very grateful to Rebecca Schindler for her work over the past three years. I will be working with the Governance Committee and the Curriculum Committee (as the writing committee is a subcommittee of the curriculum committee) to design a selection process for the position.

Other

There are other issues to discuss: our institutional data was submitted to the AAUP in January and we'll soon have the comparative data to share – after a hiatus this fall, the Academic Affairs Blog will return this Friday as a record of “Reports from the Field” – and there is enthusiasm for a book that has been mentioned steadily in Commitment conversations, Cathy Davidson’s *New Education; How to Revolutionize the University to Prepare Students for a World In Flux*. But for now, I am eager to take your questions.

Question from Faculty member – Do we have numbers on how this is being decided by department and how each department is contributing?

Response – The spreadsheet is evolving. We are trying to measure the average course size with in departments. It’s based off of each person within their department even if you teach a class outside your department.

Question from Faculty Member – When we first started doing FYS we were able to be more creative than what is allowed now. Is that contributing to the low numbers?

Response- The survey conducted by the Writing Curriculum Committee concerning the FYS attempted to gather information concerning this issue. Those results will be shared and discussed at the open meeting on February 22.

Question from Faculty Member – Has there been a self-study on FYS?

Response – Yes, there was one completed several years ago. We will try to get information together by the open faculty meeting.

Question from Faculty Member - Can FYS courses be counted toward the major in a department?

Response – Please look at the catalog language. This is something that is always up to the individual departments. Something was discussed at very beginning of 2000’s. Some departments developed FYS, but they were not successful. The committee would work with those faculty members to see what could change. We have been doing a self-study, but only works if faculty respond.

6. University Strategic Planning Committee (Howard Brooks)

Advanced Notice of a motion to be voted on at the March 5, 2018 Faculty meeting:

The language of the Academic Handbook concerning the University Strategic Planning Committee be changed as follows:

Current language:

2. Membership. Composed of five (5) senior administrators (Vice President for Finance and Administration, Vice President for Academic Affairs, Vice President for Development and Alumni Engagement, Vice President for Student Life, and Associate Vice President for Facilities), seven (7) faculty members, three (3) students, and two (2) staff representatives, and staffed by the Associate Vice President for Finance.

Faculty membership: Chair of the Faculty, member of the Curricular Policy and Planning Committee, member of the Faculty Development Committee, and four (4) faculty members elected directly, for a total of seven (7) faculty representatives.

Administrative members: Voting: Five (5) senior administrators: Vice President for Finance and Administration, Vice President for Academic Affairs, Vice President for Development and Alumni Engagement, Vice President for Student Life, and Associate Vice President for Facilities.

Student members: Three (3), appointed by Student Government.

Staff members: Two (2), appointed by Human Resources in consultation with the President of the University.

New language:

2. Membership. Six (6) senior administrators (Vice President for Academic Affairs, Dean of the School of Music, Vice President for Student Academic Life, Vice President for Enrollment Management, Senior Advisor to the President for Diversity and Compliance/Title IX Coordinator and Vice President for Strategic Initiatives), six(6) faculty members (one elected from each curricular area and two elected at-large).The Vice President for Strategic Initiatives and a faculty representative will co-chair the committee.

Rationale: The new membership insures faculty representation from all curricular areas. It also removes the burden of expecting faculty already serving on a core committee or as chair of the faculty from being placed on Strategic Planning. Many of the discussions over the past two years, and anticipated discussions into the future, have required the committee to excuse the students from attending. The staff members from the current membership description have been filled by members of the President's Cabinet. Staff members are part of the Administrative Council which regularly meets with the Strategic Planning Committee.

7. Faculty Priorities and Governance (David Worthington)

Written Announcement: The committee has its initial meeting of the semester on February 6.

8. Faculty Personnel Policy and Review (Clarissa Peterson)

Written Announcement: The faculty are invited to attend an open meeting on Tuesday, February 27 at 4 pm in the Wallace-Stewart Commons to discuss language to be added to the Academic Handbook concerning faculty review of lesser sanctions.

9. Faculty Development (Angela Flury)

Announcements

<p>Faculty Development has just begun discussion about this year's workshops to strengthen and develop our Power, Privilege, and Diversity as well as International Experience distribution areas. Over the next few weeks, we will be considering various possibilities for both, including a semester-long reading/working group. We will keep you posted regarding developments.</p> <p>Dean of Faculty – We have a new website which is where we are posting Faculty Achievements. The website was shown to those in attendance. Please submit your achievements and we will get them posted.</p>
<p>10. Student Academic Life (Rich Martoglio)</p> <p>Written Announcement:</p> <p>The first Student Academic Life committee meeting of the spring semester is scheduled for Wednesday, February 7th.</p>
<p>11. Honorary Degrees (David Worthington)</p> <p>Written Announcement: The committee is seeking nominations for honorary degrees for May 2019 and requests that letters of nomination be sent directly to any committee members (David Worthington, Brooke Cox, and Debby Geis).</p>
Additional Business
Unfinished Business
New Business
<p>Announcements</p> <p>A. Meryl Altman has been elected Parliamentarian. Vacancies on the Grievance Committee have been filled by Jonathan Nichols-Pethick, Tim Good, Scott Thede, Ophelia Goma, and Rebecca Bordt.</p> <p>B. The regular election process for the upcoming year will begin in the next two weeks. All elected vacancies will be shared by February 15.</p>
Adjournment
<p>The meeting was adjourned at 5:30 p.m.</p>

Appendices

Appendix A.

CLST 273: Why? The Quest for Meaning, 1 credit, AH (cross-listed as WLIT 215)

"Judging whether life is or is not worth living amounts to answering the fundamental question," wrote Albert Camus, the Nobel Prize winning Algerian author. In this course Ancient Greek and Roman writers such as Plato, Aristotle, and Lucretius launch the exploration of that fundamental question. That exploration, the quest for meaning, hinges upon the inescapable questions that these artists and philosophers pose again and again: What is a good life? What is happiness? What is the relationship between life's worth and the meaning of life?

CLST 274: Backroads, Witchcraft, Romance: The Ancient Novel, 1 credit, AH (cross-listed as WLIT 215)

Ancient popular literature offers a portrait of the Mediterranean world that depicts figures underrepresented in other ancient literature, such as women, slaves, bandits, witches, merchants, and practitioners of mystery religions. Works include Greek authors of popular literature such as Lucian and Longus, The Life of Aesop and Aesop's fables, the Roman novels Petronius' Satyricon and Apuleius' Metamorphoses (or The Golden Ass). No prior knowledge of ancient Greek and Roman literature and culture is required for this course.

CLST 283: Classica Africana, 1 credit, AH, PPD (cross-listed as WLIT 215)

Explores the ways in which modern literature of peoples of African descent engages with ancient Hellenic and Roman literature. This course may concentrate on African American literature, women writers, or literature of the African Diaspora. Example topics include how the art of Derek Walcott's Omeros, Ralph Ellison's Invisible Man, Toni Morrison's Beloved, and Rita Dove's Mother Love riffs on such works of classical literature as Homer's Odyssey, Euripides' Medea and The Homeric Hymn to Demeter.

ARTH 235: Eccentrics & the Exotic in 17th & 18th c. China & Japan, 1 credit, AH, IE, PPD

This course explores two major artistic currents arising in both China and Japan in the 17th and 18th centuries. Dubbed "eccentric" by their contemporaries, a number of innovative painters broke the rules, constructed "bohemian" personas, and yet also paid homage to their art historical heritage. Alongside the (re)emerging figure of the eccentric artist, 17th and 18th century China and Japan also encountered Europeans. As a result, both countries grappled with its sense of identity, as a nation and as a people. Contact with Europeans, direct and indirect, led to the representation of "other" and experimentation with unfamiliar artistic techniques. Thus, through this focused study of a specific time period in China and Japan, students examine "diversity" and "inclusion" in a pre-modern, East Asian context. With paintings as our point of departure, we will think deeply about the meanings of terms such as "eccentric" and "exotic," as well as how the associated concerns of artistic freedom and negotiation with "other" still resonate in contemporary society. This class will nurture critical thinking about art and its active role in international relations today, challenging students to approach the subjects of diversity and inclusion from different points of view and to express opinions articulately in verbal, as well as in written, form.

POLS 365: Political Psychology, 1 credit, SS

This course examines the psychology behind political attitudes, preferences, and outcomes. Concepts in psychology such as personality, group identity theory, or other cognitive heuristics can offer new ways to think about contemporary issues in political science. After all, many important political decisions such as vote choice or policy preferences are guided by social preferences or biases, rather than more objective or "rational" approaches to make choices. Throughout this course, we will understand how such internal preferences or biases can guide and influence political outcomes. For example, how do our partisan, ideological, or ethnic group identities affect the political information we select, or the policies we support?

How might appeals to fear, resentment, or prejudices impact electoral outcomes? Or why do misinformation and conspiracy theories linger in the public's mind for so long?

CLST 101: Homeric Greek I (was Elementary Greek I)

An introduction to Ancient Greek via the language of the Homeric epics, the Iliad and Odyssey. Includes readings and discussions of cultural background.

CLST 102: Homeric Greek II (was Elementary Greek II)

A continuation of GRK 101. Includes readings from Homer. Prepares for GRK 201.

CLST 123: Elementary Latin I (change of description)

An introduction to classical Latin that emphasizes reading. The course provides a solid foundational knowledge of the Latin sentence structure and a thorough training in English grammar. Includes discussions of Roman life and culture.

CLST 124: Elementary Latin II (change of description)

A continuation of Latin 123, this course broadens and deepens students' understanding of Latin and English grammar to incorporate more complex sentence patterns. Students will read more extended passages of original Latin and continue explorations into Roman life and culture through literature.

CLST 223: Intermediate Latin (was Introduction to Latin Prose)

Combines a thorough review of elementary Latin and an introduction to continuous Latin texts from foundational authors such as Cicero, Caesar, Sallust, and Vergil. Teaches strategies for analyzing complex sentences and continuous passages. Includes some prose composition.

Faculty Meeting Minutes
March 5, 2018

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

The meeting was called to order at 4:02 p.m.

2. Communications from the President (Mark McCoy)

The President updated the faculty on several ongoing dialogues.

- Parents and prospective students at Honors and Fellows weekend were energized and excited about DePauw and our YTD numbers are impressive.
- The dialogue with students in a recent class with Professor Pollack-Milgate reinforced how important our work is and how impressive our students and faculty are.
- Dialogue with state legislators has been successful with favorable outcomes concerning state aid and tax exemptions for charitable contributions to private colleges in Indiana
- Dialogue with federal legislators continues with a successful outcome on the endowment tax, a projected favorable (eventual) outcome on DACA and continuing dialogue on the Higher Education Act.
- Dialogue with the board has been encouraging and they are very supportive of the strategic plan, the 5- year model, and investments in living units and green energy.
- Dialogue with Faculty and Staff continues about finance (including staffing and compensation,) The Commitment, FYS and soon, the curriculum.

3. Verification of Quorum

The quorum was met at 4:09 p.m.

4. Consent Agenda

A. Approve Minutes from the February 5, 2018 Faculty Meeting

B. Approval of changes to the Religious Studies major (recommended by Course and Calendar Oversight):

[additions in **bold**, deletions in ~~strikethrough~~]

TOTAL COURSES REQUIRED: Nine

CORE COURSES: REL 130 (or REL 130E), REL 479

OTHER REQUIRED COURSES:

~~One course in biblical literature chosen from the following: REL 141, REL 142, REL 241.~~

One course in Western religious traditions chosen from the following: REL 132, **REL 141, REL 142, REL 241,** REL 244, REL 250, REL 252.

One course in Eastern religious traditions chosen from the following: REL 253, REL 257, REL 258, **REL 259.**

NUMBER 300 AND 400 LEVEL COURSES: Three (inclusive of REL 479)

SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE: The senior requirement consists of the completion of REL 479 with a grade of C or better. Students should consult with their major advisors about the senior seminar before the beginning of the senior year.

WRITING IN THE MAJOR:

The writing in the major requirement for Religious Studies is filled through REL ~~480~~ **479**, Senior Seminar. This course is designed to cultivate discipline-specific writing skills within the major consistent with norms of

professional competence in the field of Religious Studies. Through the analysis and critique of multiple drafts of written work in close and intensive consultation with the instructor/faculty mentor, students spend the entire semester developing "publishable" article-length theses. In class writing includes brainstorming assignments, autobiographical writing, free-writing exercises, long essay exam compositions and the construction of group work reports. Out-of-class writing assignments are sequenced to produce a final scholarly project worthy of the discipline, with care given to the use of appropriate documentation and sources. In addition to the composition and sharing of multiple drafts of each section of their research papers, students are required to submit and defend anywhere from 3-5 drafts of their final 25-30 page paper to the seminar instructor. Satisfactory completion of the senior seminar requires students to achieve a grade of C or higher.

Religious Studies courses at the beginning, intermediate and advanced levels build toward the senior thesis. At the intermediate and advanced levels multiple 5-10 page papers may be required as well as longer and more complex essay exam questions. Final papers ranging from 10 to 20 pages and developed over multiple drafts in consultation with faculty members are not unusual. Total written work for the semester will typically include a variety of the following: exam questions, quizzes, in-class writing assignments, discussion prompts, short papers, long papers, message boards, e-mail correspondence, workgroup write-ups, outlining of reading chapters, book reviews, and summaries from oral presentations.

