

**Faculty Meeting Minutes
September 17, 2018**

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

The meeting was called to order at 4:02 p.m. by **Howard Brooks (HB)**, chair of the faculty.

2. Welcome and Comments (Howard Brooks)

Possible change of date for first meeting next year. If holidays would delay the September meeting until the third Monday, then the first meeting might be on the last Monday in August.

Reminders: Try not to speak in acronyms, please identify yourself in terms of name, department or program representation. Please send by email extended comments for minutes.

3. Announcement of Quorum for Fall 2018 Semester (VPAA Anne Harris)

266 voting faculty members -35 voting part-time faculty members, -15 on leave academic year
- 9 on leave fall semester = $207 \times .4 = 83$ is quorum for Fall 2018.

Verification of quorum – The quorum is 83. The chair verified the number was met

4. Moment of Silence

Three faculty colleagues passed away since our May faculty meeting.

Bob Hershberger, Professor of Modern Languages, 1998 - 2018

John Anderson, Professor Emeritus of Mathematics, 1960 - 1992

Tom Musser, Professor Emeritus of Economics and Management, 2001-2018

Oral tributes with written comments in the minutes will be delivered during the next three meetings.

5. Consent Agenda

A. Approve Minutes from the May 7, 2018 Faculty Meeting

B. Announcements of changes to course number or title:

HIST 200, Topics (was HIST 290)

EDUC 331, Theorizing Discipline in Educational Contexts (was School Discipline: Practices, Issues and Trends)

C. Announcements of changes in distribution requirement designation:

MUS 183, DePauw Chamber Symphony Concert Tour to Japan (January 2019, add IE)

UNIV 183, I'm all the way up: A cross-cultural journey through the Peruvian Andes (January 2019, add IE)

UNIV 183, 'Dreaming' Western Australia: Art and Environment (May 2019, add IE)

UNIV 183, History and Monuments of Rome and Southern Italy (May 2019, add IE)

D. Approval of the election of Manu Raghav to the Faculty Priorities and Governance Committee.

Bridget Gourley moved to accept the consent agenda. Tim Good seconded. Motion was approved.

4. **Student Academic Life** (Rich Martoglio)

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) During 2018 the binge drinking rates decreased from 65% to 56%. There has also been an increase in peer calls and an overall reduction in BAC for hospital runs. 2) Efforts are being made to have public safety officers more present. For example, there are now two officers who conduct bike patrols, which allow them to more easily interact with people as opposed to being in a vehicle. 3) DePauw Student Government is providing food trucks alongside other events as a way to provide alternatives to parties and also to help counteract the effects of alcohol. 4) DePauw works with two security firms for alcohol related events to ensure no providing of alcohol, helping with safety, and notifying public safety in the moment. 5) Recent efforts focus on reducing high risk behavior, upholding handbook policies and supporting the policies and guidelines of the national and international fraternities and sororities.

The SAL committee encourages faculty to discuss the Medical Amnesty Policy and Indiana Lifeline Law with students in their classes (please see email sent, 9/6/2018).

Students will be meeting to talk about the DePauw demonstration policy and the SAL committee intends to continue discussions related to the demonstration policy.

The SAL Committee invites faculty to propose items that they would like the committee to address during the 2018-2019 academic year.

5. **Faculty Priorities and Governance** (David Worthington)

A. Motion to be voted on:

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>

Howard Brooks: You may not be sure if you are for or against a motion, you might just have a question about the motion. We will entertain questions after David Worthington presents and then move to speakers for and against the motion.

Questions: none

Faculty comments against: none

Vote all those in favor aye, pass, motion carries

Pam Propsom: This is one of the things that we have an agreement with the administration on?

David Worthington (DW): Yes.

Anne Harris (AH): For personal policies, some sections are developed mutually. This was developed mutually and will be in the Academic Handbook.

Nahyan Fancy (NF) - Reviewing last faculty meeting's minutes, I noticed a comment about there being a discussion in Governance on the review and retention of senior administrators. Can you inform us about that discussion?

DW: This document was advanced because we could not find common ground on a document that would address recruitment, review, and retention. We advanced this recruitment only document because we believed we should advance what could reasonably be passed. It wasn't as mutual as this was because conversations between governance and the president and administration. This started prior to D.W. in fall of 2016 there was an effort to pass a policy that dealt with review and retention as well as hiring. The process started to move through but in 2017 it seemed that problems arose. As written the board of trustees would not approve it, there was the risk of alienating the trustees, no support of presidential search from board. No other college has open hiring, it would tie the hands of administration, guidelines beyond AAUP, they were antiquated. Constitute post tenure review of administrators. Overall board of trustees would not go for it.

Glen Kuecker (GK) - As David mentioned present for a lot of meeting and chairing. In the arc of the process

of working in collaboration with administration and the office of the president. His perspective that we had reached a point of review of retention etc. that the presidential search seemed to be where we wouldn't get the agreement. The president's position shifted pretty significantly, president came to governance and this wouldn't work because of a post tenure review of faculty. Because the president and the VPAA are faculty appointees. Something had gone terribly wrong in the process. This was not going to go forward in his eye to a positive outcome. The committee switched to trying to secure what we can for the faculty. Power dynamic shifted significantly. I was dismayed that the president came and threw that at them.

President McCoy - I had shared that a search firm told me that 80% of colleges have closed searches for president. I had suggested limiting this motion to questions that the president and the administration can answer—those that deal with senior academic administrators. This administration is attempting to be transparent and is in agreement with this motion. As president, I cannot make decisions on what the board can do with presidential searches. If these two issues are presented as one the board would not approve. The suggestion was to limit to what the president can approve and that is what has happened.

NF – I understand that presidential hiring is a board matter. I am struggling to understand how the review and retention of senior administrators (excluding the president) is also a board matter. Could you please explain?

DW – There were questions about who gets covered over a review and retention. Would the faculty have any say over non-academic review in the cabinet (which we agreed faculty should not) or only those who are tenured in the cabinet. This is where the conversation seemed to take a major turn regarding how the president thought we could go forward with the process.

Susan Hahn (SH) – This speaks to the larger issue which is representation on the board of trustees. If our arguments/positions as faculty are only represented to the board by the president then we have no confidence that our position on closed searches or anything else is accurately represented to the board. We have a failed system that we cannot get our representation to the board of trustees. As colleges are striving to change policies, better representation on the board of trustees is the thing to do. The non-response by board of trustees last Spring proves that we were not able to make our ideas known to the board of trustees.

DW: Governance wrote a letter to the board of trustees, which I read to the faculty at the May meeting, the letter went through Howard and then from the board chair back to Howard. We were told that this type of communication violated the University Charter and By-laws.

SH – We are asking for a change.

GK – Echo professor Hahn's statement and recommendation on how we might move forward as an institution. Better and deeper climate with the faculty appropriate in the needs of the administration. Governance committee that select members of the faculty have a conversation on the state of the University. Shared with the faculty. In response to a situation that was critical. Two separate groups of faculty that were asking about governance committee, what is the process of doing a non-confidence vote. Two separate faculty groups were asking. There is no mechanism for that process. Governance instead of viewing a no confidence vote, the best avenue forward was to communicate with the board. We may have done it poorly or well. The reply was to quote directly from the Charter and the By-laws of the University. Referenced the section in the Charter. Chair of faculty went to University Archives to find these by-laws. Procedure to follow is communication with the board of trustees goes to the president's office. Question and challenge, how does that go to the board that challenges the president without causing a power differential when asking the president to convey that the faculty is unhappy with the president. The Board

reply was to have an informal gathering with the faculty. Reach out to us and find ways to work on communication and community building.

DW - We have a new board chair since that communication.

GK – Only direct communication path is through a no-confidence vote.

AH – Bylaws are up on faculty governance website. Academic Affairs committee as a site between faculty and trustees. SPC has been in place before. Have more faculty present at academic affairs.

HB – Inspired by the rediscovery of the charter and by-laws, I will be sending through the President’s office to the Board of Trustees Academic Affairs committee board chairman, Justin Christian, the summary reports from the core faculty committees. We are attempting to get back into regular process as defined in the charter.

AH – Shared the language concerning faculty relations with the board of trustees from Article VII Section 4 of the University By-Laws

Section 4. Relations with the Board of Trustees. All actions of the faculty materially affecting any segment of the University shall be reported to the Academic Affairs Committee, which shall be responsible for determining the matters to be referred to, reviewed, and approved as necessary by the Board of Trustees. Reasonable opportunities shall be provided for faculty representatives to attend meetings of the Academic Affairs Committee and to present to the Trustees their recommendations concerning the University.

SH – thank you Anne for citing that. No reasonable paths have ever been provided to academic affairs for the faculty to present their concerns of the administration. In practice, it has not been the way that was just read. I would urge and encourage faculty colleagues to know that trying to initiate better communication with the board has taken 3-5 years worth of work within the faculty committee system (as the president recommended) and yet nothing has happened. This is discouraging and demoralizing. I want to thank the faculty who have worked to get us to this point. Yet, We need to move forward—if the Academic Affairs Committee is the entry point of communication to the board, we should go for it and take our agenda to the board of trustees.

President McCoy – the board is designed to have a very long term view of the institution. No one that is currently employed by DePauw has a vote on the board. No cabinet, administrators etc. The board has the long view and what is the best for the long term interests of DePauw. Faculty has representation at the board meetings, it used to be COA, then that was changed to SPC. Faculty were selected to go to the board. There is no effort to keep faculty from the conversation. There is an effort to not have 180 different voices, but instead a collective read. The administration and board is also looking at additional ways to increase faculty/board collaboration. Regardless of which administration, the challenges remain and they are working to move us through them.

David Alvarez (DA) – Important for everyone to realize what faculty does and what the board does. Process is for the academic affairs to bring the information from the faculty to the board of trustees. Language is there, and we will have more meetings and specific ways to meet. Ask governance committee to go back to the language on review and retention with the president’s office.

6. Curricular Policy and Planning (David Alvarez)

A. Advising Committee Report–Jacob Hale, physics and astronomy asked the faculty to read the report from the advising committee which is posted on the faculty governance website. He is encouraged that the Curricular committee has already looked at the report. Previous reports were ignored. He is no longer chair; Melanie Finney is the current chair.

Jacob Hale – Responding to advising report and recent comments and emails about the financial matters, there were some concerns to bring forward. Issues that the committee found in advising that were deeply rooted in service broadly. He expressed appreciation, that while he was a junior faculty member, he received mentoring from stellar faculty members, in all three areas of his job: teaching, service, scholarship. However, there has been inequity in the treatment of service and it has been hard to see that. Our job description which is the same for everyone, expects advising in addition to the expected teaching loads. Advising is critical, especially with the commitment. Please let's analyze where advising is put in terms of review. Consider how service is who we are as part of DePauw. So our job descriptions match that for which we are held accountable.

Written Announcement: The Curricular Policy and Planning Committee has begun reviewing transfer student policies, General Education requirements, and the relationship between academic programs and the Centers. We welcome input from all members of the DePauw community.

7. Faculty Development (Erik Wielenberg)

Announcements: from FDC and from the Dean of the Faculty

Erik is the face of FDC direct complaints to chair Lili Wright. FDC needs a 1-year replacement from the social sciences. Let Howard know.

Draw attention to two FDC deadlines, Wednesday, September 19 for the Fisher Fellowship, October 3 for Faculty Fellowship applications

Everyone will soon receive via email from FDC a survey on faculty morale. FDC's goal is to find ways to improve faculty morale. Share results by the end of the semester.