C. Approval of the following new course (recommended by Course and Calendar Oversight):
HIST 245: The Holocaust, 1 credit, AH, PPD (previously offered as a topics course)

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

D. Announcements of changes in course number, description, or distribution requirement designation:
(recommended by Course and Calendar Oversight)

ARTH 236: Eccentrics & the Exotic in 17th & 18th c. China & Japan, 1 credit, AH, PPD (was mistakenly announced as ARTH 235 last month)

(recommended by Course and Calendar Oversight)

ARTS 163: Introduction to Photography, 1 credit, AH (new description)

This survey class is an introduction to photography as an art form. This course provides opportunities for learning personal expression, critical thinking, and the aesthetics of photography through studio assignments, critiques, demonstrations, lectures and discussions. Students will use both digital and non-digital cameras, print in the darkroom, and learn the magic of chemical photography, while also outputting digitally. By learning the history of the medium students will come to know that photography does not have to be tied to the camera industry. A Digital SLR camera, with full manual capabilities, is required.

(recommended by Course and Calendar Oversight)

ARTS 256: Intermediate Painting: The Contemporary Figure, 1 credit, AH, PPD (add PPD)

(recommended by Course and Calendar Oversight)

ARTS 356: Advanced Painting: The Contemporary Figure, 1 credit, AH, PPD (add PPD)

(recommended by the Curricular Policy and Planning Committee)

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."

(recommended by the Curricular Policy and Planning Committee)

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."

F. Announcement of one-time distribution requirement designations for topics course (from Course Calendar and Oversight):

ANTH 390A, Fugitive Slaves in Global Perspective, 1 credit, SS, IE (Fall 2018)

The consent agenda was approved.

4. University Strategic Planning Committee (Howard Brooks)

Motion to be voted on:

The language of the Academic Handbook concerning the University Strategic Planning Committee be changed as follows:

Current language:

2. Membership. Composed of five (5) senior administrators (Vice President for Finance and Administration, Vice President for Academic Affairs, Vice President for Development and Alumni Engagement, Vice President for Student Life, and Associate Vice President for Facilities), seven (7) faculty members, three (3) students, and two (2) staff representatives, and staffed by the Associate Vice President for Finance.

Faculty membership: Chair of the Faculty, member of the Curricular Policy and Planning Committee, member of the Faculty Development Committee, and four (4) faculty members elected directly, for a total of seven (7) faculty representatives.

Administrative members: Voting: Five (5) senior administrators: Vice President for Finance and Administration, Vice President for Academic Affairs, Vice President for Development and Alumni Engagement, Vice President for Student Life, and Associate Vice President for Facilities.

Student members: Three (3), appointed by Student Government.

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New language:

2. Membership. Six (6) senior administrators (Vice President for Academic Affairs, Dean of the School of Music, Vice President for Student Academic Life, Vice President for Enrollment Management, Senior Advisor to the President for Diversity and Compliance/Title IX Coordinator and Vice President for Strategic Initiatives), six(6) faculty members (one elected from each curricular area and two elected at-large).The Vice President for Strategic Initiatives and a faculty representative will co-chair the committee.

Rationale: The new membership insures faculty representation from all curricular areas. It also removes the burden of expecting faculty already serving on a core committee or as chair of the faculty from being placed on Strategic Planning. Many of the discussions over the past two years, and anticipated discussions into the future, have required the committee to excuse the students from attending. The staff members from the current membership description have been filled by members of the President's Cabinet. Staff members are part of the Administrative Council which regularly meets with the Strategic Planning Committee.

Question from Faculty Member – I have a question about the staff part. We used to have two staff members appointed by the Human Resources office. Why is it now that the staffing is coming from members of the cabinet? What is the administrative council and what do they do?

Answer from Carol Smith – The administrative council has representatives from across campus acting as a peer to the university strategic planning committee. We are working on projects and initiatives, in particular, ones that are directly supportive of the commitment. As the administrative companion to the Strategic Planning Committee, we look at high level decisions that need to be made. This committee is pretty new. It was in place last year, but a little bit different than it is this year.

The motion was voted on by the faculty and was approved.

5. Faculty Personnel Policy and Review (Clarissa Peterson)

Advanced notice of a motion to be voted on at the April 9, 2018 faculty meeting

Insert in Personnel Policies after: VIII. Faculty Grievance Process

IX. Faculty Review of Lesser Sanctions

A. Overview

The Lesser Sanctions Advisory Committee (LSAC) consists of three tenured faculty members, each of whom must have at least two years of experience on the Faculty Personnel and Policy Review Committee (Review Committee) or on its precursor, the Committee on Faculty (COF). The LSAC is appointed by the Review Committee from a pool of those eligible, which will be provided annually by the Governance Committee. Faculty members nominated to serve on the LSAC may decline participation for any reason. Upon review of appointments, either or both the Vice President for Academic Affairs and the faculty member have the option to strike one name from the list. The Review Committee will select the next eligible candidate(s) for the committee.

The Lesser Sanctions process comes into play when the Vice President for Academic Affairs has determined that a faculty member has violated DePauw policy or behaved in a way inconsistent with professional and ethical standards, but does not rise to the level that warrants initiating the dismissal process [Section VI, B of Personnel Policies]. The Vice President for Academic Affairs will initially investigate and propose a resolution, following the procedure detailed in section B. Process.

Lesser sanctions may consist of (and only of) one or more of the following: development of a plan for improvement, letter of reprimand placed in the personnel file, ineligibility for Faculty Development Awards, reduced salary, removal from eligibility for promotion, denial of promotion, demotion in rank, un-paid leave, change in job responsibilities. These sanctions may be temporary or permanent.

Faculty members undergoing a Lesser Sanctions process are entitled to have a faculty advisor present throughout. All LSAC members shall agree, by virtue of their service, to honor the confidentiality of the process and not to breach the obligation of confidentiality absent a legal obligation to do so.

B. Process

Initial Phase.

The Vice President for Academic Affairs notifies the faculty member that a situation warranting a lesser sanction exists, gathers facts, and proposes a resolution in writing within three in-session days. The faculty member has five in-session days to respond to the Vice President for Academic Affairs. The VPAA and the faculty member meet to discuss the proposed implementation.

If the faculty member contests the proposed resolution, the Lesser Sanctions process moves forward to the next phase.

Formal Phase.

If the matter cannot be resolved between the faculty member and the Vice President for Academic Affairs, the formal Lesser Sanctions process begins with the assembly of the LSAC. The Vice President for Academic Affairs notifies the LSAC, and presents his or her findings in writing to the LSAC, along with a summary of the evidence used in reaching his or her decision, with a copy to the faculty member for whom the sanction is proposed. The faculty member has five in-session days to respond, and may bring forward additional evidence within three in-session days of the assembly of the LSAC.

The LSAC makes a written recommendation to the Vice President for Academic Affairs and the President within ten in-session days of receiving the faculty member's response. The recommendation is shared with the faculty member, who may respond in writing within five in-session days to the VPAA and the President. The LSAC will review evidence, deliberate, and communicate in writing to the Vice President for Academic Affairs and the President whether it agrees with the recommended sanction or feels that some other sanction or no sanction is warranted. If the LSAC determines that a different sanction is warranted, the LSAC will recommend a specific sanction. The recommendation will include the reasons for the sanction, any specific problems that must be addressed, and the time limits of the sanction.

The President has the final authority to affirm the decision of either the VPAA or the LSAC. If the President reaches a decision contrary to the LSAC's recommendations, he or she must report his or her reasons to the LSAC in writing.

A sanctioned faculty member has the right to appeal the President's decision. The appeal must be filed within five in-session days. The appeal process follows the regular procedures for appeals and grievances stated in the University's Personnel Policies (VIII. Faculty Grievance Process).

At the end of each semester, the Vice President for Academic Affairs shall report to the Faculty Personnel and Policy Review Committee the number and nature of any Lesser Sanctions that have been applied, without revealing the identity of those sanctioned. These reports will be available for consultation by the LSAC.

Rationale: Although lesser sanctions rarely happen on this campus, the aim of this policy is to provide faculty members with a peer review process when they believe an unwarranted lesser sanction has been imposed. The policy addresses the role that faculty will have in resolving lesser sanction disagreements between a faculty member and the VPAA.

Question from Faculty Member – I would like to thank many faculty members over the years for their labor on this policy. I strongly support it, but need some clarity. How does this pertain to the School of Music? What is the authority of the Dean of School of Music?

Clarissa Peterson – Our understanding is that we are one faculty and the Dean of School of Music is not in a position to bring a lesser sanction.

Question from Faculty Member – If a department chair or the Dean of the School of Music would bring a plan of Improvement to a faculty member would that be within this policy? How do we handle that?

Anne Harris – In that particular scenario the faculty member has recourse to the VPAA. That only occurs when all other conversations have been had with department chairs or the Dean of the School of Music.

Question from Faculty – The Dean of School of Music serves on other committees. Why is it not the same?

Anne Harris - We only serve parallel on term searches and tenure and promotion. All retirements and other similar issues go through the VPAA, we are one faculty.

Question from Faculty – Will the administration have access to legal counsel to read through whatever lesser sanctions are proposed and have more access than the faculty members have?

Clarissa Peterson – The administration does not have any more access than any one does. They may consult to make sure we are not violating the law but that is it. I just wanted to add that this is not about lesser sanction it's about faculty review of lesser sanction.

6. Curricular Policy and Planning (Scott Spiegelberg)

Administration has been telling all of us about the budget shortfalls brought about by small class sizes and decreased amounts of tuition collected. RAS has had to address these concerns by revising the hiring plan put in place last year. With a reduced amount of resources available for full-time positions, we plan to only recommend 6 tenure-track hires over the next three years. Because there are many more proposals than that submitted this year alone, we voted on a series of priorities that RAS will use to make recommendations for the foreseeable future. These priorities are not listed in an order of importance; the five points have been deemed of equal value by RAS.

- 1) The number of students impacted by the position: this will be determined by enrollments in classes, not the number of majors, and will be comparing trends over 10 years, not a snapshot of the most recent enrollments. RAS also recognizes that certain subjects necessitate limited class sizes because of resource constraints (lab space, number of easels, etc), and will take that into account.
- 2) Gaps in the curriculum at the university level: addressing difficulties in staffing Gen-Ed courses such as FYS, the competencies, and the distribution requirements.
- 3) Gaps in curriculum at the department/program level: addressing difficulties in staffing courses required for the major and to maintain a coherent discipline.
- 4) Engagement in the public sphere: addressing contemporary dialogs, whether it is better ways to teach a particular discipline or better ways to prepare students for their lives after DePauw.
- 5) Diversity and Inclusion: addressing diverse learning styles in pedagogy, diverse perspectives of the discipline in the curriculum and content, and inclusiveness in the approach of the department or program in recruiting students and colleagues.

Question from Faculty – 6 over three years? Will that number potentially change with changes in retirements and people leavings for other reasons?

Anne Harris - We have awareness of the general plans of retirement that is based upon those planned. Going forward after this there is a general plan after people retire on how we will be doing searches. Could things change, yes!

Question from Faculty – With the changes to First Year Seminars, what has the committee's role been in guiding that process?

Scott Spiegelberg - We have been discussing FYS. We have met with the writing curriculum committee and advising committee to discuss ways to reinvigorate the FYS group effort in moving forward with it.

7. Faculty Priorities and Governance (David Worthington)

Question from Faculty – What is the faculty governance doing?

David Worthington – We are working with VPAA on some discussions about faculty workload and First Year Seminar. We are looking at the review document that the committee has been working on for the administrative review.

Questions from Faculty Member – Has there been any discussion on the Confidentially policy.

David Worthington – No, but I will let Glen Kuecker speak as he was the previous chair.

Glen Kuecker – This process has been moved down in the list of items to discuss. Hoping to return to it real soon.

8. Faculty Development (Angela Flury)

Announcements: Concerning the deadline for GLCA Grant Challenge proposals as well as upcoming deadlines for FDC.

Faculty meeting announcements from FDC, March 5, 2018

1. FDC reminders

March 7: Faculty-student summer research proposals are due to FDC

April 11: Faculty summer stipend applications are due to FDC

2. GLCA reminders

Proposals for DePauw's Global Crossroads "Institutional Innovation Fund" grant on "**Sustainabilities**" are being accepted until **April 4, 2018**.

Among other things, the grant can be used to fund

- Global learning and research projects
- International faculty-student research
- Bringing visiting speakers to DePauw or participating in off-campus symposia on global topics
- Connecting with scholars in your field of research at other liberal arts schools from around the world
- Joining group travel to other liberal arts institutions in Europe, Latin America, Asia, or Africa to expand DePauw's collaborative global learning efforts

This year's theme is meant to be broadly conceived, serving as an umbrella topic for a wide range of issues that invite participation from staff and faculty members in all fields. If you have an idea you would like pursue, please contact David Alvarez.

9. Student Academic Life (Rich Martoglio)

Written Announcements:

The SAL Committee met in February with Reverend Kate Smanik and Professor Rebecca Schindler to discuss religious diversity and inclusion, spaces dedicated to worship and prayer, administrative spaces and positions (specifically, Director of Spiritual Life) and student attendance policies. Increasing the awareness of religious holidays amongst faculty, staff and students was also discussed (Ramadan will commence during finals week this semester). The committee encourages faculty to discuss with their classes the policy regarding attendance during religious holidays at the beginning of the semester and requests that faculty include a statement of observance of religious holidays in their syllabi. The committee would like to emphasize the importance of excusing students from classes so that they may attend religious observances. The committee is reviewing the current handbook language that addresses religious holy days and is working towards a motion to change the handbook language. The committee is not proposing substantive changes in policy, but aims to make clearer the accommodations for students that wish to observe religious holidays. A motion will be brought to the faculty at the April meeting and voted on in May. The committee is also discussing ways to gather input from students regarding religious diversity and inclusion.

Alesha Bowman (Director of Multicultural Student Services) will attend the April faculty meeting to present information from the most recent Student Campus Climate Survey.