No Questions

8. Faculty Personnel Policy and Review (Jeff Hansen) –

Written Announcement: Due to a less than full faculty contingent on the committee the Faculty Personnel Policy and Review Committee is even harder at work than usual. We are in the midst of our work to advise the VPAA about department chair selection for eight departments as well as advising on external members for search committees and Appendix Bs. Policy issues that the committee is taking on include clarifying the Academic Handbook in regards to the job description for faculty members, Student Opinion Surveys, and the role of Service in work of the faculty. The committee is committed to addressing significant issues with bias in Student Opinion Surveys. To that end there will be an open meeting on Thursday, September 27th. Given the difficulty we are having in filling committees not only in the Review Committee but throughout faculty governance, the issue of Service is especially pertinent and Review Committee is also committed to addressing this issue this year.

Jeff Hansen – The Review Committee wants to emphasize that there will be a faculty open meeting on Thursday 9/27 to have a conversation about the student opinion survey. Review Committee has already had numerous discussions particular about the presence of bias in our survey mechanism.

Thank you to Jacob Hale for excellent comments earlier in the meeting regarding service. I would like to add some numbers to that discussion; 207 full time faculty that are eligible for service on faculty

committees this semester. We have 99 committee slots for those faculty to fill, 66 are actually filled as of July.

HB – more than 85 spots now filled, some that remain are appointed, and will be filled soon.

JH - I encourage anyone who is not filling a spot, particular for review committee. We have quite a lot of work to do. This work involves more than faculty files. Other work of the committee requires a full committee to accomplish. Review Committee currently does not have a full committee and that makes more work for those already on the committee. We need a couple more people to step up and join the committee.

Bruce Stinebrickner – Bias and student opinion surveys, does that have to do with the survey instruments or the responses to.

JH – Both, hopefully we will have data on this at the open meeting.

9. Strategic Planning Committee (Jeane Pope)

The Strategic Planning had its first meeting on Sept 6. During that time we elected a faculty co-chair to partner with VP of Strategic Initiatives Cindy Babington - that's me - discussed old business for the committee, received updates on summer administrative work, and (4) began developing our agenda for the semester. My report, therefore, is a summary of this meeting so that the faculty is aware of the discussions happening within the committee.

First, Anne Harris thanked SPC for structuring a conversation about sabbaticals and let us know that a recommendation and full proposal will go forth to the President and the Board once it's been finalized with information that needs to be provided by the VPAA and the VP of Finance and Administration.

Second, Renee Madison shared a progress report about a summer working group that was formed to review DePauw's health benefits plan. The Committee provided its recommendation to the President on Friday. The Committee had one representative from Strategic Planning and one from the Administrative Council. We believe that an announcement of any changes will be made soon (by the end of this month). Human Resources will lead information sessions after final decisions are made about the recommendations and implementation of changes.

Finally, Cindy Babington shared updates to the Strategy Map; these were also shared at Faculty Staff Institute and are available on the DePauw website. Part of the work of the SPC this year will be to devise methods to engage faculty voices in various pieces of this map, including an improved campus climate and optimized financial health. I suspect that we will work with the Chair of the Faculty to use open forum times, though there will be other mechanisms for input and discussion, too. In the meanwhile, you are welcome to contact me (jpope) or any of the committee members, which I will announce at the end of my comments.

After receiving these updates, the committee discussed two issues that will likely be of interest to faculty. The first is related to our committee charge. As you know, there was a quite a bit of email discussion about the current Strategic Planning Committee and its similarity/differences to a disbanded committee called the Committee on Administration (COA). If you are interested in, but didn't catch this informative discussion, I encourage you to go back and look at the email thread with the subject line "Clarification concerning Strategic Planning Committee and the Committee on Administration" as a number of our colleagues have provided thoughtful perspectives on institutional history. Further, this discussion exposed the reality that SPC's charge, as described in the Academic Handbook, is not the way that this committee has been operating for at least several years. It is my goal as co-chair to

reconcile the difference between the faculty's sense of the *spirit* of SPC with our actual operations and bring forth a revised charge for your consideration as soon as possible.

The second discussion related to faculty morale, our voice within the shared governance of DePauw, and to some extent, what it means to be a faculty representative on a committee. As you can imagine, these are weighty issues and cannot be addressed by SPC alone. We plan on working with the Chair of the Faculty and other committees as needed to devise mechanisms for faculty input into decision-making processes.

Finally, I want to thank David Alvarez for noting that SPC minutes were not posted last year; we are rectifying this problem and minutes and you will be able to find committee minutes on the faculty governance website after they have received committee approval.

The committee members for the year, in alphabetical order, are:

Bobby Andrews, Cindy Babington, Julia Bruggemann, Anne Harris, Alan Hill, Bob Leonard, Renee Madison, Mellasenah Morris, me - Jeane Pope, Rick Provine, Smita Rahman, Francesca Seaman, and Christina Wagner.

The faculty members and the academic areas that they represent can be found under the "Committee and Contacts" link from the Faculty Governance web page. This page can be found within the front Academic Affairs page *or* by googling "DePauw faculty governance." I welcome your questions at this time.

Written announcements: Much of work of the Strategic Planning Committee this year will be informed by and in support of the 2018 - 2019 objectives of DePauw's strategy map; a handout of these objectives was distributed at the Faculty Staff Institute and can be found on the DePauw website. We welcome faculty commentary on these initiatives. Recognize that we are sensitive to, transparency of process and creating opportunities for faculty to have a voice to the administration.

Questions:

Matthew Oware – Could you provide additional information about the sabbatical funding?

Jeane Pope(JP) - Board charged the administration to look for savings, and one of the areas that Academic Affairs was considering the sabbatical areas. At the close of the spring semester, SPC recommended that Academic Affairs retain the benefit as is at the 2/3 level, which puts us in the upper level of GLCA schools. - only Kenyon has a benefit like DePauw.

Anne Harris (AH) – There are a variety sabbatical compensations. Most classic way is full year at half pay, and half year at full pay. Another model is accumulating a certain number of courses and then taking a semester. A certain number of student credit hours, you go off to renew. Increasingly, competitive model. 10 are given within a competitive process. Alternately, time is given, but not funding. Some institutions are looking at shared but not funded sabbaticals. Time is a factor, some sabbaticals are competitive for just time. Clear that this is in process. This is only where we are right now. Still work with Bob Leonard, formal proposal to the president to take to the board. Interesting to see what is out there, purpose of sabbatical to see what is out there. Similar situations to ours. Going to pick up again. Update new members, see where we are. Not done yet, financial work and more.

JP – I echo what Anne said. There is a limit to the decisions that the committee can make, anything for compensation or benefits are decided by the board.

Jeff Kenney (JK) – If there are changes to sabbaticals, when will they be implemented?

AH – This conversation started at the January Board of Trustees meeting. Nothing would go into effect until the 2020/2021 academic year. The current deferred compensation will be honored absolutely. Whatever is already incurred will not be swept away. Bob Leonard conversation on how that will be honored.

JK – Since we've lost Jane, does anyone have Jane's accounts with our lives?

AH – Jane is still with us in terms of working long distance. Carol Cox has taken over faculty profiles. Improved system, projected course reassignments and deferred.

Alicia Suarez – Please clarify deferred compensation. Banking was 10% and it is now 6%. How we should be making decisions on doing extended studies? Is it going away?

AH – Information not a plan, process is still going. Transparency is messy because we are all working through the planning phase together. Went from 10% for extended studies with an obligation to teach a WT every 3 years, to 6.15% once that obligation was suspended. It is on suspension right now. If we would continue the suspension of the faculty obligation to teach extended studies, that teaching would remain purely voluntary. We require 2 extended classes of our students. Must be sure the requirement for students is met by faculty supply of classes. Will be establishing an end date to the suspension period. If we maintain at a voluntary level, we would have to change the teaching assignment at DePauw and that goes to the board of trustees. Precisely why we are taking our time. We want to take this conversation into account as well.

Sarah Rowley – Asked the SPC to think about intergenerational equity in terms of faculty and the opportunities that we have.

Lili Wright – SPC looked at this and decided to recommend that the sabbatical structure wouldn't change?

JP – Last January the administration was charged by the board of trustees to look at compensation, which is why SPC looked at sabbaticals, what the purpose they serve, how we sit with GLCA and more. It's not only the sabbatical compensation but also a range of benefits, which is why HR would like to consider total compensation. We came to a pause at the end of the semester with a sense among the committee that retaining the 2/3 benefit as we have now is in line with our values. That is where we rested at the end of summer. What Anne and Bob have to do now is consider how to pay for sabbaticals. Committee made a recommendation based on values. If need be, Anne and Bob will come back and the committee will look at it again.

Howard Pollack-Milgate – Confused about the health benefits committee. Expected to hear why our insurance went up so much. Thought that health insurance was set from July to July.

JP – Health Benefits Committee included faculty members: Manu Raghav, Jeane Pope, Jackie Roberts, and Marcia Mckelligan, plus staff members, and trustees. Received reports from the consultants, committee looked at different models. Insurance report went to the president on Friday. Committee was able to identify in aggregate save DePauw money and faculty staff money. Recommendations going to the president going forward that came from that committee. We don't know what changes will come, but these changes will come in January.

President McCoy – The board did ask that we try to save money and to specifically look into healthcare

costs. Rather than implement a sweeping change without faculty/staff input, we decided to share the increase and continue with our current provider on July 1 then call for a committee of faculty and staff to discuss changes and come out with a more comprehensive plan that we would implement on January 1. On Tuesday, September 5, we shared the details about healthcare and that standard operating procedure for most businesses is that the increase is shared 50% between employer and employee. DePauw has never done that. This was closer to it. The challenge is our health care cost has grown exponentially. Board broke it into two parts, get it out there share the increase. Change health care provider, find a way for us all to save money. This goes into effect January 1.

Nahyan Fancy – If the yearly cost increases are shared at 50/50, then the overall contribution by the institution will go down over time. Since 80/20 has been the norm in other schools for healthcare costs for several years that means that those other universities are not sharing yearly increases at 50/50. It is great that there is faculty representation, we are hearing now for the first time that January 1 is when these changes will take place. Even now we are not getting the details, we should know now that something is going into effect. When considering year-long sabbatical leaves at 50% in other GLCA schools, we should remember that many are also on a 3/2 load with leave in the 3 course semester. Finally, we were told last year and this was confirmed at the Budget session, that the Strategic Planning Committee has not been following the charge listed in the handbook. May I ask, what is preventing the Strategic Planning Committee, as a faculty committee, from following its charge?

JP – I don't know if there has been an announcement, there was an email in March to serve on the committee, which signaled that there was discussion around health benefit. There are discussions about what it is to work at this institution that faculty do not have control over or input into because they fall under the purview of the BOT. There will be another effort to change to the charge of the committee because it has not been functioning as charged for a number of years. Former President Casey wanted the committee to set tuition rates. There was only one time that we the committee submitted a report in the fall about the financial impact of all the strategies. Hasn't happened since then. Membership has changed, faculty voted to change the membership, which I would argue means that we are no longer in a position to create the budget. Instead, we shouldn't be thinking about the annual budget but rather the long term financial model. We haven't been doing that. I don't know why.

Susan Hahn (SH)-

Item B on the agenda for today's meeting says we will receive a report from the health benefits committee—yet we are not getting that, as stated.

JP- I offered an update to what was happening, the word choice for the agenda was not the best.