10. Honorary Degrees (David Worthington)

Written Announcement: The committee continues to seek nominations for honorary degrees for May 2019 and requests that letters of nomination be sent directly to any committee members (David Worthington, Brooke Cox, and Debby Geis).

David Worthington – I would like to add that we would like to have these nominations by March 23, 2018.

11. Diversity and Equity Committee (Jarrod Hunt)

Summary of findings from the Faculty/Staff Climate Survey are page 11-13.

Question from Faculty Member – What was the response rate?

Jarrod Hunt – It is 50% total of university workers. We do not have the breakdown between faculty and staff.

Question from Faculty Member – Do we have staff committees? Something that they can come together and serve on.

Caleb (student) –Is this answer broken down on different racial categories or just people of color?

Renee Madison – It will be only people of color to preserve confidentiality.

Question from Faculty Member—Where are we in next steps? Have we set any goals?

Jarrod Hunt - Conversation is still ongoing. We are still working on this. There is a campus wide committee. We are all in this together. Working on ideas to address this.

Question from Faculty Member – I have the data from the 2008 campus climate task force. I would be more than happy to share

Question from Faculty Member – Word clouds – what should we make of this?

Jarrold Hunt - The one advantage of this is it shows you're the range of responses. Not a perfect measure, and will skew results in different ways. I do think that it captures a general essence of where we stand.

Question from Faculty Member – Gender disparity is standing out. Something to study in more depth I would just like to bring up that there are other dynamics form women then children and family

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

I come before you to express my thanks for the campus-wide conversations that are currently occurring and to report out on their progress and interaction with committees:

- FYS
 - Great ideas that are coming forward
 - Discussion with chairs for a sustainable future
- Writing Program Director
 - Working with Rebecca Schindler and looking at job duties
 - Will settle the FYS first
- Commitment Conversations (LibGuide), where summaries of the discussions are posted
 - Alternate Thursdays at 8 a.m. and 5 p.m. in Daseke (next one March 15)
 - Next ideas: Generation Z, Commitment Advisors, meeting w/ Centers Directors
- DePauw Dialogue discussions, for which we need to find a mechanism to post summaries
 - Starting Monday, March 19, every Monday from 11:30-12:30 p.m. in Daseke
 - Regular communication format being worked out; also w/ committees
- Academic Stewardship conversations on March 8, w/ further conversations in committees, departments, programs and divisions (which will be announced if open to campus)
 - 8 a.m. and 5 p.m. session in Peeler Auditorium:
 - 5 p.m. session will continue into a working dinner with chairs and directors
 - addressing state of the curriculum (20 years of academic development since the Holton gift); curricular intersections (possible Venn diagrams of credit); and creating a sustainable structure for the FYS

The AAUP deadline for faculty and salary information was February 1, so we do not yet have the comparative data, which is annually presented. We should be able to do so by the April faculty mtg. In the meantime, the Strategic Planning Committee is working through a broad benefits comparison spread sheet to engage their own work with DePauw faculty benefits.

The other forthcoming report this spring will be about Winter Term – Dave Berque and I will be reporting out on student access to Winter Term off-campus courses and beginning the process with faculty committee of closing out the trial period.

For now, then, I am glad to take questions about the Commitment Conversations, DePauw Dialogue, and/or the Academic Stewardship conversations – with all my thanks to the faculty.

Question from Faculty Member - Since there is limited seating it might be hard for some of us to be there. Will slides be made available? Will there be more information on the financial end? Will we be getting some type of break down? If we can get some breakdown on faculty salaries to the academic budget, but does not include faculty rank that are administrators.

Anne Harris – That is already how it is set up. The president or VPAA or Andy Cullison are not counted in the faculty count. There are all different types of models. The center directors will be administrative positions. Bob and I have talked, but have had some information that we wouldn't want circulated. But if you want to look at that information let's talk it through.

Question from Faculty Member– When is the winter term closing out its trial period?

Anne Harris - When we made our vote we are currently in a trial period in which faculty are contributing to winter term offering basis. What we noticed was that the trial period was never given an end date. Very eager to give report. More alums coming back to teach. A winter term conversation needs to be had

Question from Faculty Member – If a faculty member opts out of teaching winter term is that then reassigned time or time off? How is that overseen?

Anne Harris – It's neither. You either use your time for teaching which you are compensated. If you are using your time for research you are not compensated.

Question from Faculty Member – To what extent will faculty members be a part of the conversation. A lot of faculty members might not be happy with alumni teaching. How much of a say so will we have?

Anne Harris – Course calendar and oversight committee is the course that works with this. Faculty proposals are given first priority, then staff and then alumni's.

Dave Berque – This year the committee started by reviewing only proposal where at least one proposal was tenured and tenured track member. We still needed additional courses academic affairs approved which were to be taught by alumni.

Additional Business

Unfinished Business

New Business

Announcements

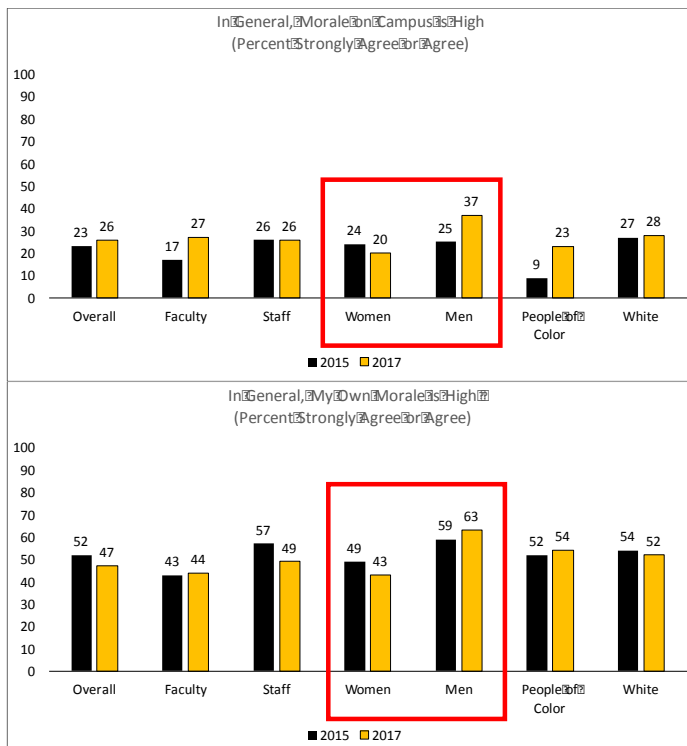
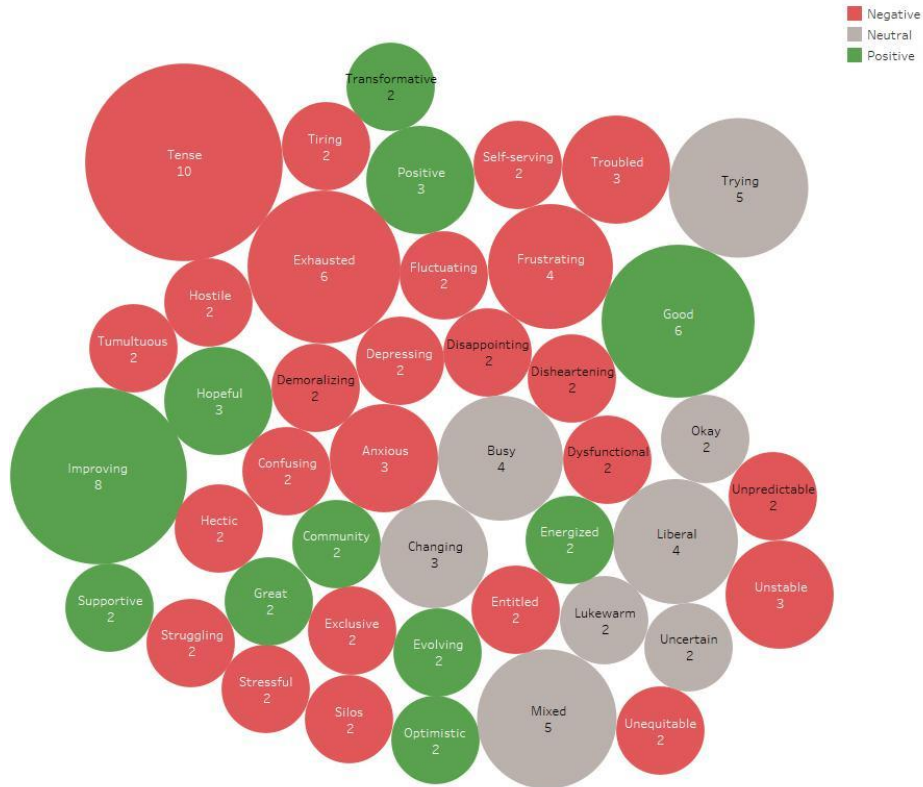
A. Putnam County Relay for Life is Saturday, May 5 from 11:00 a.m.-11:00 p.m. This event is a wonderful opportunity for the DePauw and Greencastle communities to work together to raise money for a worthy cause: The American Cancer Society. If you would like to join our team (Cool Profs & Staff) or start your own team, you can do so online or by contacting Jackie Roberts or Pam Propsom.

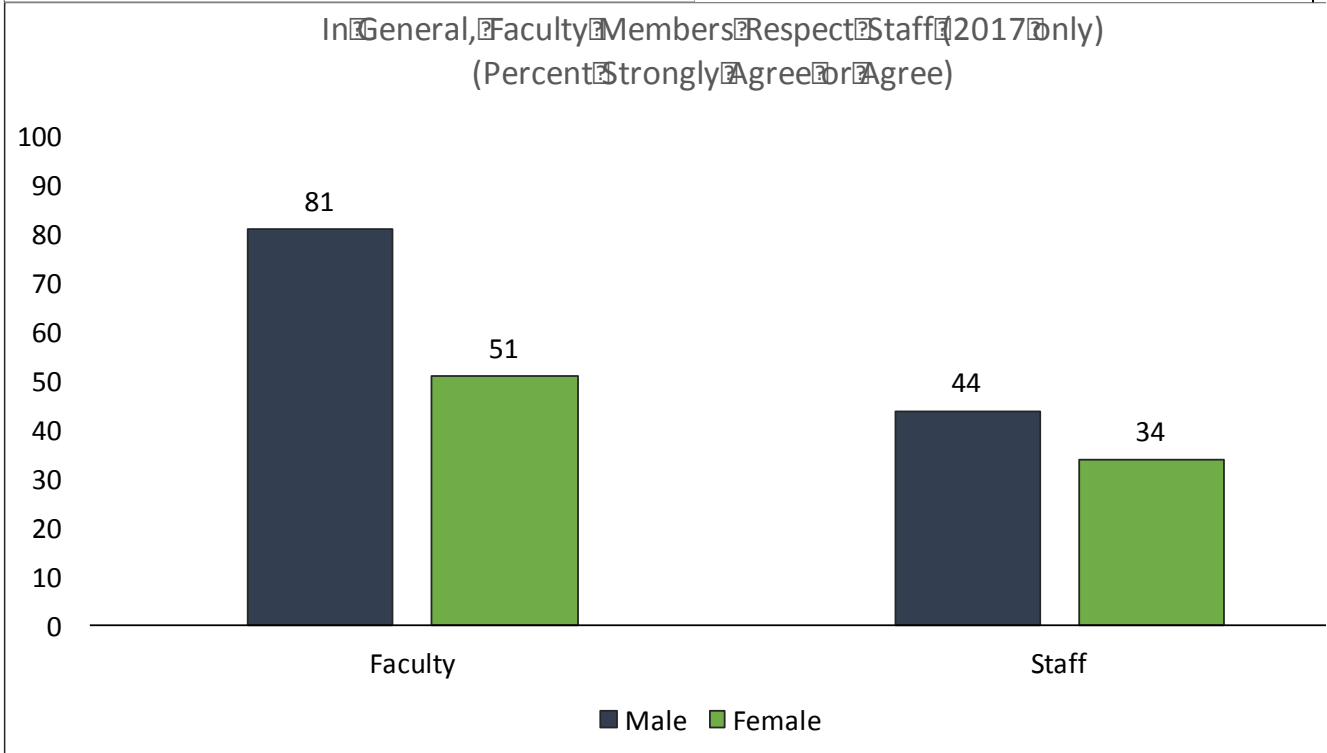
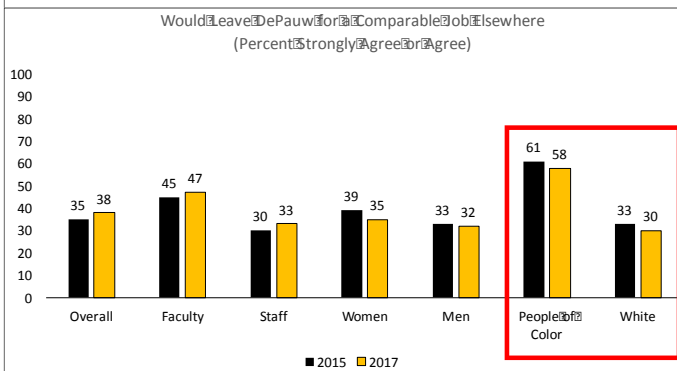
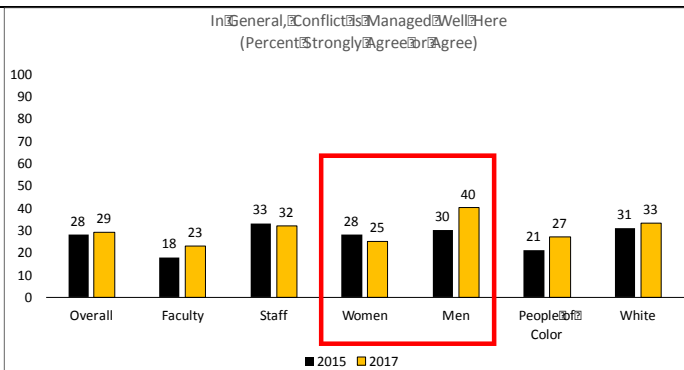
B. Many vacancies remain on the elected position and committee ballot. Efforts will be made to fill the vacancies, but the voting booth will be open the week of March 18, with the booth closing on March 23.

Adjournment

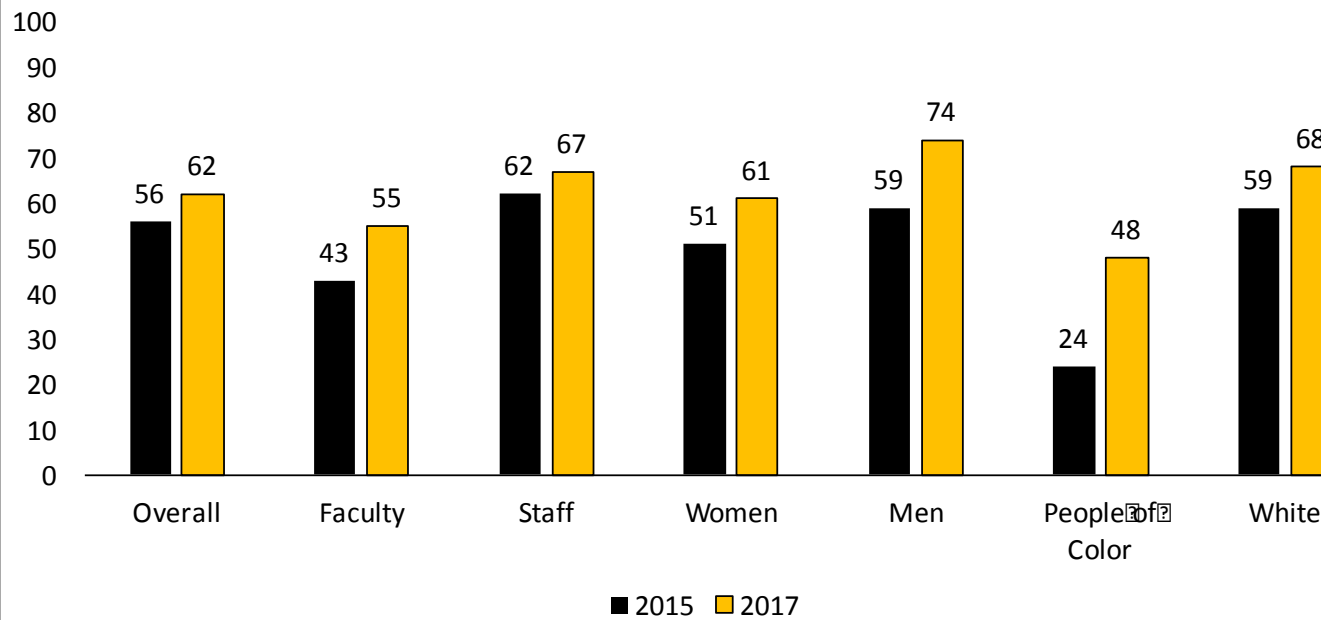
The meeting was adjourned at 5:20 p.m.

What single word best describes the climate at DePauw? (Words appearing 2 times or more)





Appreciation for Multicultural and International Communities (Percent Very Much or Quite a Bit)



Faculty Meeting Minutes
April 9, 2018

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

The meeting was called to order at 4:02

2. Report on the Student Climate Survey (Alesha Bowman)

Please click [here](#) to access the Student Climate Survey.

Question from Faculty Member – Is this information comparable to other campuses across the United States?

Response from Myrna Hernandez - We haven't compared it. These are our own survey questions.

3. Verification of Quorum

The quorum has been met by 4:21 p.m.

4. Consent Agenda

A. Approve Minutes from the March 5, 2018 Faculty Meeting

B. Approval of the following new courses (recommended by Course and Calendar Oversight):

ITAL 376: Italian Through Film, 1 credit, Language

In this course students will be watching award-winning Italian films from the 21st century. In this seminar students will investigate the ways in which films present Italian society, and will question the changes that have marked the new millennium, especially concerning immigration, the work place, politics, and technology. Prerequisites: ITAL 171 & 172.

WGSS 450, Senior Thesis Workshop, 0.25 credit [this was mistakenly approved in April 2010 as "EXP" instead of the proper number]

Any student, regardless of major, who is writing a senior thesis or project with a focus on women and/or gender is invited to sign up for this writing workshop. Students will exchange drafts and share strategies for research and revision.

C. Announcement of change in course title and description:

MUS 130, Musicking (was Understanding Music)

The idea of musicking conceives of music as a process rather than an object. It encompasses all activity involved in and surrounding music, including but not limited to performing, improvising, composing, listening, responding, dancing, teaching, engaging with music theory and history, and attending and producing musical events. MUS 130, a team-taught class, explores selected dimensions of musicking from multiple perspectives. Students rotate through modules that offer a foundational framework of the following skills: artistic creation, the exercise of individual and collaborative creativity in developing an artistic voice; critical thinking, the intellectual skills of curiosity, rational thought, analysis, and problem

solving; and, everyday advocacy, the habits of mind for making meaningful connections between our audiences and our art and effectively advocating for what we value.

D. Announcements of changes in distribution requirement designation:

ASIA 140, Introduction to Chinese Culture (SS, IE)
ASIA 183, Japanese Culture, Technology and Design (IE)
UNIV 183, Classical Tradition in Italy (IE)
UNIV 183, (North) Korea in Japan (IE)
UNIV 183, Evolutionary Computation in Australia (IE)

E. Change the name of the “Women's Studies major” to "Women's, Gender, and Sexuality Studies major" (from Curriculum Committee)

F. Announcement of change in course number:

CLST 281, Airs, Waters, Places: Classics and the Environment (was CLST 351)

The consent agenda was approved.

4. Faculty Personnel Policy and Review (Clarissa Peterson)

Motion to be voted on:

Insert in Personnel Policies after: VIII. Faculty Grievance Process

IX. Faculty Review of Lesser Sanctions

A. Overview

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Faculty members undergoing a Lesser Sanctions process are entitled to have a faculty advisor present throughout. All LSAC members shall agree, by virtue of their service, to honor the confidentiality of the process and not to breach the obligation of confidentiality absent a legal obligation to do so.

B. Process

Initial Phase.

The Vice President for Academic Affairs notifies the faculty member that a situation warranting a lesser sanction exists, gathers facts, and proposes a resolution in writing within three in-session days. The faculty member has five in-session days to respond to the Vice President for Academic Affairs. The VPAA and the faculty member meet to discuss the proposed implementation.

If the faculty member contests the proposed resolution, the Lesser Sanctions process moves forward to the next phase.

Formal Phase.

If the matter cannot be resolved between the faculty member and the Vice President for Academic Affairs, the formal Lesser Sanctions process begins with the assembly of the LSAC. The Vice President for Academic Affairs notifies the LSAC, and presents his or her findings in writing to the LSAC, along with a summary of the evidence used in reaching his or her decision, with a copy to the faculty member for whom the sanction is proposed. The faculty member has five in-session days to respond, and may bring forward additional evidence within three in-session days of the assembly of the LSAC.

The LSAC makes a written recommendation to the Vice President for Academic Affairs and the President within ten in-session days of receiving the faculty member's response. The recommendation is shared with the faculty member, who may respond in writing within five in-session days to the VPAA and the President. The LSAC will review evidence, deliberate, and communicate in writing to the Vice President for Academic Affairs and the President whether it agrees with the recommended sanction or feels that some other sanction or no sanction is warranted. If the LSAC determines that a different sanction is warranted, the LSAC will recommend a specific sanction. The recommendation will include the reasons for the sanction, any specific problems that must be addressed, and the time limits of the sanction.

The President has the final authority to affirm the decision of either the VPAA or the LSAC. If the President reaches a decision contrary to the LSAC's recommendations, he or she must report his or her reasons to the LSAC in writing.

A sanctioned faculty member has the right to appeal the President's decision. The appeal must be filed within five in-session days. The appeal process follows the regular procedures for appeals and grievances stated in the University's Personnel Policies (VIII. Faculty Grievance Process).

At the end of each semester, the Vice President for Academic Affairs shall report to the Faculty Personnel and Policy Review Committee the number and nature of any Lesser Sanctions that have been applied, without revealing the identity of those sanctioned. These reports will be available for consultation by the LSAC.

Rationale: Although lesser sanctions rarely happen on this campus, the aim of this policy is to provide faculty members with a peer review process when they believe an unwarranted lesser sanction has been imposed. The policy addresses the role that faculty will have in resolving lesser sanction disagreements between a faculty member and the VPAA.

The motion was approved by faculty.

Statement from a Faculty Member – We need to face the fact that the personnel process is broken. We have good people by accident not a direct. No one wants to serve on this committee as it takes too much of the faculty's time. It is physically impossible to be on this committee. To actually do the job

we are supposed to be doing on this committee. The faculty needs to meet on this. Every year the number of faculty that is needed on this committee after the initial round of elections grows.

Response from Clarissa Peterson – One problem is the amount of paperwork. People are sending in too much stuff. We will talk about how to choose what you want to put in your file. We will be addressing that this year. Hope to send some better instructions to chairs. Also, the meeting used to last forever. This is not true anymore. The meeting ends at 6 pm period. We want people to join the committee.

Statement from Faculty Member – At my previous university, the direction was to create one binder. My direction here is four binders. Limiting the number of pages would be helpful.

5. Curricular Policy and Planning (Scott Spiegelberg)

A. Motion to be voted on: “The faculty approves the dissolution of the Russian and Russian Studies Minors.”

Rationale: We no longer have a Russian professor and see no future for the program.

Question from Faculty Member – Why are we not planning on hiring another professor?

Alex Puga – No RAS proposal – in landscape of available language there is a distinction we need to make. We offer 6 different languages. But students can still take languages we don’t offer. With proper consultation they can still take it just not as a minor.

The motion was voted on and approved by the faculty.

B. Advanced Notice of a Motion to be voted on at the May 7, 2018 faculty meeting:

Proposal for Revised Language Requirement

Students will complete two semesters of a language other than English, beginning at an appropriate level according to a placement exam and in consultation with the coordinator of the language program. Students may choose to complete this requirement with a language they have studied previously (by testing into the appropriate level), or they may choose to begin a new language at the first-semester level.

Students may take one semester of the language in an off-campus program with the approval of the relevant language coordinator.

Students whose first language is not English may be certified as meeting this requirement through the Office of the Registrar, **and in consultation with the director of English for Academic Purposes.**

Rationale

The Department of Modern Languages self-study process has coincided fortuitously with the University’s development of a Global Awareness (IE and PPD) component in the general education program. As new programs such as the Global Health Major and the International Business Minor emerge, and as Interdisciplinary Studies develop, it has become clear that the university must offer a language requirement that can consistently do justice to its prioritization of a more globally-minded and cross-culturally driven academic program. If we are to help provide a credible and worthy Global Awareness experience for students, an option for students to “test out” of a university language requirement is counterintuitive. While most students at DePauw do pursue language study at some level, the exemption of even some students is glaring, especially when all other general education requirements call for coursework in areas in which students have had some exposure prior to their DePauw arrival. Our two semester requirement brings

languages into proper alignment with the Arts & Humanities, Science & Math and Social Sciences graduation requirements. The university's commitment to language study over the last twenty years is manifest in the development and staff support for eight language programs and a breadth of study abroad options. It is time to reaffirm that commitment by solidifying expectations for students in the general education program and beyond.

While students may well have developed language skills prior to enrolling to DePauw, our revised language program will more directly help them attend to the university's greater mandate for international and cross-cultural competence. In addition, the new requirement is designed to help students adequately prepare themselves for meaningful off-campus study and study abroad, not simply by exposing them to a given language, but by helping them experience and negotiate the otherness that they will experience off campus. This is particularly important when in the last academic year, one third (33.3%) of DePauw students sought off-campus study and language study in a region where one of our languages is spoken.

ML recognizes the seriousness of a commitment to language study in the general education landscape, and proposes this revised requirement as a means of ensuring that further development of global and international programming DePauw at curricular, co-curricular, and experiential levels may flourish.

Question from Faculty Member – Will we be given information about the ability to staff this?

Alex Puga – We discussed staffing at the open meeting and curriculum meeting. This is about utilizing the faculty already on hand.

6. Faculty Priorities and Governance (David Worthington)

Advanced Notice of a motion to be voted on at the May 7, 2018 Faculty Meeting:

Change the membership of the Faculty Priorities and Governance Committee

Current Handbook language:

2. Membership.

Faculty membership: One (1) representative from the Core Faculty Committees: Curricular Policy and Planning, Faculty Personnel Policy and Review, Faculty Development, and Student Academic Life; three (3) directly elected faculty members including one representative for the School of Music and the Chair of the Faculty, for a total of eight (8) faculty members.

New Handbook language

2. Membership.

Faculty membership: Seven directly elected faculty members: one (1) representative from each of the four Curricular Areas, one (1) representative for the School of Music, and two (2) representatives at-large.

Rationale: Having appointed members of the committee from other Core Faculty Committees is problematic. These individuals are in fact subject to significant workloads on two Core Committees. In most cases, the faculty members selected to fill these appointed positions are only available for one year. Having half of the committee members being one-year positions hampers the work of the committee from one year to the next. This year we were fortunate to have three individuals returning. However, based on the current situation, there might be only one returning member for AY 18-19. Additionally, the Core Faculty Committee appointees were not elected by the faculty to serve on Governance. The appointed process also carries the risk of unbalanced representation, either in curricular area, or other identifiers. The new membership insures faculty representation from all curricular areas. The committee believes that direct election is preferable. The direct election of faculty to this committee, instead of appointments from the Core committees, insures that the faculty are aware and intentionally elect the members of the committee.