SH – So, now we are hearing that the results of the committee are already a done deal. I am concerned that the faculty representatives on committees like this one are being told they can't talk to other faculty about what is being decided. I think this is a misunderstanding of confidentiality rules. Why can't other faculty tell us what happens at the committee? Today we still aren't hearing what the report says; faculty do not have input. I encourage this committee and the President to tell us if there is a proposal and that we must do it in time to get some faculty response. The rumor is that the PPO plan is being deleted from our choices. Yet, when I ask about the percentage of people who have the PPO plan, I'm told it is confidential. Why? How is the number or percentage of people affected confidential? This does not reveal any names, just how many affected. As Mark has pointed out, we know that the board members aren't paid, but we don't feel that the board knows how severely we are getting hit. They need to know from faculty and staff before they make decisions. Also, I do not believe that Mark was transparent at the budget meeting of faculty and staff: If we already knew that

we were going to cut health costs, he should not have said that the reason for the only 1% raise was due to absorbing the health premium cost increase. He knew when he said that that the university was going to immediately cut benefits and the amount they paid. That is NOT transparency.

JP – I would not say that the cut is a reduction in services. Significant savings was found by changing providers. It is hoped that this will be a mechanism for recouping money as the changes are made.

GK – Thank the chair of the committee for providing insights. Conversations going on are very important. Point of clarification, report is it in fact confidential. Can it be circulated? Recommend that it be released. Concerned how we can have better mechanisms for shared governance. Take great pride in the hard work that people have done in the committees in trying to move forward in the shared governance. Put forward in shared governance, finance meeting then we are told that this information is confidential. Guidance for basic rules when a report generated by the University is or is not confidential. Moving forward into the 21st century. Arbitrary power. Deal with a confidentiality policy.

JP – I must clarify that it is unfortunate that I'm speaking about the health benefits committee and chairing SPC. The two are different. As the faculty co-chair of the Strategic initiative Committee, I am interested in confidentiality and working with the governance committee to better understand what that means at DePauw.

Renee Madison- Hopeful that she will have a conversation with the president, who just got the report. Promise for a follow up for the recommendations of the release. There were some documents that were provided during the working group but not everything was confidential. Share the report? Will provide an answer in short order.

Karin Wimbley – Feel poorly as a junior faculty hearing at this meeting that your health insurance and your sabbatical might be hosed. Increases in cost of living are appreciated, the majority of the people in this room make more than the junior faculty. Cuts are going to hit them far greater than senior faculty. WT, are we getting 6%? Has the cash option been changed?

AH – Phrase hits hard, talking with the board, let us reconfigure things in academic affairs to make things work. The goal is not to take it away. Jim Stewart spoke about the value of sabbatical. How do we preserve it in light of all the things that are happening? Sorry for the uncertainty that it leaves us with. Go back to the committee, go to the president, to the trustees. This will get resolved: how to preserve that power of time, thinking about all the different tiers of faculty of DePauw. 86% of the faculty are tenured; of those who are tenured, 68% are full professors. Thank you for thinking more in differentiated experiences. A lot of faculty did not have full pre-tenure leave. How do we have that conversation of 1, 2, 3, sabbaticals. Nothing is determined now, deferred compensation or \$2500 on campus \$2500 off campus with travel. This is all connected compensations. Everything that happens this year will be honored.

Rich Cameron – To Jeane Pope: Health Benefits, charge to the committee this summer. The money we are trying to save by the change in providers it seems that they are trivial to the cost raises that we are going through. We are freaking out over solutions over non-solutions. Continual problem in changing insurance plans. If we want to get this under control, highly impractical changes that put us back in the same problems 2 years down the road.

JP – I would like to acknowledge that I am just chairing the committee. In this role, I am happy to bring the conversations to you and use this space and other spaces to hear concerns. It is clear that a lot of people are a lot upset, FDC is looking at this. Strategic planning's job to see what we can do.

Doug Harms - Thank Karin for bringing up the fact that we have different levels. This hurts staff even more since hourly staff don't earn faculty salaries.

JP -2 or 3 years ago the administrative council was created to get staff input.

Kelly Hall – We need to distinguish between hourly staff and salaried staff, part-time etc.

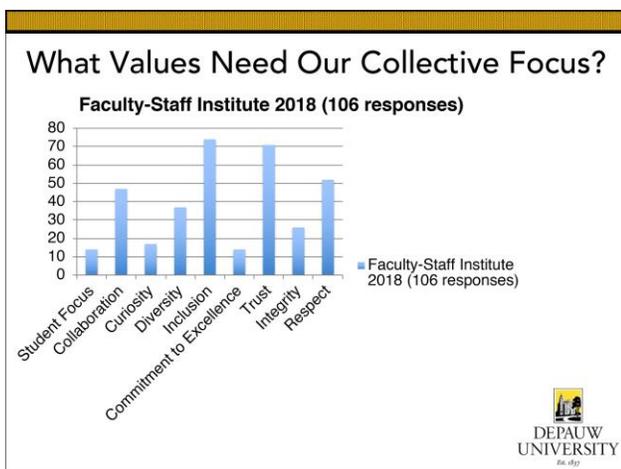
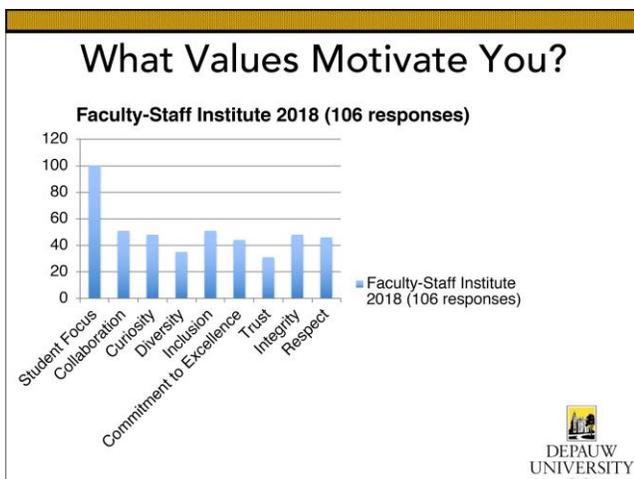
Melanie Finney – In that regard the survey that is going to be given to faculty, you should also survey staff. Do we really need that survey? This is showing how low everything is. Is a survey going to fix that?

JP- a survey will yield information, not solutions, Eric and Lili will hear that request and consider mechanisms to hear the staff issues as well.

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

Good afternoon, everyone – and welcome and welcome back. We ended the academic year with many conversations and projects designed to steward our academic enterprise cued up to begin again right away and indeed, we have. I will actually begin by ceding the first few minutes of my time to Dean of Faculty Tamara Beauboeuf who will report out on two such large-scale faculty endeavors.

Tamara Beauboeuf (TB) - Shared this slides from the faculty/staff institute:



Academic Affairs Initiatives for 2018-19

Title	Content	Timeline	Team	Outcome	Benefit to Students
<i>Academic Stewardship</i>	Dept. dashboards Enrollment economy Time banks	Summer research Fall implementation	*OIR *Chairs and Directors *Registrar	Stabilized course offerings for chairs and directors Stability and predictability in SOC	Better access to classes
<i>SEM – Strategic Enrollment Management</i>	Coordinate divisions to market the academic program	Fall data research; spring recruitment strategy; next fall recruitment	*VP of Finance & Admin *VP of Enrollment Mngt *VP Marketing & Comm *Chairs and Directors *Curriculum Committee	More direct marketing of the academic program	Students coming to DePauw for its academic programs as well as its experiences
<i>General Education Curriculum (incl. FYS) Assessment and Renewal</i>	Assess general education and all of its connections (enrollment, values statement, staffing)	Fall discussions and research; spring discussions with faculty	*Curriculum Committee *Faculty Development *Chairs and Directors * Enrollment Mngt * Marketing & Comm	Clear learning outcomes for students, and possibility of assessment	Coherent and inspiring pathway through Gen Ed curriculum and co-curriculum
<i>Centers Co-Curricular Programs</i>	Off-Campus sites (Indianapolis, etc.) On-Campus programming	Tenzer, McDermond, Pulliam developments	*Centers Council *Faculty Council *Depts. and Programs	Highly visible Centers, connections w/ depts. and students	More opportunities for students for internships, experiences nearby
<i>Minors Innovations</i>	Interdisciplinary minors tracks as part of marketing academic programs	Fall discussion in Curriculum, Spring discussion in Depts	*OIR *Curriculum Committee *Depts and Programs *Registrar	Gather interdisciplinary minors that can recruit students	More options for students; dynamic interaction with majors

Title	Content	Timeline	Team	Outcome	Benefit to Students
<i>Stabilize Faculty Teaching Assignment</i>	Research and analysis of course reassignment and distribution	Summer research; fall discussions	*OIR *Governance Committee	Create a stable, predictable and more equitable teaching assignmt	Stability in offerings for our students; budget stability
<i>Design strategic response to drop in Humanities Majors</i>	Study data, conduct student focus groups, examine outcomes	Summer research, fall study of Humanities White Paper	*Curriculum Committee *Depts. and Programs *VP Marketing & Comm * OIR	More robust humanities majors numbers within 3 years	Broad ed. of liberal arts, full benefit of Humanities skills (argumentation, etc)
<i>Development of Assessment following Accreditation Process</i>	Develop departmental assessment of student learning	Fall semester – discussion with chairs; spring work with Governance	*Cabinet *Accreditation team *Depts. and Programs *Governance Committee	Assessment program of student learning at the dept level at DePauw	Assessment providing information needed to improve student learning/persistence
<i>Transfer Students and Transfer Policy</i>	Examine transfer policy and barriers to transfer student access to DePauw (esp. STEM)	Fall semester analysis; spring semester new policy	*Curriculum Committee *Depts and Programs *Registrar *Finance & Admin.	A transfer student policy that creates better access for transfer students	More transfer students, possibility of relationships with Ivy Tech and other institutions
<i>Examine Service Component of Faculty Positions</i>	Gather data on service and its distribution; nomenclature	Fall discussions in Review; spring discussions with faculty	*Review Committee *Governance Committee *Faculty	Better distribution of service, esp. advising; improved faculty morale	Better access to advisors; less busy faculty
<i>Inclusive Excellence HHMI grant</i>	Manage grant and discern means of diffusion of ideas	Next five years	*Faculty Development *HHMI leadership team *Depts. and Programs	Develop shared vocabulary, dept. audits of persistence	Inclusive pedagogy that benefits all students in STEM

Most timely right now will be for me to inform you about some developments that will most immediately shape our work and stewardship.

Accreditation. Many, many thanks to the many of you who participated not only in the research, writing, and production of our accreditation report (available on e-services) but who also came to the open forums, drop-in sessions and the three “Areas of Focus” session. Those comprise the first three items on this list of preliminary indications of the work to emerge from our accreditation process. The last three items emerged during the course of the visit.

1. **Departmental learning goals/outcomes and student learning assessment (4-year window)** (development; Higher Learning Commission conference: April 5-9, Chicago – Tonya Branham, University Registrar and I, seek to take a faculty member with us) – this will take institutional focus and support, recommended by our accreditors to occur mostly around the senior capstone experience as it can tell us about the learning achieved in the rest of our curriculum; the benefit will be that we better understand what our students are learning so that we can better shape how we teach them. I will take the challenge of assessing our general education curriculum to the Curriculum Committee, which is designing a general education renewal process for the University. Assessment of student learning at the departmental level will be relatively new at DePauw; it is an instrument, not an end in and of itself, which, if well designed should see us achieve our ultimate mission of educating students through to degree completion and into a society they will meaningfully engage and shape. We have a current average four-year rate of graduation of 80% and we know that we want to increase that to fulfill our mission (our very purpose). Assessment can contribute to that endeavor, in partnership with the many measures moving into place for student success and graduation at DePauw.
2. **Student retention and persistence (plan)** – the goal here is to consolidate those “many measures moving into place for student success and graduation” into a plan with verifiable outcomes that show improvement. In its emphasis on public trust in higher education (severely shaken by the national four-year graduation average rate of 42%), HLC supports measures that build a “culture of continual improvement.” HLC will want us to set a target graduation rate and the work will then be to inform and engage each other in the measures to be taken by the host of support systems we have: from class deans to the HHMI grant student peer guides to advising (and an institutional commitment to further developing faculty and staff in advising).
3. **Program review (curricular & co-curricular)** – issues-based program reviews, especially on issues of student learning, curriculum, and pedagogy will characterize the schedule and purpose of program reviews that I will be working on with the Curriculum Committee. Co-curricular as well as curricular programs will benefit from these reviews, which will contribute to establishing a dynamic of assessment and improvement of the Commitment, in its dedication to creating an accessible and purposeful co-curriculum from the many options that DePauw provides.
4. **Post-tenure review/assessment of teaching** – this surprised the accreditors a great deal: that at DePauw, there is no obligated review of a faculty member after tenure (in other words, that, potentially, after seven years of teaching, a 40-year career can have no review or development at the institutional level). This matter will be taken up by Review Committee.
5. **Communication between admin and faculty** – This is a commitment that must be renewed and reshaped continuously, and, with the Chair of the Faculty, President McCoy, VP for Finance and Administration Leonard, and myself are looking to the faculty committee structure to establish mutual communication between administration and faculty.
6. **Nomenclature** – the importance of a shared vocabulary emerged many times over the course of the accreditation visit: from student assessment (learning goals/ outcomes/ objectives) to what we mean by student success (persistence/ retention/ graduation) and more. We have seen this importance in the equity work of diversity and inclusion (sense of belonging, growth mindset) and know that it takes time to build.

DePauw Dialogue – September 26 – coming up!

The Schedule- “What We Say / What We Do” – unofficial theme of this year’s Dialogue

9-10 am – Keynote speaker Melissa Harris-Perry

10:15-11:45 – Skills Workshops, I

12-1 pm – Lunch

1:10-2:40 pm – Skills Workshops, II

2:50-3:50 pm – Community Statements Discussion

The Community Statements (Available in Campus Labs) (We need more facilitators) – We have made these statements: do they still speak to us? How do we hold ourselves accountable to them? What skills do we need to live and practice them within our academic community?

1. Statement of Academic Freedom for Students (adopted by the faculty, April 18, 1966; Academic Handbook)
2. Statement of Student Rights, Responsibilities and Freedoms (1978, Student Handbook)
3. Statement of Community (adopted by Student Congress, May 8, 1998; Student Handbook)
4. The Community Covenant (Presidential Task Force, 2002, currently archived)
5. Institutional Values (2017 Mission & Vision)

What began as a grassroots student movement that was quickly supported by the faculty members who voted in a five-year commitment to DePauw Dialogue, is now largely managed by administrators and staff. The excellent conversations that we had Mondays during lunch in the spring gave shape to this year’s DePauw Dialogue, which has become a day-long conference held by the University to provide a large-scale communal conversation about identity, community, and equity, designed to connect with the lived experience of this institution in the fullness of its learning and living environment in all its shared spaces: classroom, curriculum, campus, co-curriculum, residence hall, extra-curriculum (always with the curriculum as core). Race, class, gender, sexuality, religion, and socio-economic class continue to shape identities within systems that education (and each of our individual academic disciplines, each in its own way) addresses and seeks to move ever-forward towards greater equity – the great and perpetual project, after all, of education in that, as Dewey reminds us, education is the midwife of democracy. And that, we can never forget, even in the midst of committee meetings, class prep, grading, meetings, reports, office hours, class discussions and all of the other intensities of the loving labor of the liberal arts, is why we are here.

Questions:

none

11. Communications from the President (Mark McCoy)

The following are the written comments that the President intended to share, but did not due to the length of the meeting:

Welcome to a new academic year and I hope that it is a good one for every faculty and staff member and for each student. In my visits to departments, I am excited and encouraged by the clear commitment to our students, to their education, and to our work in the classroom. Almost daily I receive compliments and kudos for staff and faculty from students, alumni, parents, other faculty/staff members or community members. Thanks to each of you for your good work. DePauw has much to be proud of and I am certain that the vast majority of colleges and universities in America would happily trade places with DePauw in a heartbeat.

That said, these are challenging times, particularly in higher education and I provide a brief update on administrative efforts to address those challenges.

I am happy to lead the collegiate effort in supporting state hate-crimes legislation for the state of Indiana. The Eli Lilly Company is taking the lead role in the business world and DePauw will serve that role in higher

ed. Indiana is one of five states that does not have a hate-crime law and our leadership role in achieving this legislation will make Indiana safer for all members of the DePauw community and for all residents of our state. In the coming weeks, you will be asked to write to your state representatives to support this push. I hope you will do so.

We are facing a serious need to address student housing so in March, we formed a Student Housing Steering Committee comprised of staff, faculty, and trustees to examine housing needs. They selected the firm Mackey Mitchell to lead master planning and approved a more detailed vision for South Quad including the development of the Dells. An initial plan will be presented to the Board in October and detail design work has begun on the first structure which will replace Hogate Hall. This will be funded through a mixture of philanthropy and borrowing. You can expect more news on this front throughout the year and we are hopeful to see improved housing on campus soon.

The Campaign for DePauw is coming to an end with a June 30, 2019 close. With some hard work, a lot of philanthropy and a little luck, we may be able to make this the most successful campaign in DePauw's history. Our last campaign ended at \$376M and included the unexpected \$128M Holton gift. Even without a gift of that size, we are within shouting distance of that total. Many thanks to Steve Setchell and his team for the good work to get us across the finish line. I continue to meet regularly with alumni, donors and potential donors to secure a financially sustainable DePauw.

Finally, many thanks to those that attended Tuesday's budget info session. It is clear that like all of higher education, DePauw has fiscal challenges that are very real. Together, we can build a university of choice an distinction that is truly a great place to learn, live, and work. As we do so, we will call upon our shared values to light the way.

Thank you.

From meeting:

I want to share with you what I have heard today including a concern about the equity across faculty and staff and junior/senior faculty. There is a need for a greater sense of communication that we are happy to continue increase our communications. We hold post-board meetings to which all are invited and and publish information and hope everyone gets it but it is clear that not everyone does. We need to address this situation further. The challenges are real, we draw more than 5% from the endowment, and run a structural budget deficit, every year. Several other institutions are addressing these issues as well. The board and the administration is committed to our stewardship roll. My Email and door are always open.

Questions:

Bridget Gourley – Can we share the written comments from the President immediately? It is timely information.

HB - Can now edit the governance website and will post the written comments.

12. Old Business

HB – Remaining vacancies on faculty committees will be shared with the faculty. Serious challenges are being presented to our governance systems. Membership limits based on curricular area while also having limits on the number from a committee from a department prevents some willing faculty from service on some committees. The language may be left over from the time when we had divisions and all members of a specific department were in the same division.

13. New Business

A. The Oberlin letter and DePauw(Glen Kuecker)

See the text of the letter in the Appendix.

Glen Kuecker - Posted the Oberlin letter. Available to the community to see how their communications happens. Reached out to other GLCA schools and find out how these things work at their institutions. How their president sends out information on strategic initiatives and financial issues, get feedback, and share ideas. Received several responses with similar letters, however they were not public documents. Not going to share other letters because they are not public. The Oberlin letter is publically posted. The letter, with its acknowledgement of the hurt that came to the community, outlines what are they were going to do about it, steps board of trustees was taken on how to reconfigure how they do business, and most significantly stepping forward and acknowledging ownership of the problems. This is a real conversation that is going on in their community. Invite you to read the document and highlight what you think is.

President McCoy – passed that among the administration as well. Valuable document. They have gone through a very hard time, our ability to work with them is very important. They have faced a lot of changes including healthcare, no raises, cut 403B, other schools are thriving in this town. Move from barely going to thriving. We are going to have to do this together. Energized and excited about the future of DePauw. First year housing, we have not prepared for major challenge that we are facing. Move ourselves from a struggling into a surviving.

Rebecca Bordt – Thank you Glen for doing this letter. It wasn't about that they have a similar problem. It's that their response was so different than others.

Susan Hahn – I also want to emphasize also how differently Oberlin handled the situation. I Especially want acknowledge the third paragraph of the letter. Oberlin's board framed it in as an acknowledgement that the cuts would hurt. Part of the reason why as a senior faculty member she is speaking up more is because Junior faculty might not feel they are able to. Glad when Junior faculty are willing to speak up. Faculty should not let administration divide us, and hopefully faculty and staff are not divided. We are concerned that the 1% or 2% raises are not keeping up with cost of living. We cannot discover our version of this 21st century liberal arts university--as Oberlin is trying to do, without like Oberlin, including our faculty and staff. The Board needs to hear from faculty and staff regularly. I do not recall a letter from the board of trustees acknowledging how their decision affect the faculty and staff-- that would be helpful. I have A sign on my door right now, in solidarity with Teachers across America calling for fair pay, their rallying cry is "How can you put students first, if you put teachers last?". As teachers and staff we ask ourselves everyday: How can we put student learning first. As Tamara's information suggests—we are willing to go to and do service on committees or training that actively improve student life through inclusion and diversity. These things build community. The Board of Trustees needs to understand that with a 650million dollar safety net, we don't "have to sell the house," (as another speaker has asked if we need to). We need a little perspective, our endowment is large, saving one million on health insurance or one million by not giving a raise, is not substantively addressing the problems we face. It is penny wise and pound foolish. We have to figure out a paradigm that doesn't destroy faculty and staff morale (death by a thousand cuts), but allows us to build the future so that the students can have the strong educational experiences we can give them at DePauw. I plead with the board: Don't put the teachers (and staff) last.

14. Announcements

A. Academic Mini Week (Kayla Sullivan, Student Vice President of Academic Life)

The Sharing the Academic Experience Banquet will take place Tuesday, October 9th from 6-8 pm in Rooms A and B of the Inn. Vice President Anne Harris will still be speaking at the Banquet. I hope that one faculty member can attend from each Department or Program. However, if a second faculty member wants to attend, the RSVP form can be completed twice. Participating faculty members will dine with students and

will help the students discuss their academic journeys and plans. I have updated the RSVP form with the correct date and time of this event. This RSVP form:

https://docs.google.com/forms/d/e/1FAIpQLSeZcR5mSnTuXGAiTk4pmveN6cl2ueVpN5Oa2irJsCv8cuBY-g/viewform?usp=sf_link

needs to be completed by Friday, September 28th, for those who are planning to attend the banquet.

I am also going to find 6 students from the sophomore, junior, and senior class to speak about their academic journeys at this banquet. Chairs and directors, you are welcome to email me recommendations if you wish to do so.

The Academic Fair will take place Wednesday, October 24th from 6-8 pm in the UB Ballroom. Each department and program will have table space and can provide handouts if desired (you can reuse handouts from Admission events if you wish). Students, particularly first-year students and sophomores, will be encouraged to visit the tables to learn more about courses they can take this spring and majors they can explore.