In proposing these changes, Faculty Priorities and Governance Committee discussed and debated its impact on its steering committee function. It concluded that steering committee charge can be met without direct representation from the core committees as long as committee chairs communicate with the chair of Faculty Priorities and Governance Committee. If particular issues raise to a level the merit Faculty Priorities and Governance Committee deliberation and/or action, a representative from the committee can meet with Faculty Priorities and Governance Committee to consider the issue. Likewise, if an issue comes before Governance that merits consideration of a particular committee or committees, then Faculty Priorities and Governance Committee can request the committee(s) to send a representative to its meeting for discussion.

Written announcements:

The committee has continued to work on the role of faculty in the recruitment of senior administrators with significant academic duties. Language will be put on the table at the May meeting to incorporate this policy into the Academic Handbook.

The committee has met with the President and the VPAA to discuss the development of a policy concerning confidentiality.

7. Student Academic Life (Rich Martoglio)

Advanced notice of motion to be voted on at the May 7, 2018 Faculty Meeting

In response to concerns related to student observances of religious holidays, the Student Academic Life committee notifies the faculty of proposing the following changes to the Academic Handbook language (**additions in bold, deletions in strikeout**):

RELIGIOUS HOLY DAYS

DePauw University embraces the religious diversity of its students, faculty, and staff. Accordingly, faculty members are expected to accommodate students who are adherents of a religious tradition and wish to fulfill obligations of that religious tradition on ~~excuse students from class and be flexible with respect to deadlines for required coursework in order to enable students to observe religious~~ holy days. Faculty are also expected to make it possible for students observing holy days to make up any work they miss, provided arrangements are made in advance. Students are expected to notify their instructors of their intent to fulfill the obligations of their religious tradition well in advance of these days **observe holy days at least one week in advance of these days.** For the sake of this policy, "holy days" are defined as periods of time in which either:

- a. activities required by normal class participation are prohibited by a religious tradition, or
- b. a special worship obligation is required by a religious tradition.

Students with questions or concerns about this policy should contact the Office of Student Academic Life.

Statement from Faculty Member – Having met with Kate Smanik some of the Muslim holidays do not give tremendous amounts of advance notice on when holidays are. I would advise you to check with Kate on this.

Question from Faculty Member – What else is going to happen to address the concerns that Adam Cohen shared with you fully.

Response from Rich Martoglio – There is an importance of having meaningful discussion on campus about religious diversity. We will attempt to meet with students to get feedback from them and continued discussion to meet with Kate Smanik.

Question from Faculty Member – I have questions on the Greek system. Can you share the knowledge if SAL have been consulted advised or aware that the commission was up and running and doing work or planning on doing work. Can we ask a few questions about this process? One outsider on it and two maybe three faculty reps on it, is that correct? All sorts of questions pop up. Sends me all the wrong signals. I don't want to have that feeling.

Response from Rich Martoglio - The SAL committee was not involved in the process.

Question from Faculty Member – Will the commission meeting cover the al of the Greek system, and not just the Interfraternity Council and Panhellenic?

Response - Yes it will.

Alan Hill – The president's focus is on making certain we have faculty representation and student representation and also gender and race representation. At this point, the group will make a recommendation to the president.

Written Announcements:

Adam Cohen (Head Coach, DePauw Swimming and Diving) visited with the SAL committee in March to discuss religious diversity and the current state on campus. The committee learned more about religious life on campus and changes that have occurred over time. The committee discussed the need for worship spaces at DePauw, dietary accommodations and the importance of the entire DePauw community discussing and addressing religious diversity on campus.

The SAL Committee reminds faculty of the focus group session regarding DePauw's Greek system hosted by Lawren Mills and Brent St. John (Tuesday, April 17th from 11:30am-12:30 pm, Darnell Room at Hoover Hall). The committee encourages faculty to attend the forum so that their input can be heard and forward comments to faculty representatives Jackie Roberts, Andy Cullison and Cara Setchell.

8. Faculty Development (Angela Flury)

Announcements: FDC would like to announce the PPD project for 2018/2019

PPD Program

FDC is announcing for 2018/2019of a new collective faculty development model for engaging with the *Power, Privilege, and Diversity* graduation requirement. In the interest of inquiry and sustainability, this model combines three components -- a workshop, semester-long reading group, and post-seminar peer outreach, for all of which participants will receive a compensation of \$600.

Expect a Google form soliciting faculty participants. We are seeking 24 participants who are committed to all of the following:

- attending the keynote address and dinner on Friday, August 24 and the workshop on Saturday, August 25
- contributing, as part of a reading group, to four monthly meetings
- disseminating the "take away," i.e. reflections and insights, as a way of building up collective learning on campus

We are excited to announce that the keynote speaker is Dr. Sheila Jaswal, Associate Professor of Chemistry at Amherst College. Her talk is tentatively titled "Being Human in STEM" and draws from her development of a faculty-student team-taught course that explores the experiences of minoritized students in STEM and effective pedagogical interventions. Her talk highlights more broadly how the dynamics of exclusion and inclusion operate in the liberal arts and can be disrupted.

We look forward to your participation and request your response by May 4, 2018.

Dean of Faculty Tamara Beauboeuf

In our continuing efforts to become an inclusive learning-living community -- or, as Dr. McCoy describes, "a great place to live, learn, and work" -- I want to invite each of you to consider participating in the 2018-2019 SEED seminar.

SEED stands for Seeking Educational Equity and Diversity and is a 30-year old professional development organization founded by Dr. Peggy McIntosh (American Whiteness keynote speaker, DePauw Dialogue 5.0 featured speaker). To facilitate honest conversations about oppression, power, inclusion, and change (both individual and institutional), SEED builds basic yet powerful core skills including experiential and collective learning, personal reflection and testimony, and listening to others.

SEED is a peer-led, seminar-model of change that runs the course of the academic year. Since AY 2016/17, we have supported two SEED cohorts of 46 members of our community: 24 staff and 22 faculty.

Why this matters: In recent weeks, we've had conversations about our Campus Climate surveys, which have demonstrated several concerning trends -- differences and divergences in how women and men, people of color and whites, and faculty and staff experience life at DePauw. Participating in next year's SEED seminar is an opportunity to gain insight into how these patterns come about and how we can shift our everyday practices in needed ways. Building on Dana Dudle's query about who has taken part in SEED, I'd like to note that men have been consistently under-represented in the SEED seminars.

The AY 2018/19 SEED seminar will take place over nine meetings, from 5-8 p.m. on the first Tuesdays of every month we're in session: Sept 4, Oct 2, Nov 6, Dec 4, Feb 5, Mar 5, Apr 2, May 7, and May 21. Dinner will be provided and participants are expected to attend all sessions of the seminar.

Question from Faculty Member -- Has the topic ever come up that all sciences faculty have a requirement to develop a research project? The student faculty summer research is one of the ways we can achieve that. I am asking for more funding so that members can be approved.

Tamara Beauboeuf -- Sciences have other funds they can use, but we can discuss this more. The committee look across the divisions and try to find what fits best for the funding. Asher Funding for the Sciences will come online this next year.

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

Many thanks for all of the advising that you are providing as students chart out their next DePauw chapter.

Commitment Advising -- many thanks to Cindy Babington and participants for the two meetings last Thursday: main points were 1) that advising about programming and opportunities on and off campus is what many, many advisors already do and 2) that providing guidance and a listening ear about DePauw's incredibly active public sphere (witness last Thursday) benefits student learning.

Admission Recruiting – Thanks for the advising that faculty are already doing for our prospective students: we currently have 181 students signed up, including 60 MVP students (Multi-cultural Visit Program) – with great thanks to Curtis Ferguson. 27% of the attendees have already deposited and so will be seeking to start building their relationships with you and find out more specifics about academic programs and departments. Many thanks to you and your students who will be here Saturday.

FYS – with many thanks to chairs and directors, we are at 41 FYS, and will look to capture the last two or three needed seminars after the Demand Analysis goes out this Friday. Next year, we'll work with the stable contribution model – which we are still refining.

DePauw Dialogue 5.0 – The Monday meetings are very productive and we are approaching a solid format and content. The sessions have been full, and I have been very grateful for the faculty presence in the room as they collaborate with the many staff who attend, and the growing number of students. Right now: answering the call for training, for action, for skill-building when it comes to race and difference (for example: training workshops on classroom bias incidents: recognizing and addressing). Every Monday at 11:30 a.m. in Daseke or Darnall and the minutes are distributed each week – please send ideas for keynote speakers. You'll have the full schedule to integrate into your syllabi this fall – ideas welcome. The goal is to continue to engage in the critical thinking needed to recognize and address systemic barriers to access and belonging *and* to build that belonging – always.

Ramadan – you all received an e-mail from Dave Berque and Kate Smanik about the overlap of Ramadan with Finals Week, along with excellent ideas for adjusting the time of their exams. I want to thank you for working with students of all faiths, as recently advocated by the Student Academic Life Committee, to honor the days safeguarded for holy days – religious affiliation remains a powerful source of resilience for students (and likely others as well).

FSSE survey – you've received the first of the FSSE (Faculty Survey of Student Engagement) notices from Dean of Faculty – one of the documents that we submit for accreditation.

Survey for Accreditation Process – along with a survey that students takes; notices have been sent out about this survey by Tonya to all students; they are due on Wednesday; one last reminder, please.

Accreditation Process

Organization founded in 1895, began accrediting institutions in 1913 for quality assurance.

Slide of 10 guiding values:

1. Focus on student learning
2. Education as a public purpose
3. Education for a diverse, technological, globally connected world
4. Culture of continuous improvement
5. Evidence-based institutional learning and self-presentation
6. Integrity, transparency, and ethical behavior or practice
7. Governance for the well-being of the institution
8. Planning and management of resources to ensure institutional sustainability
9. Mission-centered evaluation
10. Accreditation through peer review

DePauw Accreditation

We were last accredited in 2012 (end of the AQIP process for us) – creation of new criteria, and new accreditation models: we were put on the Open Pathway and our schedule was reset so that we are now preparing our “assurance argument” for a comprehensive review and campus visit this fall. We have been

notified of our team, have connected with our HLC liaison, and of their visit dates: September 9 and 10 - and with the conference have been fully trained in the process.

5 criteria

The faculty part of this work is already done – teaching, practices, processes, and policies. What remains is to organize the evidence to speak to the assurance argument based on 5 criteria.

- Mission
- Integrity: Ethical and Responsible Conduct
- Teaching and Learning: Quality, Resources, and Support
- Teaching and Learning: Evaluation and Improvement (teaching effectiveness)
- Resources, Planning, and Institutional Effectiveness

Component 1D: “The institution’s mission demonstrates commitment to the public good.” – connects deeply with our motto, with what we do.

Limit of 35,000 words – with 21 Core Components of 5 criteria (and with a total of 68 sub-components), we are very limited in the writing. A design in which the evidence speaks, framed by writing. At some institutions, one person does all of the writing; at others, there are teams. We will have criterion teams for the initial writing, and Tonya and I will edit over the summer, incorporating feedback. I will go over our accreditation process in greater detail with chairs and directors on Thursday. Please answer their requests for syllabi and other documents. Howard has graciously granted Tonya and I the next Open Faculty Meeting which is **Thursday, April 26, from 4-6 p.m. in Wallace-Stewart**. There, we will go over the process in full, share a first draft, answer questions, and invite your participation (this is a fascinating and worthy process). We will also set up a password protected LibGuide where we will post Higher Learning Commission information (including sample assurance arguments and a very helpful guide to the kinds of evidence one can submit for each criterion and its core component) as well as drafts. And lastly, we will expand our current accreditation website as we draw closer to the visit. The visit is two days, has Open Forums with faculty, staff and students and, basically, seeks to see the evidence we presented in action. We’ll do a good deal of evidence gathering in preparation for that, too. Thank you already, and thank you in advance. Tonya and I will be writing up our notes for the next *Report from the Field* – for now, I want to quote from one of the last presenters of the day at the conference who spoke about the process: “Don’t do it to satisfy the commission, do it for what you can learn, for the pride you take, for the lives you are helping add purpose to.”

GLCA Comparative salary and benefits data

- Growth of the faculty – adjustments in future years as we seek to have our curricula taught more completely by tenure and tenure-track faculty (flexible teaching load between 2-2 and 3-3; multi-benefit courses to avoid mutually exclusive courses; curricular overlap and collaboration between departments and programs – work over 2018-19 academic year).
- Demographics indicate needed work in our searches to maintain diversity; women are half
- GLCA Comparatives:
 - 4th in all categories for salary
 - 4th for Asst. and 5th for Assoc. and Full categories for salary + benefits

Question from Faculty Member – Referencing the last slide, several years ago when Neal was here there was an equity adjustment. Any thoughts?

Anne Harris – This is done case by case.