I hope to have one faculty member present from each department and program during the Academic Fair, but you can work in shifts if you wish. For example, if one faculty member would like to work their department table from 6-7 p.m. and another faculty member wants to work their department table from 7-8 p.m., this is fine. If one person wants to be there the entire time, that is fine as well. Please invite two students to join the faculty member at the table. For example, if your program has both a major and a minor you might invite one major and one minor to join you. Please send me an email to let me know the name of the faculty member(s) and student(s) who will be at your table by Monday, October 8th.

Theme: The Gems of the Liberal Arts

15. Adjournment 6:19pm

Appendix: Letter to the Oberlin Community (openly available

at https://www.oberlin.edu/sites/default/files/content/office/general-counsel/board-documents/3c_ltr_to_community_6-11-2018.pdf)

June 11, 2018

Dear Oberlin Community,

The Board of Trustees met last week.

As we do at our June meetings, we reviewed the administration's budget proposal for the coming year. The Board unanimously approved the proposal, which includes a projected deficit of \$4.7 million.

This budget removes the reduction to tuition benefits that had been proposed to us previously. However, it includes the remaining reductions to benefits detailed in President Ambar's recent note to the community, including certain retirement benefits.

The budget reductions will hurt faculty and staff. That's why we owe it to the community to explain why we made this decision.

###

The Board's consideration of the budget is a process that begins months before we meet in June. By last December it was clear to us that, absent any substantial adjustments, we would see a deficit of as much as \$9 million for the fiscal year beginning July 2018 (and indefinitely into the future). Deficits of this size are unsustainable, because they hamper Oberlin's ability to provide financial assistance to students and to invest in our faculty, staff and campus. That's why the Trustees directed President Ambar and her team to

reduce that deficit.

It may not be self-evident why a \$9 million deficit is unacceptable. After all, the difference between \$4.7 million (the deficit in the budget we approved) and \$9 million is a small fraction of Oberlin's roughly \$160 million budget, and an even smaller fraction of Oberlin's roughly \$870 million endowment.

The Board sees it differently.

First, the deficit has widened over the last few years, a trend that will continue without any measures to deal with it. This is a phenomenon familiar to most other institutions like Oberlin. The costs of delivering an outstanding education are outpacing our revenues. If we don't start bending back towards balance, we will be forced to make indiscriminate cuts in the future, which will limit our ability – indeed, our fiduciary responsibility – to make decisions that are in the best interest of Oberlin's future.

Second, shrinking the deficit is really hard work. It's hard to cut spending, because compensation – the lion's share of our spending – is constrained by tenure and union contracts, and because we recognize that we must invest in our faculty and staff to remain an outstanding liberal arts institution. It's hard to cut most other expenses (interest payments, energy costs, and so on) because this would impair our capacity to operate.

At the same time, it's getting harder to boost revenues. We bring in money overwhelmingly from just two unpredictable sources: student charges and gifts (either past gifts to the endowment or present gifts to the Annual Fund). This time last year we were looking at a 100-student shortfall because of lower-than-expected enrollment and retention, a potential loss of \$5 million. (Fortunately, we limited the loss with careful management.) This year, we've done much better enrolling students, thanks to great work by Dean of Admissions Manuel Carballo and Director of Conservatory Admissions Mike Manderen, their staffs and, especially, the faculty. But we've also had to contribute more financial aid, so the net revenue gain from improved enrollment has been modest.

In other words, we are exhausting our pricing power. Raising tuition only increases the demand for financial aid. It also adds to the financial strains on our students and their families, making it harder for us to keep them at Oberlin from the day they matriculate to the day they graduate. This weighs heavily on Oberlin's finances.

As for the endowment, the past decade has seen an impressive bull market, thanks mostly to the stimulus that was put in place at the depths of the financial crisis. But it would be irresponsible for us to expect the market to continue ascending as it has. It's worth remembering that the decade leading up to the financial crisis was a stock market seesaw.

Third, one out of every four dollars we spend is generated by returns from our endowment. In fiscal year 2017, the College withdrew about \$41 million to support a budget of roughly \$160 million.

This is a heavy burden on our endowment. In order to transfer \$40 million to the budget, our endowment must deliver average annual gross returns in excess of 5% (and much more if we want our endowment to grow). That looks like an increasingly tall order now that quantitative easing is ending, inflation is beginning, and we're contending with disputes over trade and nuclear weapons. We appear to be at the end of a decade-long bull run; it will be much harder to deliver healthy returns in the future than it was over the past few years.

We must act decisively to close our budget gap – even if it takes some years to balance the budget –

because failing to do so imperils Oberlin. The peril isn't insolvency and collapse; we can always spend down the endowment to survive for decades. The peril we face is mediocrity and irrelevance, which is what will come if our decisions are increasingly driven by short-term financial exigencies. If we don't take note of the red light flashing in the distance, we'll have to slam on the brakes when we get to it, making draconian cuts in short order that will almost certainly undermine what makes Oberlin great.

###

We also owe it to the community to explain how we got to where we are.

We got here by failing to acknowledge how the world has changed. Over the past decade we recognized that students and their families were demanding more from colleges like Oberlin. We responded. We expanded services for students. We upgraded our campus with new arts and athletic facilities and new places for students to live. Most importantly, we invested in our faculty. In the decade following 2007, College faculty headcount increased by about 15%, and the faculty compensation pool increased by almost 30%. During this period, the Arts & Sciences faculty teaching load was reduced from 5 to 4.5 courses per year, leaving more time for research – a plus for attracting top-notch new faculty – and allowing faculty to spend more time with students outside the classroom. Non-faculty staff headcount and compensation also grew during this period. However, enrollment remained relatively static.

Then we sent the tab to our students and their families, and we discovered that an Oberlin education which in 2007 cost 46% of a median household's income – a share that looked alarmingly high at the time – now cost a shocking 71% of the same household's income in 2016.

We may have noticed this sooner had we taken note of what was happening in America. Over the past 25 years, the income share of the wealthiest 5% has grown steadily – albeit at the expense of the rest of Americans – so every year a meaningful share of students could still afford Oberlin's rising price tag. As long as we could provide financial aid to the rest, we could persuade ourselves that the math worked.

The math doesn't work anymore. The pool of students graduating from high school is no longer growing. Even upper middle class families are straining to afford an Oberlin education. And today we're competing against less expensive alternatives (like highly selective liberal arts programs embedded inside state universities).

###

This poses a very serious challenge for Oberlin. One response could be to concentrate on appealing to those students who can afford Oberlin, and hoping to subsidize the rest. If we do so, we will be chasing to compete with colleges with far more financial firepower. This means much more than playing in a high-stakes money game. It means allowing richer institutions to define what a liberal arts education looks like in the 21st century. They will lead; we will be forced to follow.

We may not know what their model will look like, but we know that it will be expensive and tailored for a social stratum that every year is further removed from the rest. This feels to us like a betrayal of Oberlin's cherished commitment to access and diversity, and to demonstrating that a liberal arts and conservatory education is indispensable to all of society, not just the privileged.

We've agreed on a different response. We've asked President Ambar to lead Oberlin to define for ourselves what a 21st century liberal arts education looks like, one that appeals to a wide swath of college- and conservatory-bound students – because it is relevant to the times and because it is accessible – and one that

is a model for other institutions like Oberlin. This feels like a powerful way to honor Oberlin's founding mission and its abiding role as a leader in higher education.

###

How do we do this?

We said earlier that we failed to recognize how the world had changed. This is not merely an observation about the world; it is an admission of failure. The Oberlin community, and especially the Board, could have done better to recognize how our world was changing, and we could have responded better. (We are not pointing to our predecessors; two of us have been on the Board for years.)

We don't yet see all of the elements of the 21st-century Oberlin. But there are two things we do know.

First, we know that we won't grasp them unless we decide better than we have in the past. This means developing a better understanding of the forces that affect Oberlin and institutions like it. And it means making better decisions based on this understanding.

The Board has taken steps to improve our decision-making. We devoted a large part of our March meeting to discussions about Board governance. We've passed new procedures for approving capital projects, formed an ad hoc financial sustainability task force, established a debt subcommittee, and expanded our Nominations & Governance committee to think about how to improve the Board's effectiveness. We will soon roll out a new trustee evaluation system, consider how we might better evaluate Board performance, rethink the Board's size, and undertake a thorough review of our bylaws.

The second thing we know is that we can't discover the 21st-century Oberlin without our faculty and staff.

That's why it is so important for faculty to constitute half of the AAPR steering committee.

That's also why the Board wants to establish better connections with faculty leadership. The first step in this direction was a meeting on Thursday between the board's Executive Committee, the General Faculty Council, and representatives from the College Faculty Council and the Conservatory Faculty Council. We also shared dinner Friday night. We identified several concrete steps we can take together beginning this fall, and look forward to deeper engagement with the faculty and its leaders.

The Board also wants to work with the Oberlin community, and especially faculty and staff, to develop a common understanding of Oberlin's challenges. To this end, we have plans for a series of webinars on budgeting, recruitment and admissions, endowment management, development and alumni affairs, and on the changing landscape of higher education.

Finally, we need to marshal the resources to invest in our faculty and staff – in their compensation, their teaching, their research and their morale. Oberlin is lost if we can't attract and retain outstanding employees.

###

The important decisions we must make to build the 21st-century Oberlin will take time. They need to be well informed, deliberate, and in consultation with the community. We can't make them under duress. This is why we have insisted on reducing the deficit today. It will give us the room we need to make those decisions as responsibly as possible.

We must embrace this work as a community. We will fail if one constituency undermines another one, and we will certainly fail if we start fighting with each other. If we collaborate, however, we have an extraordinary opportunity to define the model for residential liberal arts institutions for the next generation.

We look forward to working together.

Carmen Twillie Ambar, President

Chris Canavan, Board of Trustees Chair

Chesley Maddox-Dorsey, Board of Trustees Vice Chair

**Faculty Meeting Minutes
October 1, 2018**

1. Call to Order – 4 p.m. Thompson Recital Hall, Green Center for the Performing Arts

The chair called to order at 4:02.

2. Tribute to Tom Musser, Professor Emeritus of Economics and Management (Gary Lemon)

Tom Musser's Legacy:

I have been asked to say a few words about my dear friend Tom Musser who passed away on September 1. Although I am honored to speak about my colleague, I am afraid my words will not capture the true greatness of this remarkable man.

Tom joined the DePauw faculty in 2001 and retired at the conclusion of the 2017-2018 academic year. Tom or as his students called him T-Muss was truly an exceptional teacher. Many students dreaded his classes because he was known as a tough grader. Although known as a tough teacher, I never heard one student say that he was unfair. He just wanted his students to work hard and come to his classes prepared. Students had to be prepared for Tom's classes because he would call on students by randomly pulling their names out of a hat. Yes, Tom was old school because he chose students to participate in answering questions by literally pulling their names out of a hat. This is not the only thing that Tom did in old-school fashion. He used an overhead projector that was probably first introduced to the classroom in the 1950s; never did I see him use PowerPoint slides. He wanted students to focus on the material and not on a glitzy presentation. Tom's homework assignments and tests challenged his students; he truly wanted them to be the best they could be in accounting. He spent countless hours grading exams, homework, and meeting with students outside the classroom. He was always willing to go the extra mile for students; this included calling one student who had trouble waking up for his 8 o'clock class. When Tom first came to DePauw, he could be found before 6 AM at the truck stop on I-70 grading papers; later he changed his venue to McDonald's in Greencastle to do his morning grading.

Tom's classes were always full, and he had a waiting list for almost all of his classes. Truth be told if you had a good reason for wanting in his class he would find a space for you. I would guess during the years he taught at DePauw, no faculty member taught more students than Tom. He almost always had more than 90 students each semester; he routinely had more than 40 advisees and would spend a considerable amount of time with each one; he cared deeply about all of his students and wanted to ensure that they had the best schedule possible. He was constantly writing letters of recommendation for students. He would pull out old grade books to try to accurately reflect the work the student had done in his class. Tom was instrumental in creating minors in accounting and finance and creating bridges to accounting programs at other schools so those students who wanted to continue their work in accounting could do so with minimum effort. He was also a great mentor for those students who wanted to sit for the CPA exam. As one of my colleagues put it: "Tom's greatest legacy at DePauw is the love and respect that he generated from the students that possessed the good fortune to have him as a professor."

On a personal note, I considered Tom, a true friend. You always knew where Tom stood on the issues and didn't have to fear he would change his position depending on whom he was talking to. He would always listen to you even if he did not agree with you. I had the pleasure of going with Tom on two Winter Term trips. It was readily apparent on these trips how much Tom cared about the students and how he wanted each student to get the most out of the experiences they were encountering. On one trip I was having trouble walking, and I often told Tom to go ahead of me, and that I would catch up but he never once walked ahead but stayed with me until I was ready to walk again. When a student encountered a problem, Tom was the one to spend the extra time to make sure that the problem was solved.

Tom and I had many conversations about our families. Tom was truly a devoted husband, father, grandfather and a good friend to many people. Tom also owned many dogs that he loved even if they were

not well trained. One of the great tragedies is that his young grandchildren will never know how great a grandfather Tom would have been.

Wherever Tom is I am sure he is teaching young people how to balance the books and how to review income statements.

3. Verification of quorum

Quorum is met. There were more than 125 faculty present.

4. Consent Agenda

A. Approval of the following new courses (recommended by Course and Calendar Oversight): (Course descriptions are found in Appendix A.)

MATH 143, Mathematical Modeling, 1 credit, SM

GLH 242, Topics in Global Health, 1 credit

GLH 342, Topics in Global Health, 1 credit

WGSS 270, (New) Media & Marginalized Bodies, 1 credit, SS

WGSS 360, Women and the Internet, 1 credit, SS

ENG 359, Anglo-Saxon Language and Literature, 1 credit, AH

B. Announcements of changes in number, title, description, prerequisites, and/or distribution requirement designation:

(Course descriptions are found in Appendix B.)

REL 354, Women, Gender, and Sexuality in Islam, 1 credit, AH or GL [change title from Women and Gender in Islam]

SOC 240/ANTH 250, Pro-Seminar in Anthropology and Sociology, 0.25 credit [change description]

ENG 215, Language, Power & Writing: Global Englishes, 1 credit, AH or GL [change number, title, and description from ENG 315, Language, Writing and Power, remove PPD, add GL]

ITAL 171, Italian Through Culture I, 1 credit, LA [change title and description from Elementary Italian I, add LA]

ITAL 172, Italian Through Culture II, 1 credit, LA [change title and description from Elementary Italian II]

ITAL 271, Cultura e Societa' Italiana I, 1 credit, LA [change title, description, & prerequisites from Intermediate Italian I]

ITAL 272, Cultura e Societa' Italiana II, 1 credit, LA [change title, description, & prerequisites from Intermediate Italian II]

ITAL 371, Contemporary Italy: Confronti Interculturali I, 1 credit, LA [change title, description, and prerequisites from Advanced Italian I, add LA]

ITAL 372, The Italian Context: Confronti Interculturali II, 1 credit, LA [change title, description, and prerequisites from Advanced Italian II, add LA]

ITAL 375, Topics in Italian Literature and Culture, 1 credit [change description and prerequisites]

ITAL 376, Italian Through Film, 1 credit, LA [change description and prerequisites]

ITAL 471, Italian Cultural Studies I, 1 credit, GL [change description and prerequisites, add GL]

ITAL 472, Italian Cultural Studies II, 1 credit, GL [change description and prerequisites]

C. Announcements of approval of distribution area designations:

PSY 260, Social Psychology: PPD

(Jan 2019) SOC 201, Man Up: Unpacking Manhood and Masculinity: SS, PPD

(Jan 2019) UNIV 183IG, Winter Term in Service: Cultural Arts Exchange in Accra, Ghana: IE

(Jan 2019) **UNIV 183IC, The Netherlands: History, Art, Politics, and Culture: IE**

(Jan 2019) **UNIV 183IF, Winter Term In Service: Community Development in El Salvador: IE**

The Consent Agenda was approved.

4. Student Academic Life (Rich Martoglio)

Written Announcements:

Students recently met with Student Academic Life staff to talk about the DePauw demonstration policy. The SAL committee will continue to discuss student concerns and issues related to the demonstration policy.

The SAL Committee plans to discuss feedback related to the common read and provide recommendations for the next academic year.

Susan Hahn (SH) – Can you clarify where we can find the new protest or demonstration policy? We all need to be clear about the policy. I have heard that minority students who received scholarships have been told they can't protest because donors of their scholarships would be unhappy. Students are very concerned about what the policy is. This is understandable. We all need to know the definition of "disrupt." Literally, in the past civil rights and women's movements, if we had been told we could not disrupt something, we would have never gotten anything done.

For example, Can faculty hold signs outside the board of trustees meeting?

Rich Martoglio (RM) - The policy is found in the student handbook.

SH - Will you send the link to faculty and staff so we can find it? We need to understand the language, what is the difference between "interrupt" and "disrupt."

RM - Originated out of Jenna Fischer event last spring is when the discussions began and continue. I will share the link.

SH: I was in a session at Day of Dialogue where students were told the policy was made to "protect" students. Students of color very eloquently responded that the university needed to be aware that this rationale of protection seems to be implying that if groups of black or brown students get together to protest racism, they are being told they are dangerous.

RM: Comments and concerns can be sent directly to him.

Alan Hill (AH): We work with DePauw Student Government to review policy and they are also represented. Students will know exactly what we were talking about interruption vs. disruption. No one has said anything about financial aid being taken away. That is not true.

SH: What is the difference between disrupt and interrupt?

AH: If we had notice that there was a demonstration going to be held in the Julian Center, the students there were only holding up signs in the lobby. No complaints about faculty members trying to hold class. We could have a situation there where it is so loud where courses are being taught and faculty would feel like they could not conduct classes. Students have the choice to reduce their sound or move location.

SH: So, Students can hold signs and quietly chant as long as they are not disrupting classes/meetings as long as they do not obstruct anything?

AH: Demonstration Response team first response is to make the individuals aware that there is a policy. Talk it through before taking any other action. If the faculty determine it is a disruption. Anne or Alan would decide the next course of action.

Rebecca Alexander (RA): Is the Student Academic Life committee looking at particular ways the students are being talked to about the policy being implemented and understood?

RM: Primary focus on the language of the policy and also the perhaps awareness of the policy so students know what the policy means. Ongoing conversations are happening.

RA: Other conversations are happening with students that it is shaping what students know.

Rich Cameron (RC): There is a problem in the current language in the current handbook in that it will never

be clear enough. As it stands, it will always have the impact of silencing and creating fear concerning what the students can or cannot do. That fear may be mistaken given the good intentions of administrators; but then again the fear may be accurate if the policy is misapplied or wrongly applied. Thus, the students are right to be uncertain and fearful – they cannot know how it will be applied. The only real solution is to make our policy a truly liberal policy: if we are going to support the right to protest we need to state that we support the right protest, period. If we don't do this we will cause silencing and students won't be able to express their rights.

AH: Student government held open forums to walk through students through the policy. Part of what we are doing is managing the policy with the students and those who are involved. We want to be able to make decisions that support our students without calling in people outside the institution we want to handle that within our own community. Once it becomes a police call it can escalate quickly. We need to make sure our students are safe, they have the ability to raise their voices. Certain behaviours escalate to a level that we need to handle it if it gets to that level. There are ramifications that happen if it gets elevated to a certain point. I don't want to see the black and brown students on the ground with the police over them.

Rachel Goldberg: Some of the students talked to her about being afraid and not for sure if they would be expelled or what other serious consequences there are. Have a conversation about escalation and punishment/consequences. Students aren't clear what the consequences are.

Kaleb Anderson, Student – I think that this conversation about the potential revision of the Demonstration Policy is necessary. However I think we should not forget that a reason many students protest and demonstrate is due to the lack of/ or ill response from the institution regarding incidents that happen. We should keep this in mind as we think about revising or updating the language of the policy. This institution needs to also have better responses to the incidents that happen.

5. Faculty Priorities and Governance (David Worthington)

Prior Notice of a Motion to be voted on at the November 5, 2018 faculty meeting: Proposed Changes to the Handbook Regarding Board of Student Publications

Current Handbook Language STUDENT PUBLICATIONS COMMITTEE

1. *Function:* This committee shall exert final authority over *The DePauw* and *The Mirage*. The board functions much as would the owner of a private publishing operation except that it does not dictate editorial policy. This committee reports to Student Academic Life.

2. *Membership:*

Faculty membership: Three (3) appointed representatives.

Administrative members: Voting: A permanent treasurer appointed from the faculty by the President, Instructor of journalism courses.

Ex Officio (without vote): Vice President for Academic Affairs or representative.

Student members: Three (3) appointed by Student Congress, one each from the sophomore, junior and senior class. One student must be actively engaged in *The DePauw* or *Mirage*.

Officers: At the first meeting in the fall The Board elects a faculty and a student chairman. The faculty

chairman conducts the meetings during the first semester, the student chairman conducts the meetings during the second semester.

New Handbook Language (Bold type indicates new language to be added, strikethroughs indicate text to be deleted)

STUDENT PUBLICATIONS COMMITTEE

1. *Function:* This committee shall exert final authority over *The DePauw*. The ~~board~~ **committee** functions much as would the owner of a private publishing operation ~~except in~~ that it **oversees the financial and structural procedures of the newspaper. However, the committee** does not dictate editorial policy. **This committee elects *The DePauw* editor-in-chief and has the authority to dismiss the editor-in-chief, after consultation with student editorial board. The committee also provides guidance if the publication's content is challenged and the issue is not satisfactorily resolved by editor-in-chief and advisor.** This committee reports to Student Academic Life.

2. *Membership:*

Faculty membership (4 total): Two (2) ~~appointed~~ **elected** representatives, **as well as the faculty advisor to *The DePauw* and the Pulliam Visiting Professor of Journalism.**

Administrative members (2 total): (Voting) A permanent treasurer appointed from the faculty by the President, Ex Officio (without vote) Vice President for Academic Affairs or representative.