10. Communications from the President (Mark McCoy)

President McCoy is out of town on University business. He has the following written announcement: “I’d like to offer an informal wine and cheese hour in Wallace-Stewart on April 13 from 4-5 as an opportunity to touch base with faculty this month in light of my absence. Wallace Stewart is reserved from 4-5 for wine and cheese (soft drinks, coffee, water). This will be an informal moment with the president for

<p>anyone who cares to join. I am happy to field any questions and update anyone interested on latest goings-on at the presidential level. This informal chat should be a good opportunity to share time with colleagues, ask any questions or to simply grab a quick glass of wine and a snack. People can come and go as they like and it is open to all interested. Some members of the cabinet will be able to join me as well.”</p>
Additional Business
Unfinished Business
New Business
Executive Session (all non-faculty present will be excused from the meeting)
Honorary Degrees – information to be presented on candidates for honorary degrees in 2019 and announcement of voting booth
<p>Announcements</p> <p>A. Putnam County Relay for Life is Saturday, May 5 from 11:00 a.m.-11:00 p.m. This event is a wonderful opportunity for the DePauw and Greencastle communities to work together to raise money for a worthy cause: the American Cancer Society. If you would like to join our team (Cool Profs & Staff) or start your own team, you can do so online or by contacting Jackie Roberts or Pam Propsom.</p> <p>B. Tenured faculty are needed to serve on the Faculty Personnel Policy and Review Committee. There are five vacancies for next year.</p> <p>C. Results from first round of faculty elections</p> <p>Chair of the Faculty (2-year) Howard Brooks</p> <p>Curricular Policy and Planning Arts (2-year) Tim Good Mathematical, Computational, and Natural Sciences (2-year) Zhixin Wu At-Large (2-year) Jeff Dunn</p> <p>Faculty Development Arts (1-year) Lili Wright Humanities (2-year) Pauline Ota Social Sciences (2-year) Hiroko Chiba At-Large (2-year) Erik Wielenberg</p> <p>Faculty Priorities and Governance School of Music Representative (2-year) Nicole Brockman At-Large (2-year) Mike Seaman</p> <p>Student Academic Life At-Large (1-year) Leslie James At-Large (2-year) Doug Harms, Tom Ball, Naima Shifa</p> <p>University Strategic Planning Mathematical, Computational and Natural Sciences (2-year) Christina Wagner Social Sciences (2-year) Smita Rahman At-Large (1-year) Jeane Pope At-Large (2-year) Francesca Seaman</p>
Adjournment
The meeting was adjourned at 5:30 p.m.

Faculty Meeting Minutes
May 7, 2018

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

The meeting was called to order at 4:00 p.m.

2. Report on Campus Master Plan - Warren Whitesell

The report on the Campus Master Plan is found in the appendix at the end of the minutes.

3. Verification of Quorum

The quorum was met at 4:02 pm.

4. Consent Agenda

A. Approve Minutes from the April 9, 2018 Faculty Meeting

B. Approval of the following new courses (recommended by Course and Calendar Oversight):

PSY 344, Health Psychology with Lab, 1 credit

Health psychology uses the biopsychosocial model to examine the interaction of health with physiological, psychological and behavioral processes and the social/cultural environment. Topics include the effects of stress on health, health protective factors, theories of health behavior change, coping, social support and chronic illness. The laboratory component of class allows students hands on experience designing and conducting health psychology research with single subject and group designs. Prerequisite: PSY 100.

MATH 348, Introduction to Statistical Computing, 1 credit, Language

This course is designed to provide students with an introduction to statistical computing using RStudio. This course will have two components. In the first part of the course, students will learn data manipulations, data structures, matrix manipulation, database operation, and functions. In the second part of the course, students will learn statistical computing topics including simulation studies and Monte Carlo methods, numerical optimization, Bootstrap resampling methods, and visualization. Students will be introduced to some packages and technologies that are useful for statistical computing. Through producing numerical summaries and creating customized graphs, students will be able to discuss the results obtained from their analyses and to generate dynamic and reproducible documents. Prerequisites: Math 141 (or ECON 350/BIO 375/PSY 214) and Math 151 (or MATH 135-136).

C. Announcements of changes in distribution requirement designation:

MUS 390, Music History Topics: Broadway Musicals and American Culture (Fall 2018: AH, PPD)

REL 370, Militant Muslim Movements (IE)

UNIV 183, Life After Mandela (WT 2019: IE)

D. Approval of the summer Italian studies program at Grado for IE credit.

E. Motion to confer degrees on Spring Term and May Term 2018 Graduates

The consent agenda was approved.

4. Student Academic Life (Rich Martoglio)

Motion to be voted on:

In response to concerns related to student observances of religious holidays, the Student Academic Life committee notifies the faculty of proposing the following changes to the Academic Handbook language (**additions in bold, deletions in strikeout**):

RELIGIOUS HOLY DAYS

DePauw University embraces the religious diversity of its students, faculty, and staff. Accordingly, faculty members are expected to accommodate students who are adherents of a religious tradition and wish to fulfill obligations of that religious tradition on ~~excuse students from class and be flexible with respect to deadlines for required coursework in order to enable students to observe religious~~ holy days. **Faculty are also expected to make it possible for students observing holy days to make up any work they miss, provided arrangements are made in advance.** Students are expected to notify their instructors of their intent to fulfill the obligations of their religious tradition well in advance of these days **observe holy days at least one week in advance of these days.** For the sake of this policy, "holy days" are defined as periods of time in which either:

- c. activities required by normal class participation are prohibited by a religious tradition, or
- d. a special worship obligation is required by a religious tradition.

Students with questions or concerns about this policy should contact the Office of Student Academic Life.

Statement from a Faculty Member – I want to remind us that regardless of what is in our handbook when students approach us about their identity our response goes along way. Hope you vote on this and hope you take in consideration how you speak to the students and how you work this in to your work.

Statement from a Faculty Member – I support and add that the current policy makes for an awkward conversation.

Statement from a Faculty Member – I am against this policy for several reasons. It is difficult to reschedule things, especially labs. I had one student miss three days for religious reasons and that was fine. I had a colleague that said a student missed a week for religious reasons. If they ask off, then they are basically saying they are excused of work. It will cost me a lot of time and money to make up some of the work that they miss and some of it just can't be made up. What holidays are we going to observe? There are several.

Statement from a Faculty Member – I have been here for a long time. The first year I was here at DePauw a motion much weaker than this I have been told that I should not bring this forward because I was asking for special privileges. I was told that this does not matter because that there were not very many Jewish students at this university. Every single year it is publicly available when the Jewish holidays are especially the ones in the fall which are quite important. Every year something important is scheduled on this date. Every year we write a letter and we receive an apology from a certain someone. I think it needs to change.

Statement from a Faculty Member – The SAL committee that helped develop this. We did worry about the potential for abuse. The thinking was that we would address it if it was happening. The difficulty of rearranging labs isn't this a problem if someone is ill or athletics. How would this accommodation be different than that? Students should arrange for accommodations and make up any work they have missed for this. Give them opportunity to make up. Student should give a week in advance notice.

Statement from a Faculty Member – The problem is that current faculty say no when they come and ask them to be off for religious reasons. That is a bad behavior by faculty. Is that why we are creating this rule, to correct bad faculty behavior? All faculty should be able to make this work. Under this rule they will still need to approach us, the only thing different is they have to say yes. I am distributed that we continue to change the policies due to inappropriate behavior. I am sick of voting on things that are

inspired by bad faculty behavior.

Statement from a Faculty Member – I am very sensitive to the challenges that we all face. I have done a lot of work thinking about inclusive pedagogy. I encourage this language change and welcome the fairness and equity to everyone's academic experience. Are there alternate ways to make a learning experience equal? I hope we all think about this as we place our vote in a bit.

Statement from a Faculty Member – I have two points. We need to get rid of word accommodate and stop using it.

Statement from a Faculty Member – We need more clear definition of the expectations.

The vote was by secret ballot. The motion was approved.

5. Faculty Priorities and Governance (David Worthington)

A. Motion to be voted on:

Change the membership of the Faculty Priorities and Governance Committee

Current Handbook language:

2. Membership.

Faculty membership: One (1) representative from the Core Faculty Committees: Curricular Policy and Planning, Faculty Personnel Policy and Review, Faculty Development, and Student Academic Life; three (3) directly elected faculty members including one representative for the School of Music and the Chair of the Faculty, for a total of eight (8) faculty members.

New Handbook language

2. Membership.

Faculty membership: Seven directly elected faculty members: one (1) representative from each of the four Curricular Areas, one (1) representative for the School of Music, and two (2) representatives at-large.

Rationale: Having appointed members of the committee from other Core Faculty Committees is problematic. These individuals are in fact subject to significant workloads on two Core Committees. In most cases, the faculty members selected to fill these appointed positions are only available for one year. Having half of the committee members being one-year positions hampers the work of the committee from one year to the next. This year we were fortunate to have three individuals returning. However, based on the current situation, there might be only one returning member for AY 18-19. Additionally, the Core Faculty Committee appointees were not elected by the faculty to serve on Governance. The appointed process also carries the risk of unbalanced representation, either in curricular area, or other identifiers. The new membership insures faculty representation from all curricular areas. The committee believes that direct election is preferable. The direct election of faculty to this committee, instead of appointments from the Core committees, insures that the faculty are aware and intentionally elect the members of the committee.

In proposing these changes, Faculty Priorities and Governance Committee discussed and debated its impact on its steering committee function. It concluded that steering committee charge can be met without direct representation from the core committees as long as committee chairs communicate with the chair of Faculty Priorities and Governance Committee. If particular issues raise to a level the merit Faculty Priorities and Governance Committee deliberation and/or action, a representative from the committee can meet with Faculty Priorities and Governance Committee to consider the issue. Likewise, if an issue comes before Governance that merits consideration of a particular committee or committees, then Faculty Priorities and Governance Committee can request the committee(s) to send a representative to its meeting for discussion.

The motion was approved.

B. Announcement:

Faculty Priorities and Governance and the Writing Curriculum Committee inform the faculty of the creation of a working group on the first year seminar.

Rationale for/Request to form a Working Group on the First-Year Seminar

Discussions in AY 2017-18 about the curriculum, staffing, and oversight of the FYS program have indicated that the current administrative structure of the FYS is not efficient or effective. Currently, the WCC oversees all aspects of the FYS, including the curriculum (particularly the writing component), the requests for and processing of faculty proposals for new seminars, and the assessment of the program. Given that the WCC has significant responsibilities beyond FYS, a revision to curricular/programmatic oversight is needed.

Charge for the FYS Working Group:

The Working Group will determine the best model for management and oversight of the FYS program and make a recommendation to the faculty. The working group should take into consideration the curricular goals of the FYS program, staffing FYS courses, and advising in the first year, as well as the role of the standing committees in the oversight of the program.

Membership in the FYS Working Group:

4 faculty representatives from the four broad disciplinary areas

1 representative from the WCC

1 representative from the advising committee

1 representative from the curriculum committee

1 representative from the SOM

The Registrar *or representative*

The Dean of first-year students *or representative*

The FYS coordinator

The VPAA *or representative*

In appointing faculty members to the Working Group and in selecting representatives from the Curriculum, Advising, and Writing Committees, the Governance Committee should strive to ensure that at least two faculty members on Working Group have knowledge of the history of the FYS and Writing programs.

Coordination and Duration of the Working Group:

By the end of the fall 2018 semester, the working group should have a proposal for revising the administrative structure of the FYS program. The proposal should be brought to the Governance committee and the VPAA. The Governance committee may grant an extension, if necessary.

C. Advanced notice of a motion to be voted on at the September 10, 2018 faculty meeting:

The following language is to be added to the Academic Handbook under Personnel Policies.

Section IX. Faculty Participation in Recruitment/Appointment of Senior Administrators

This policy applies to the following senior administrators: Vice President of Academic Affairs; Vice President of Student Academic Life; Dean of the Faculty; Dean of School of Music; Dean of Academic Life; and Dean of Libraries. This list is to be amended as administrative roles, titles, and positions change. The Faculty

Priorities and Governance Committee (or its successor should a new committee structure be adopted) has the primary function of amending this list, in consultation and agreement with the administration.

Faculty participates in the formation of job description and serves on search committees. Faculty Priorities and Governance Committee reviews job descriptions, and appoints faculty to search committees through a call for volunteers. Faculty has the opportunity to hear from candidates and ask questions of them, either through open meetings or through elected representatives, normally selected by the Faculty Priorities and Governance Committee. For both internal and external recruitment processes, there is an open call for faculty applicants.

Searches are open for the final, “on-campus” phase. Faculty are to have access to the finalists for hearing and question the candidate.

Faculty Priorities and Governance Committee issues a call for faculty volunteers to serve on the search committee and selects the representatives from the resulting pool. Faculty participates in the creation of the job description.

Rationale:

The Board of Trustees, President, and Vice President of Academic Affairs each have prerogatives and authority regarding the recruitment/appointment of senior administrators. Best practices in shared governance, however, include faculty participation in the decision-making processes. Best practices also invite having language about faculty participation in recruitment/appointment in the Academic Handbook. With regard to university practices and processes for the recruitment/appointment of senior administrators with significant role in the academic mission of the university, the following principles apply: a spirit of shared governance guides policies, alignment of prerogatives between faculty and administration is desired, and except for confidential information transparency is to be maintained. The Faculty Priorities and Governance Committee is guided by AAUP policies, including: Statement on Government of Colleges and Universities (1966); Faculty Participation in the Selection, and Evaluation, and Retention of Administrator.

Links to AAUP policies

Statement on Government of Colleges and Universities (1966)

<https://www.aaup.org/report/statement-government-colleges-and-universities>

Faculty Participation in the Selection, Evaluation, and Retention of Administrators.

<https://www.aaup.org/report/faculty-participation-selection-evaluation-and-retention-administrators>

Statement from a Faculty Member – This means that basically for a presidential search this policy does not apply. This goes against the AAUP policy. Why is this being removed? The board is refusing to follow guidelines

Statement from a Faculty Member – My understanding is that we are in conversations with the administration. The committee is working on an attempt to work out a process for the presidential level. We separate the presidential level process because it is different from the senior administrators. We support the AAUP policies regarding open searches. At this point we have not heard a formal position from the Trustees and what their position is. We have only heard from the Office of the President. If the faculty wants to have this; I think it can be done. Look at the AAUP policy. The link is in the agenda.