Student members: (4 total 3 voting): ~~Three (3)~~ **Two (2)** appointed by Student Congress, one each from the sophomore, junior and senior class. ~~One student must be actively engaged in *The DePauw* or *Mirage*,~~ **Editor-in-Chief of *The DePauw*, Business Manager (without vote)**

Alumni Members: (3 total) **Three (3) alumni who are currently working journalists, recommended by the committee and appointed by the President.**

3. *Structure:* **The Faculty advisor to *The DePauw* will convene the first meeting of the academic year, at which time a chair will be selected by the committee from among the faculty members on the committee. The chair will convene the committee twice per semester for the remainder of the academic year. Additional meetings may be convened as the need arises.**

Rationale: The Board of Student Publications was established during a different era in journalism and the university. The current language creates a particular problem for the adequate operation of the Board: it creates an imbalance between journalists and non-journalists on the Board, favoring the latter. Several faculty serving on the Board in the past have expressed reservations about their ability to provide appropriate guidance, especially with regard to professional practices, personnel matters, and potential legal issues. In light of a recent study conducted by Xie and Simon ("Supervising the Campus Media," 2013), we recommend that the Board be renamed the Student Publications Committee and be comprised of an equal number of journalists and non-journalists in order to provide balance between providing guidance on professional practices and staying attuned to the particular context of student journalism at DePauw. We

recommend that three alumni who work as professional journalists be added to the Board in order to provide a more grounded context for current best practices in the industry. These alumni can also serve as additional mentors and conduits to expanded professional networks for our students and staff.

Rich Cameron: I have a question regarding the new language regarding the committee's authority to dismiss the editor in chief; can you elaborate.

David Worthington (DW): There were no mechanisms previously and now there is.

Rich Cameron: I am concerned, then, with the current wording in that it provides the committee with a blanket authority to dismiss the editor with language specifying that the committee has any obligation to transparency, i.e., no language specifying that their obligation to explain their decision publicly and openly.

David Alvarez : Would you please share the context for the motivation of this change?

DW: Rationale provides some context. There is the desire to even out the board. There are different areas in journalism, and there is the effort to give journalists more voice with what's going on in the world.

Jonathan Nichols-Pethick: Faculty weren't sure of their role on the board. Felt strongly to include more people. We had to look at whether to suspend the editor in chief in recent years and we had to go outside and consult student press law center. This would function more consistently and more in line with contemporary journalism practices.

Nahyan Fancy: I am not sure that the new membership is legal. Last spring after a story ran in The DePauw the administration said that any reporter had to contact Ken Owen for access to upper level administration. This seems to be a problem. Is there something in the new committee structure that could allow this to happen?

DW: Board can't establish that. Cannot override the president.

Lili Wright: Curious about how the three alumni would participate if they aren't here.

Kathy Wyde-Jesse: Hoping to have three alumni professional journalists; they would skype in.

Anne Harris: Students from the media can email her directly and she answers questions. The DePauw has an interesting status as an independent newspaper.

General faculty governance questions:

Susan Hahn: I have a list of five items of issues that need to be addressed or communicated to the board. First, the structural representation of faculty to the board. While it is good that three chairs on important committees are invited to come this time, I urge the President and VPAA to request that Academic Affairs Committee reports back to the whole Board of Trustees. I talked to a colleague on the board at another college, and he said they have a regular item on the agenda which is a report from the faculty and from students. We need to move beyond the Academic Affairs link in to the board. Another issue is how distressed and upset faculty and staff are about the elimination of the PPO option in the health insurance plan. We really need to understand the changes. Junior faculty members are shocked that the higher copay and meeting the out of pocket expenses results in a \$5,000 pay cut, depending on which plan they use. I am very concerned that the board didn't ask the faculty, for example, if they were going to arbitrarily cut one million dollars from the insurance, which is about the same as the 1% raise, which would we prefer. We might want to have the benefits and not the pay raise. Another issue, is that Staff are worried about being fired if they complain. We must communicate this to Board of Trustees. The policy about protest and demonstration needs to be reported to the Board of Trustees. Another issue is that Some programs and departments are being asked to change their program offerings without the input and review of the curriculum committee. We don't have a clear direct strategy from the board. We need to know before the board says, six months from now they are cutting into our 403b, we need to know now and have input. We need a strategic plan that consults faculty and staff on how we are going to move forward with these austerity measures. I respect that the Board of Trustees are professionals, but I am not sure they know the

impact on the people who are literally the core of DePauw.

6. Curricular Policy and Planning (David Alvarez)

Written Announcement: The committee continued its work on proposals for majors, General Education requirements, and questions related to Global Learning credit.

Susan Hahn (SH) – Has the curricular committee being consulted about departments who are told that because of small class sizes, they will not be allowed to offer certain classes which may be part of the major.

David Alvarez (DA) – No

SH – Would this be within the purview of the committee to oversee this?

DA – It would seem that this topic would fall under this committee.

SH – If we are cutting certain courses without the overview of the Curriculum Committee, it could shift what the Liberal Arts offers. We need a clear transparent and well-thought out plan of what we are doing.

DA – I share the concern that these changes need to be considered in the larger context of the curricular offers of the University.

Jeffrey Kenney (JK) – We have for the second semester in a row that department chairs are getting notes from the registrar's office that we need 100-level classes. We can't offer a 300-level course unless it meets a certain number of students enrolled. If this is the intent of the administration, we need to know this. These changes affect our ability to offer majors in many subjects. A 300-level course with 8 students that need to have for their major and we can't offer it because of 100-level courses needs are seen as more important by the administration.

Anne Harris(AH) - We need to provide the number of seats that we need for our students. How many students need an AH, SM, W, S, etc. We are saying how do we meet this? We are trying to solve it early before enrollment happens, we know the number of students for which we must provide specific courses. There is always a question about classes under eight and if it's vital for the major those classes happen. If we consistently don't have a high number in a course we need to look back at our requirements. You need to know what our students need. We have to provide for Gen Ed and for our majors.

JK: Help me understand. If we are in this shape now and we are under enrolled, what is going to happen this year or next year. Clearly we are not teaching enough classes. Should I create more classes in the department? Everyone in the department is already teaching a full load according to their assignment. I do not have any money to add more classes.

AH: Currently seniors and juniors take some gen ed courses later. Providing for our students in a right way, advising with a plan for taking all gen ed by the end of their end of sophomore year. Keep doing the work. We've never had enough W courses, do we need to change this. We've never had enough S courses. Should Arts be a separate component?

SH: Has the Board of Trustees pushed to cut faculty or departments?

AH: No. SCH, student credit hours is being looked at. How many students are being taught? This is about meeting student need. We need to give special attention to the humanities. General Ed courses in the humanities are healthy, but majors are declining.

JK: What should be provided that would be helpful, is a map for next year. Preplan for FYS, give departments what you expect percentage wise for 100, 200, and 300. It would help everyone to have this in advance.

THERE WAS A DEPARTURE FROM THE AGENDA ORDER

Bob Leonard (BL) – I have been here for one year. It's impossible to stay in front of everything communication wise.

I asked Dr. McCoy if I could make a few comments at today's meeting.

First, please know that I truly believe all DePauw administrators care deeply about our employees - even the feistiest among us. Personally, I can assure you, I did not come here to harm, I came here to help. We are working diligently and compassionately to strategically move DePauw to a better place - to a great place to learn, live and work.

We are highly confident that our overall compensation structure (salary, health care plan, including our clinic, retirement plan, campus facilities and more) is highly competitive, in fact, "Cadillac" when compared to most organizations. Moreover, our highly professional outside advisors (LHD) assure us that our healthcare plan, as re-engineered continues to be benchmark superior. Also, I would encourage all to attend one of the open information sessions. I've had several reports that LHD and our HR staff have been very open and helpful.

Most importantly, about our reality - DePauw cannot continue to absorb the annual cost increases caused by the prior plan designs along with rising annual health care costs nationally, and no, we cannot find the savings elsewhere. We're running multi-million dollar operating deficits. We need to find additional and much more material efficiencies across our entire operations, and we are intent on making that happen. Accomplishing a balanced budget in short order is critical as we face the need to make substantial investments in both our campus and innovative revenue generating initiatives. We cannot make that happen without substantially tightening our collective belts. This will become crystal clear to SPC when I share our most recent financial modeling with the committee shortly after fall break. Rest assured, I dearly want to change past practice and make certain faculty are fully aware and engaged in fiscal management.

Having led turnarounds, I would share this counsel with the Community - it is imperative that as we seek input and implement change, we expect and accept consternation, criticism and the need for extra communication with patience. We should also acknowledge that ultimately, DePauw's reality and its compensation structure may not continue to meet the desires of all employees. In those unfortunate and understandable cases, I would expect DePauw to assist employees in finding new opportunities with all due respect and care, and personally, I will have great empathy for any that take that path. I say all this because I see no other way to higher ground than through the eye of the storm.

Finally, much hard work lies ahead but DePauw has in fact seen worse. If curious, I suggest you read about post Great-Depression DePauw, An Investment in Humanity. Talk about tightening the belt. That read made me all the more confident this DePauw will also find higher ground. I'm definitely committed to taking that journey with all of you.

Rachel Goldberg (RG) – I want to check and see if I understand, was it implied in your speech that there was an option of intentionality of firing people?

BL – That is clearly a possibility.

RG – Whatever decisions we need to make we need to make them together.

David Guinee (DG) – I wasn't able to go to the health benefit meetings today. When DePauw first started a high deductible health care plan, I did it and despite of the sticker shock, it was fine for me. When we first had that option, the big issue especially with staff, is that you must have money up front to meet that deductible. There was a one time bonus offered to people who switched over. If we are completely eliminating all other options this might be a good time to have that as a standard feature. I have not seen anything that indicates that.

Renee Madison (RM) – During the open sessions we receive feedback and we will continue to update the FAQ online. We are trying to add clarity for everyone. We have received some suggestions like David's. We are capturing those suggestions and going to have a follow up with the president and the cabinet. I will have some communication out this week that will address some of the plan's administrative questions.

BL – DePauw is being very gracious. I am seeing a lot of other schools going to other firms for help, knowing they need to make changes.

Carrie Klaus – Would you explain the need to reserve funds to invest in innovative revenue generating initiatives?

BL – We could do online, lifelong learning, if we can get our house in order and get our campus in order, we should then explore those as other sources. It would be good to get to that point of spending time on that instead of getting our house in order.

Geoffrey Klinger – I am trying to make best choice out of three offered plans. In salary range 4 for “employee and children,” DePauw contributes \$887.74 in Plan 1, DePauw contributes the same, \$887.74 under Plan 2, but DePauw’s contribution goes down to \$842.74 under Plan 3. Unless there are hidden costs that I am not seeing, this seems punitive, and an attempt to force us off Plan 3.

RM – It is standard to have a defined contribution rate, so employees can change between plans, and not change the contribution made by DePauw. We do not want to see individual areas penalized. We are trying to make sure that the tiers are equitable. We will look into the specific numbers that you mentioned.

Susan Hahn (SH): - I am concerned that these benefit cuts are happening mid-year, if it would happen next July 1 we could have been more prepared and hopefully included in conversations. We understand that we do not have contracts but instead we have appointment letters, so when we are told what are benefits are for the year, we interpret this as a contractual agreement and we make plans based on that. For example I am essentially on a fixed income because of my upcoming retirement plans. If mid-year the benefits become considerably different, that is a crisis for all of us. I do not think we should be implementing these cuts midyear. It seems that the appointment letter is at least partially intended to substitute for a contract. The spirit of DePauw says “it is a great place to live, learn, and work”, we need to stop saying it unless it is true. I appreciate that Bob is “manning” (I use that phrase knowing it is sexist) up and admitting for the problems.

BL - I am sorry we aren’t out in front of this more. There was a communication failure. I encourage faculty to go to the insurance enrollment meetings before referring to it as a crisis. It’s common to make numerous policy decisions mid-stream.

Douglas Harms (DH) – It sounds like we are up the creek. When will we find out how far up the creek we are?