President McCoy – The conversations with the committee is that everything in that motion really deals with the administrations roll in it. The only one that doesn't apply is the one that applies to the presidents search. The board is not bound to the AAUP principals. The reason the boards have these policies is that it calls out for open searches. If a President is currently in a position they will not apply. There was a switch from 80% being open to closed because pools fell. We have to make sure you that there is faculty representation. The motion can easily be handled and passed.

Statement from a Faculty Member – What you are seeing is the portion of a very long discussion on recruitment review and retention. This is just a small portion. We have been able to get to a point to put this forward. The other items were not there yet. Review and Retention. Important work to be had.

D. A letter to be sent to the Board of Trustees

The Faculty Priorities and Governance Committee writes this letter with deep collective concern about the health and well-being of DePauw University. We share with the board a lifetime commitment to the welfare and prosperity of the institution but today believe that DePauw is in a state of crisis. Fearing further erosion of the campus climate, we believe the best way to address the problem is to develop channels of communication between the faculty and the board. Thus, we request that, as soon as practical, the Executive Committee of the Board of Trustees meet with select faculty members to discuss ways to address our mutual concerns.

Statement from a Faculty Member – Who is the select Faculty? I would like more context.

Statement from a Faculty Member - We didn't go through selecting people. We were thinking that it would be a member of the major standing committees that would self-nominate themselves. We didn't figure out a number. That was not part of the concern.

Statement from a Faculty Member – This feels very DePauw-ish. As a faculty representative, I am finding a state of crisis pretty vague.

Statement from a Faculty Member – There are a variety of things. Experience of the committee – lack of trust. Some people have suggested that as a climate of fear. The fear of disagreeing with administration in fear of retribution. There is a lack of transparency. Students being subject to what is terroristic threats has not always been handled as what is best. That direct discussion with the board might help develop some solutions.

Statement from a Faculty Member – Do we not already have faculty that meet with the board?

Statement from a Faculty Member – Not to my knowledge. Not a standing meeting. We are asking for a special meeting. Looking for longer term channels between faculty and trustees

Statement from a Faculty Member – I had a related thought. I wonder if the faculty staff student climate survey has been shared with the board?

President McCoy - Yes it has.

Statement from a Faculty Member – The written announcement met with demands. Wondering can you share with us the issues raised? I was curious if governance had any plans on our systems and how it might play into this.

Statement from a Faculty Member – The list of demands – pretty specific to governance committee and who sits on the committee. They asked for students on this Committee which we have, but not AAAS students. The other committee they requested students on does not exist.

Written announcements:

In addition to its regular bi-weekly meetings, the committee has held two special meetings to address the concerns raised by the AAAS and other issues.

The chair of the faculty encouraged people to run for the committee – 5 open seats.

6. Curricular Policy and Planning (Scott Spiegelberg)

A. Motion to be voted on:

Proposal to change Language Requirement for Graduation

GENERAL POLICIES FOR ALL UNDERGRADUATE DEGREE PROGRAMS

- Students must complete distribution requirements appropriate to their degree objective.
~~Satisfactory performance in language proficiency examinations may count toward meeting distribution requirements.~~

THE DEPAUW CURRICULUM

DISTRIBUTION REQUIREMENTS

GLOBAL AND LOCAL AWARENESS

LANGUAGE REQUIREMENT

~~Students attain second semester ability in a language other than English. In these courses students practice effective and appreciative communication within another language and across cultures. Students also may satisfy this requirement through a proficiency/placement examination or participation in an off-campus study program in a non-English speaking country and enrolling in a minimum of two courses, including a language course and a course related to the program's location. Students whose first language is not English may be certified as meeting this requirement through the Office of the Registrar.~~

Students will complete two semesters of a language other than English, beginning at an appropriate level according to a placement exam and in consultation with the coordinator of the language program. Students may choose to complete this requirement with a language they have studied previously (by testing into the appropriate level), or they may choose to begin a new language at the first-semester level.

Students may take one semester of the language in an off-campus program with the approval of the relevant language coordinator.

Students whose first language is not English may be certified as meeting this requirement through the Office of the Registrar, **and in consultation with the director of English for Academic Purposes.**

Rationale

The Department of Modern Languages self-study process has coincided fortuitously with the University's development of a Global Awareness (IE and PPD) component in the general education program. As new programs such as the Global Health Major and the International Business Minor emerge, and as Interdisciplinary Studies develop, it has become clear that the university must offer a language requirement that can consistently do justice to its prioritization of a more globally-minded and cross-culturally driven

academic program. If we are to help provide a credible and worthy Global Awareness experience for students, an option for students to “test out” of a university language requirement is counterintuitive. While most students at DePauw do pursue language study at some level, the exemption of even some students is glaring, especially when all other general education requirements call for coursework in areas in which students have had some exposure prior to their DePauw arrival. Our two semester requirement brings languages into proper alignment with the Arts & Humanities, Science & Math and Social Sciences graduation requirements. The university’s commitment to language study over the last twenty years is manifest in the development and staff support for eight language programs and a breadth of study abroad options. It is time to reaffirm that commitment by solidifying expectations for students in the general education program and beyond.

While students may well have developed language skills prior to enrolling to DePauw, our revised language program will more directly help them attend to the university’s greater mandate for international and cross-cultural competence. In addition, the new requirement is designed to help students adequately prepare themselves for meaningful off-campus study and study abroad, not simply by exposing them to a given language, but by helping them experience and negotiate the otherness that they will experience off campus. This is particularly important when in the last academic year, one third (33.3%) of DePauw students sought off-campus study and language study in a region where one of our languages is spoken.

ML recognizes the seriousness of a commitment to language study in the general education landscape, and proposes this revised requirement as a means of ensuring that further development of global and international programming DePauw at curricular, co-curricular, and experiential levels may flourish.

Professor Spiegelberg offered the following data:

Current Offerings in Languages

Fall 2017: 607 seats

Spring 2018: 611 seats

Fall 2018: 615 seats

Chinese, French, German, Greek, Italian, Japanese, Latin, Spanish

100, 200, and 300 level courses

Average class size 16, range from 5-22

Course Demand

students that would be fulfilling language requirement each year: 540

majors taking courses: 75

students studying abroad: 40

Expected average demand for language courses: 575

Question from a Faculty Member - How many of these are 100 level?

Response from Prof. Spiegelberg - The stronger majority is. I would have to pull the spreadsheet.

Response from a Prof. Alex Puga – Our research show there is about 2000 enrollments in past 5 years. This is a test in policy. Students that do test in higher levels have more opportunity. There is an increase demand for Spanish. Any kind of faculty proposal should not be seen as that we are opening up more Spanish. We will look at other enrollments. For me, we are here to discuss an inconsistency. We are the only discipline that does not require two courses. Another concern is that this motion that might complicate this advising landscape. Restructuring of modern language department should not stop this discussion.

Question from a Faculty Member – I think what concerns me with students who have bilingual already. I am worried that we are not acknowledging bilingual families. This seems like a problem.

Response from a Faculty Member – That point is valid. My understanding is that international students that identify themselves as such will have a course just for them. We welcome heritage learners.

Question from a Faculty Member – Clarification on the k-12 education. What the process is for that? Is there some kind of petition for this process?

Response from a Faculty Member – The petition process will go through the Registrar's Office.

Question from a Faculty Member – Does the curriculum endorse this change? I am a little disturbed by the data today. This doesn't give us time to review the data. There are larger issues in our curriculum that require general education but we need to be practical with us not being able to hire many more faculty in future.

Response from Prof. Spiegelberg – Schedule of classes is where these numbers come from.

Statement from a Faculty Member – We shouldn't have to do math ourselves. Doesn't give us time to think about it.

Question from a Faculty Member – Staffing requests – right now how many students take 1 or more languages?

Response from a Faculty Member – 25% students do not take anything. 1 is a number we can pull up. Ultimately as far as staffing goes we have to make argument through RAS. It will take work in other areas. Conversation about language taken will go beyond what language you would like to take. We need to make sure all of our permanent staff is engaged in our mission.

Question from a Faculty Member – Not only will there not be any hiring we are going to continue to shrink. And so, there is going to be a net increase in modern languages at the expense. I think we need to recognize this and look at the entire curriculum. I want to bring forward that I would need to see more evidence. How does this serve our students?

Response from a Prof. Spiegelberg – Took average of last four years. Quarter of that average. Likely to go down.

Statement from a Faculty Member – I want to point out that the people who will have to take extra are the ones who placed out of this. Spanish does have excess capacity. It will go to either unused capacity or the elementary classes. We have a lot of room. This will enable us to use our staffing more efficiently. Help Spanish prioritize staffing better. We need to take this seriously. Language requirement is a joke. Let's them off the hook before it gets interesting.

Response from Dave Berque – In the first sentence, students will complete a language other than English. The intent is for incoming students of 2019 – yes. We have overestimated number of seats. Almost have 400 international students that might take a language.

Question from a Faculty Member – If you know a little bit of Spanish and you take the exam and bomb it, will you have to start over?

Response from a Faculty Member – No, if you want to study Spanish it's an incentive to get into upper level courses that do not have those pressures on them.

Question from a Faculty Member – How many students will be fulfilling the requirement of the two classes. What is the proportion of those classes? If that's not acceptable then why not 3?

Response from a Faculty Member – It was originally argued for placement into the next level. It seemed more consistent to do two. Seventy-five percent of students do two requirements as it exists.

Question from a Faculty Member – Does this mean not offering Spanish 100 at all.

Response from a Faculty Member - One of our decisions is that we are liberal arts. We offer 100 levels. We have a policy in Spanish that if a student takes 3 years in high school that they have to go in higher course.

Statement from a Faculty Member - You have many classes that do not fill up. I'm not convinced students will do that. That buffer will go away fast. Hesitant to think that students will take classes that they were not planning on. We continue to add new requirements for the students, as we do it we crimp the students more and more and more. I worry that if we pass this we will be unable to do a fair gen ed discussion on what students are missing. Very little movement on changing that. There is no science test that allows you to quiz out on this.

Statement from a Faculty Member - Curriculum has been discussing the science and mathematics requirement. We are not ready to make recommendations on this. We are concerned, but not feeling same pressure.

Statement from a Faculty Member – I'm going to encourage us to wait on this. I feel like it's dangerous to start tinkering when we need to have a bigger conversation.

A motion was made to send the matter back to committee. The motion is seconded.

Statement from a Faculty Member - Curriculum has been having a wide range of discussion on gen ed. We were looking at the bigger picture of gen ed.

Statement from a Faculty Member – I would like to see the bigger picture. I would like to see it discussed together.

Statement from a Faculty Member – How hard it is to get stuff done around here. It seems to me that we got stuck a lot of times by trying to do the vote thing. I'm not really seeing that this proposal competes with other things that we might want to do in general ed. By filling some of the under used seats that will free up more seats elsewhere. Would like to vote now.

Statement from a Faculty Member - I would like to support motion. No matter what other general ed changes might happen there is not going to be a time where I won't be in favor of two language courses.

Statement from a Faculty Member – I would like to thank the committee for their hard work. I concur with the previous comments. Let's move forward. Multiple opportunities for discussion and debate. My understanding is that as this is standing we are not going to be seeing a request for additional staff. Truly think that the concern has been addressed.

The motion was not approved to refer back to committee, with 49 Yes and 53 No votes

The original motion was approved with 51 Yes and 43 No votes.

B. Advising Committee – Invitation for Commitment Advisors

C. Learning Goals for Power, Privilege, and Diversity courses and International Experience courses

Curriculum Policy and Planning has developed learning goals for PPD and IE, based on work done by the 2016 PPD summer workshop and 2017 IE summer workshop. We started the discussions last fall, and finished polishing the learning goals on March 12.

A. For Power, Privilege, and Diversity courses, we want PPD courses to directly address issues of difference and marginalization in the United States.

Learning Goals:

1. **Recognition:** Demonstrate your recognition of the barriers to inclusion for groups that experience marginalization in the United States.
2. **Historical/structural analysis:** Understand and analyze the structures and institutions of power that have historically created and sustained marginalization in the United States.
3. **Lived experiences:** Understand and assess inequities, perspectives, and lived experience for groups that experience marginalization in the United States.

B. For the International Experience courses, we want to rename this General Education requirement as Global Learning (GL).

Learning Goals:

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.

Statement from a Faculty Member – I urge us to not delay this to next semester with all the concern to PPD.

Question from a Faculty Member – Who decides whether this requires a handbook change or not? Seems to me that currently there is no explanation worthy of the name for what the criteria is. My colleagues have been asking for some clarity on what it is. We have had enough time.

Question from a Faculty Member - When the PPD came started the concern was concern that there was not enough faculty that could teach this. Are there enough now?

Response from a Faculty Member - Yes

7. Faculty Development (Angela Flury)

Announcements: from FDC and from the Dean of the Faculty

FDC is happy to announce that 33 faculty members have signed up for the PPD faculty development program this coming fall. Deadline for signing up is May 9.

In hashing out the program—which includes, consecutively, a keynote address by Dr. Sheila Jaswal on Friday, August 24; a workshop/discussion day on Saturday, August 25; four monthly reading group meetings, and an outreach activity in the spring of 2019—the faculty development committee arrived at a model embedded in an ongoing, shared learning process. We are currently laying the groundwork for a similar

faculty development program for Global Learning (formerly known as I.E. International Experience) --to be offered in the spring of 2019--with the expectation that a communal/collective model may serve our campus well in establishing diversity and inclusion in local as well as global contexts. We are looking forward to trying out and learning from this kind of faculty development model.

I also want to add that we will try to arrange for one of the PPD reading groups to meet in the morning--this is to accommodate faculty members for whom meetings during the week after 5:00 p.m. are difficult to attend due to child care.

In the spirit of embracing a more communal/collective faculty development model, FDC encourages the administration to consider utilizing the Faculty Institute as a space where we might all address the challenges of power, diversity, inclusion, and global learning. As neither PPD nor Global Learning is a "competence requirement" and thus neither requires mandatory training, the Faculty Institute provides a convenient and needed opportunity to address a large assembly of faculty and staff to solicit input, share knowledge, and foster learning.

Dean of Faculty Tamars Beauboeuf

The Dean of Faculty made five announcements:

1. There are 19 faculty and staff (9 men and 10 women) signed up for participating in the 2018-2019 SEED seminar.
2. Building on the momentum of two years of writing groups, we will be offering a summer drop-in Wednesday Writing Group during the months of June and July.
3. A few faculty and staff have asked to organize three summer reading groups. The selected texts are *What Does it Mean to be White?* (2016) by Robin DiAngelo; *The Only Woman in the Room: Why Science is Still a Boys' Club* (2016) by Ellen Pollack, and *Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education* (2017), by Ozlem Sensory, Robin DiAngelo and James A. Banks. An email will be sent inviting participation in the writing and reading groups.
4. To keep abreast of changes and conversations in higher education, we in Academic Affairs will be reading the following this summer: *The New Education: How to Revolutionize the University to Prepare Students for a World in Flux* (2017) by Cathy H. Davidson, *Breakpoint: The Changing Marketplace for Higher Education* (2015) by Jon McGee, and *The Half Has Never Been Told: Slavery and the Making of American Capitalism* (2016) by Edward E. Baptist.
5. In continuing our long and distinguished tradition of identifying faculty peers who "exemplify excellence in teaching; civility and concern for students and colleagues; commitment to value-centered education; and service to students, the institution, and the community," I am pleased to announce that the 2018 United Methodist Exemplary Teacher Award recipient is assistant professor of Psychology and Neuroscience, Suzanne Biehle.

8. Faculty Personnel Policy and Review (Clarissa Peterson) –

We have completed our personnel reviews.

We are continuing discussing student opinion forms.

We hope that faculty will volunteer to serve on the Review Committee, we have made it a priority to get out of the meetings by 6pm and hope others will do the same. The university has also already promoted the big class of faculty who were hired during our growth stage. As a result, there should be less work in the future.

9. Honorary Degrees (Deborah Geis) – All four were overwhelming were approved and will be brought to Board of Trustees.

10. Preliminary Report on Extended Studies Program (Dave Berque) –

I was going to show an eleven-page PowerPoint Deck to provide a preliminary report on the Extended Studies Program, given that the Class of 2018 is the first class to have experienced all four years under the new system. However, because of the late hour, I will re-work the PowerPoint slides into a short narrative that I will share with the faculty over the summer. The narrative will touch on three areas: (a) student participation levels in Extended Studies for the Class of 2018, (b) faculty participation levels in Extended Studies during our pilot period since changing the Extended Studies system, and (c) issues related to financial access for students. Note that the faculty have asked for information about the first and third of these points. More evaluation, and discussion with the Curriculum Committee, in the fall.

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

Dear colleagues,

The end of the semester finds us thanking each other for the support and sustenance that have been given to and received by colleagues and students in the midst of campus racism, threats to marginalized identities, student protests, and the deep institutional work that is called for. For some of you, this is the first time, for others of you, this is too many times. For all of us, the past four weeks are a time that will, that must, inform our practice and our work in the months and years to come.

In June of 2016, at the National Conference on Race and Ethnicity in Higher Education, Dolores Huerta stated “Education is the new civil rights movement.” I cite this phrase, which I have shared with you in this space before, because I think that it can deepen our understanding of what is at stake in the need to address the relationship between our practice as educators and the progress of American democracy in its mission to safeguard and uphold the rights and dignity of individuals in a civil society. It may sound far-fetched to say that from this room in this small town in the Midwest – but it is not when you witness our alumni gather here from all over the world; it is not when during this past week-end’s Coming Together discussions, alumni of color made precisely this point by citing the influence that DePauw graduates have in every room they are in (and, I would add, our responsibility to that influence). If DePauw is to live up to its motto to be the “splendor and the light of the common good, or *the republic*” we must embrace our purpose in educating ourselves so that we may educate our students as they will meaningfully contribute to a diverse democracy and a global society.

What this means for us now (for the academic contribution to this work happening across campus) is to **commit to teaching our students in the complexity of their whole personhood**; to engage in the reading, and debating, and struggling, and training, and collaboration necessary to address the marginalization and fear that too many of our students feel because of their identity – their race, their ethnicity, their religion, or their sexuality. This commitment takes sustained work:

- in **anti-bias classroom training** (so that all faculty members (all) are able to build or further build upon the skills needed in higher education today by receiving the training and support necessary to recognize and address bias situations that disrupt the learning communities we seek to foster). *The group Sustained Dialogue is currently being researched for this training, having worked with (and been recommended by) other GLCA and small liberal arts campuses.*
- in understanding the **histories and current states of our disciplines**, analyzing their data and questioning systems or practices that privilege some experiences over others. *Tamara named some of the books that are being read this summer; please let us know of more.*

- in examining **our pedagogies and our curricula** and looking to representation and content, to how we validate our students in their learning, and holding ourselves accountable for the persistence of all of our students, not just in our majors but throughout the education we collaborate to build. *And here, I am so grateful for the creation of a FYS working group to examine how we introduce our students to a DePauw education, and to the endeavor of living and learning together and from each other.*

If this feels like another call to action, it is. Now, I am aware that a call can be so loud as to silence dissenting voices. And I understand, and own, that I need to create spaces and platforms where people can disagree, provide their own perspectives and doubts, and their own articles. Come speak with me, or Tamara (as Dean of Faculty), or Renee (as Senior Advisor on Diversity), or the Diversity and Equity Committee, or the staff of the Center for Diversity and Inclusion – we seek your ideas *and critiques* so that we can keep learning together and from each other. We won't all agree – and we shouldn't as an institution driven by critical thinking that valorizes difference - but I will maintain that we do need to commit to the **principle of education in its relationship with society**. We need to keep building on the momentum created by the dedicated work that is already happening with training and visiting speakers in many divisions, departments and programs, and in multiple faculty committees so that *every* student can experience the fullness and dedication of a DePauw education. In that work, DePauw as an institution long committed to the arc of social progress, and we as a faculty who came to this work through a passion for the transformative power of knowledge, can claim this contribution to democracy and to the thriving and well-being of our students.

12. Communications from the President (Mark McCoy)

My comments today will be brief. I'll begin and end with a thank you.

Thank you for the many ways you have reached out to our students, staff, and faculty that are in need, fear, or pain. I have personally appreciated the many notes and calls of support and know that each of us, when receiving such support, are most appreciative. Thank you for your care. I especially thank you for the support you have shown our religious students with this vote today. Together, we can build the inclusive climate we desire.

I would also call upon each of us to find the ways that we can come together to continue to support each of us. Let us look out for each of our students and colleagues, regardless of background or position, race or gender, religion or standing. These are challenging times in higher education made only more so through unnecessary divisions. Navigating the challenges facing higher education and the challenges facing our country and indeed, our world, will require a refined commitment to our ability to work together.

I will take a moment to thank Bobby Andrews and the admissions team and to update you on the class. At this moment we have 600 students, above our target of 585. That said, we are below our revenue target due to financial aid awards two percentage points higher than our goal. We will be discussing the financial challenge that this creates with the board this week.

Finally, thank you for your commitment to the transformative education we provide our students. Let us all celebrate the hundreds of accomplished graduates that will cross that stage into a world made different by the education you provide. At this time of year, we are all weary but there are still many things to celebrate—most especially those students who have garnered this profound education and will soon be college graduates. Thank you for transforming their lives and setting them on the path to a life of meaning and purpose.

Question from a Faculty Member – What is the overview for admissions on multicultural students?

Answer from Bobby Andrews – The admissions for international students is 100 students, Domestic Students is 27% and first generation is 27%.

Question from a Faculty Member – Is there anything that you would do differently responding to the recent incidents on campus?

Response from Dr. McCoy – Always looking to find ways to make things better. We live in a world of perception. I would do things differently with having the news vans on campus. We were working around the clock and the news was trying to work in interviews. We tried to get everyone together and do it at once and we would answer their questions. That was the press conference. We were just trying to make the best of the time that was being asked. We are still continuing through the process. The most important things were heard and concerns were felt. The incident was reported on Thursday. Myself, Alan and many other members met in CDI that night. There were concerns about the PATH of safe ride. We changed the path right away. We have put more people on watch. We have added more police officers. Another incident, called state police reach out to FBI in effort to make people safe. I would tell parents that we are doing everything in our power to make students feel safe.

Question from Faculty Member – I have three questions 1 – Target was 585 and I am wondering why 585 was target, but we needed 620? 2 – You would do press conference but why did you lock the door? 3 – Is our partnership with POSSE in jeopardy?

Response from Dr. McCoy – We typically try to get 600 or over. Bring down discount rate. We did really good on both. The way it turned out we got more than the 585 but 2 points higher on the discount rate. Locking the door – I wasn't aware the door was locked. We were expecting no one at that. If door was intentionally locked I was not aware. The POSSE I have heard that as well. I had a couple students at the house who also expressed concerns. I don't think anything would come of that. We spent time talking with them on it.

Question from Faculty Member – I have a concern about transparency and timeliness of information. Some communication given was big. I think that when I find out of things from students through social media instead of administration I find that troubling.

Response from Dr. McCoy – There are fine lines with communication protocols. Why didn't we have a lock down. The protocols haven't been met. No active shooter no active person. Email went out as required by Clary act. We always to try and be as clear as possible without compromising an open investigation. As we continue to have events happen we are trying to be as clear and straight forward, but do not want to compromise or flame situation. A lot of people in the rooms when decisions are being made. Several times we found out through social media. Bringing in FBI and the reward helped loosen some of the clues to this. We are attempting to be as straight forward as we can be.

Additional Business

Unfinished Business

New Business

Announcements

A. NSF Curricular Reform Award Winners

The Science and Math Liaisons would like to congratulate the following individuals who have been awarded funding through a DePauw National Science Foundation grant for STEM Curricular Reform Awards.

- Bridget Gourley, Hilary Eppley and Selma Poturovic for pedagogical changes to Chem 130
- Janet Vaglia for creating a new Bio 290 (Topics: The Survival Paradox: Organism development in a changing environment) course
- Suman Balasubramanian for developing a new course in Mathematics titled Mathematical Modeling I

B. Faculty Meeting Dates for 2018-19

2017-18	Faculty	Chair	Open
Sept	10	13	27
Oct	1	11	25
Nov	5	8	29
Dec	3	13	None
Feb	4	7	21
Mar	4	7	21
Apr	8	11	25
May	6	9	None

C. Committee meeting schedule for AY18-19, at 4 pm

Monday – Curricular

Tuesday – Governance (1st and 3rd)

Wednesday – Review, Faculty Development, Student Academic Life, Course and Calendar Oversight

Thursday – Strategic Planning, Chairs and Directors

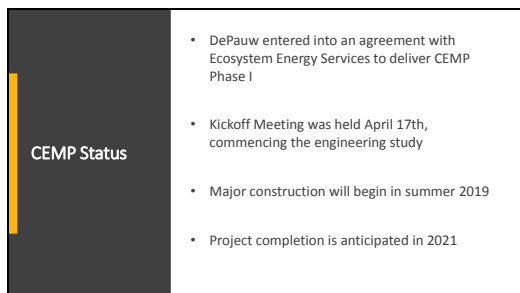
Adjournment

The meeting was adjourned at 6:47 pm.

Respectfully submitted,

Howard Brooks, Chair of the Faculty

Appendix: Report on the Campus Energy Master Plan by Warren Whitesell



Guaranteed Outcomes

- \$750,000 Estimated Annual Energy Savings
- 28% Estimated Reduction in Greenhouse Gas (GHG) Emissions
- Complete Renewal of Central Heating & Cooling
 - \$4.6M deferred maintenance value
 - Root cause of steam leaks, ruptured pipes, and risks to valuable university assets will be resolved
- Maximum Project Price \$12M
- Study Delivered September 28, 2018
 - Facilitates detailed update at October Board

Scope of Work – Prior to Next Board Meeting

- Complete:
 - Team Kickoff (April)
- Engineering Study
 - Present – Sept 28, 2018
 - Confirms project timetable, price and scope
 - Validates outcomes
- Integrated Project Development
 - Local trades
 - Local engineering resources
 - Coordination with Student Housing Project team
 - Vacating College Street

Project Summary

Initiatives

1. Heating & Cooling Plant – Update to Steam & Chilled Water Networks
2. Lighting – Replacement, Optimization & Re-Fixturing of Light Bulbs
3. Controls – Building Automation System Used to Optimize Energy Usage
4. Solar Photovoltaic – Generate Clean Energy on Campus
5. Low Flow Fixtures – Reduce Excess Water Usage

Objective Checklist

Critical Deferred Maintenance

- Critical Update to Heating & Cooling - \$4,595,875
- Improved Redundancy and Reach of Central Plant
- Reduce Risk of Major Failure
- Reduction in Comfort Issues & Cost Resulting from Maintenance

Annual Operational Savings

- Energy \$M 2,765,774
- Maintenance \$75,600
- Total \$27,374

Greenhouse Gas Reduction

- 7,303 Tons Per Year or 28%
- Equivalent to Taking 1,530 Cars off the Road
- 20 Year Outlook 142,000 Tons

Improve Occupant Comfort & Campus Experience

- Better Temperature Control
- Improved Lighting
- Better Air Quality & Safety
- Sustainability Plan Aligned with Student Values