BL – There are board meetings soon. I will begin meeting with the Strategic Planning Committee (SPC) after fall break. Are we screwed? No, we are not screwed. I do not anticipate that some people are screwed. We have a lot of detail to work through everything.

Rachel Goldberg (RG) – I am getting the sense that we are really screwed. I respect that we are going to have to make really hard decisions. Anne Harris said there is not pressure to get rid of any programs. It sounds like there are plans being developed, and I feel like the plans were developed without faculty input. Successful change management requires that you must have input, really clear feedback so everyone knows what is happening all along the line. I ask that you guys let us know what you are planning and include us in the developing of the plan.

BL – Faculty can do that through SPC, we will model alternatives and start a discussion. I will tell the faculty what I share with the SPC, and will work with a reasonable group of people intent on finding the best solution.

President McCoy- Agrees with every point made. DePauw has made the choice over and over again by taking care of every single person meanwhile everyone gets a little less. What won’t change is that we have a very large endowment. However, that won’t stop the bleeding and increasing deficit. How can we move forward together and treat everyone well? The healthcare change saves a quarter of a million dollars for employees, and \$700,000 for the University. We are not trying to hide any of the pain that is out there. There are ways that we can work together to get DePauw to a better place. All of higher ed is facing this problem.

Anne Harris (AH) - For the past three years, I have received two million dollars worth of requests for term faculty positions. I have been proactively looking at academic programs so that we have less need for part time staffing. Conversations are going to start this year about specific curriculum. Term staffing budget and class size will also be discussed. We need to meet more with the faculty we have now.

Nahyan Fancy (NF) - I would like to talk about the sum of institutional savings. I came here in 2006, and cabinet was a size of 6. The cabinet is a size of 11 now. Bob shared with me a data about missing line in the budget from our earlier discussions. The missing line was the auxiliary budget. It was \$12 million seven years ago, and \$19 million now. This is more than a 50% increase.

BL – Auxiliary was not on that schedule because it was irrelevant, we don't make money on our auxiliary. It's not a relevant item. Doesn't like having one off conversations. Sat for hours in his office playing with models of numbers. Encourage the faculty interested in numbers to sit on SPC. There should be training for those on SPC. We will hide nothing. Want to get this done and do it the right way. Confidence in him that he is sharing everything.

NF – Greater transparency is very important. The first time that the January 1 change in insurance was officially reported was at the last faculty meeting in mid-September.

BL – It was mentioned after the board meeting in May, and after budget meeting on September 4, that we would have additional changes in January.

NF – That the information came out in response to a question about the summer health working group. The faculty and staff in that group were under the impression that they were prevented from sharing information, even after Renee mentioned that they could. Going forward, with the SPC conversations, it needs to be crystal clear. Future conversations need to be transparent. We didn't hear about sabbatical conversations until the last faculty meeting.

BL – We are going to work as a group with the SPC to share information.

Jana Grimes (JG) – At two separate meetings that question was asked, does this need to be confidential, the information from LHD (the insurance consultants) should not be shared, however you should get input from your colleagues. Several members got information from their colleagues.

Rich Cameron (RC) – I have had a question on the high deductible plan and the change in HSA support. How much of a saving is DePauw accruing from this change? I have not received an answer to this question. I have only been asking for information that was already provided to the summer working committee by the consultants so I don't understand the delay in sharing the information given the administration's repeated claims to transparency. The language we were sent regarding this policy change seems, from publicly available information, to be a dishonest spinning of the healthcare changes. The change is presented as an opportunity for employees to engage with opportunities to be healthier. But as has been shared through faculty/staff email communications, the best research shows that there very little to no empirical evidence the sorts of obstacle courses you will be setting up for us improve our health. Instead, there is a great deal of evidence that the obstacle courses will weed out a substantial number of us – around 50% of us – and that that 50% or so that don't complete the obstacle course will save DePauw money in a straightforward way by given DePauw an excuse not to put money that it was formerly automatically putting into our health savings accounts. It is fundamentally dishonest given well know publicly available information, information we have asked the administration to share with us, to present this as an opportunity for greater health. I understand that corporations present this information in this misleading way to their employees all the time. But many of us chose to work at a University precisely because we value the openness, traditions of shared governance, and commitment to honesty that would go along with working at a University instead of in the corporate world. And in choosing to work at a University we accepted a much lower lifetime salary. It is, thus, a betrayal of a longstanding aspect of the social contract between Universities and their employees when the administration treats faculty and dishonestly in this way, undermining our benefits, and not (vastly) increasing our salaries to compensate us for the losses we are suffering.

RM- It is correct that they have not gotten back with RC yet. The general concept is that DePauw has some

employees who will opt in and some will not. DePauw will save money from those who do not satisfy the requirements to qualify for their total HSA contribution. The answers to RC's questions will be on the FAQ page.

JG – The intent of offering health savings accounts was not to diminish the employment plans. In no way was it intended to negatively impact our employees for the benefit of DePauw. We are going to share information on the FAQ page. I apologize if it seems that we are being dishonest.

BL – Communication is a very complicated area, we have had multiple communications. The special faculty meeting on September 4 happened after the email exchange. We made it very clear that we are taking action and had taken action for our employees about health care. There is mixed terminology. Basically our health care claims are paid by our premiums. We have to cover the total cost. We have an obligation on how we are going to share that cost between employer and employee. We are attempting to align that sharing more in line with the market. It's complicated, the \$700,000 in savings, for example, is a reduction in prescription claim for all drugs. That is reducing the total cost of the entire pie.

Howard Brooks – Turn back to the agenda in regular order. Conversations like this will continue. Thank you Bob for coming up the podium and sharing this information.

7. Faculty Development (Erik Wielenberg)

Written Announcement: The committee has full membership with representation from all curricular areas.

Erik Wielenberg: Deadline for Faculty Fellowships is day after tomorrow. Faculty morale survey was sent out, and the committee has received a robust response of over 170 responses. Lili Wright will send out a reminder about the survey. The survey closes tomorrow night.

8. Faculty Personnel Policy and Review (Jeff Hansen) –

Announcement about the Review Committee's work to update the Faculty Handbook in regards to a detailed job description for faculty and a financial exigencies policy.

Jeff Hansen - The Review Committee has been working on two issues regarding personnel policies as in the Faculty Handbook. The first is a faculty job description. The Faculty Handbook currently has no detailed job description for faculty. Documents exist for a Detailed Job Description for Full-Time Faculty for both term and tenure-track positions. These include appendix A which quotes the Handbook's Criteria for Decisions on Faculty Status, appendix B which contains a Departmentally Specific Supplement to the Job Description, and appendix C which details Opportunities and Encouragement for Professional Growth Activities for Faculty members on Tenure-Track Appointments. The detailed job description is shared with every full-time faculty member at the time of initial appointment. However, these detailed job descriptions have not been available on the DePauw web site. Our plan is to add a paragraph to the Handbook that essentially points to these faculty approved documents that will be available on the web site.

The Review Committee looked at Recommended Institutional Regulations on Academic Freedom and Tenure published by AAUP in the July-August issue of *Academe*. We found one section of the AAUP document was not sufficiently reflected in our Faculty Handbook. It dealt with Financial Exigencies - essentially the need to terminate faculty positions due to "a severe financial crisis that fundamentally compromises the academic integrity of the institution as a whole and that cannot be alleviated by less drastic means." I want to be clear that the Review Committee is not addressing this because we believe such a situation is imminent. Rather, we believe it is prudent to have a policy in place should such a situation arise. After consultation with the Chair of the Faculty, Chair of the Strategic Planning Committee, and Chair of the Governance Committee, it is our hope to work in concert with the administration and Board of Trustees to develop such a policy for DePauw based on the AAUP document.

9. Strategic Planning Committee (Jeane Pope)

- A. Report from SPC's discussion with VP Bob Leonard
- B. SPC response to issues raised at September faculty meeting
 - Formalize interactions with the BOT
 - Health benefits
 - Confidentiality guidelines and policies
 - Sabbaticals
 - Staff morale survey
- C. Procedure for reconciling SPC function (as defined in the Academic Handbook) and practice (of the last three academic years)

Written announcements:

- A. SPC recommended that the Health Benefits Committee release its recommendations/report that was sent to the President as soon as possible; this recommendation was received well.
- B. SPC urged the Administrative Council to survey the staff using a instrument similar to that developed by SPC.
- C. SPC continues to encourage faculty members that have questions, thoughts, or concerns about DePauw's strategic initiatives to contact jpope@depauw.edu, cbabington@depauw.edu or any other member of the committee.

Jeane Pope (JP) - In addition to the written announcements on your agenda, the Strategic Planning Committee has three sets of information to share with the faculty.

First, I want to let you know that committee co-chair Cindy Babington and I recently met with Bob Leonard, the Vice President of Business and Finance, to discuss the annual budgeting process, setting and funding university priorities, and how SPC and the faculty can be more involved in both processes. Because a number of faculty-specific concerns relate to the Academic Affairs budget, VPAA Anne Harris was at the meeting as well. From the onset, Bob let us know that he is open and eager to work with SPC as his division develops both the annual budget and a longer-range financial model that can be used to assess institutional priorities. Further, he emphasized that annual budgeting and long-range planning are, in fact, two different, though not unrelated, processes. SPC is in the process of learning more about the economics of Higher Education and will be meeting with Bob after Fall Break. Before moving on to the next two topics, I want to pause to respond to question about this first item.

Second, because SPC is a bridge between the faculty and the administration, we believe that transparency is critically important and that we have an obligation to hear and respond to faculty concerns within our purview. With that in mind, I tried to categorized the numerous questions and concerns brought forth at the last faculty meeting as shown on your agenda. Before I speak to these issues, I want to pause to see if anyone feels as if a topic is missing. Rearranging the order a little bit to respond to easier items first, SPC did vote to strongly encourage both the Administrative Council and the Health Benefits Committee to survey the staff and to release the whole health plan report, respectively. Additionally, SPC will be discussing mechanisms, for example a white paper, to request that the information and recommendations generated by these kinds of working groups be released to the community at the same time that they are sent to the President. With respect to the issue of confidentiality and committee work, SPC understands that Governance has been working on a policy. We encourage this work and stand ready to support it as needed. With respect to the sabbatical discussion, the SPC report last month was mainly to let the faculty know that it the topic *had* been discussed in the spring and that our recommendation to retain the benefit resides with the VPAA. It is our understanding that she will return to the committee for further input as

necessary. The VPAA has also been working with Justin Christian, the chair of the Academic Affairs Committee of the BOT to discuss improved communication between the faculty and the board. Additionally, the Chair of the Faculty has been in communication with Justin Christian as noted in your agenda.

Third - the reconciliation of the committee's function with our historic operation. From what I can tell, there has been significant disagreement between the faculty representatives and some administrators as to the interpretation of the function. I'm afraid that because this is only my second year on the committee, I don't have firsthand knowledge about these differences and can therefore not answer questions. I can, however, speak to certain deficiencies in the clarity of the charge and well as note that there are unhelpful specificities. For example, the charge uses the verb "consider" three times within the first two sentences of the committee description.

I welcome question or comments at this time

Susan Hahn (SH): Glad to see the list. Response to item one, that is not good enough. It's the structure of the SPC that doesn't work. SPC should work with governance and come up with a better way. Whenever a new crisis is presented to SPC, you don't know what everyone thinks. Asking for you to report back to us.

Jeane Pope (JP) – I think you made an assumption about what we are going to do instead of hearing what we were planning to do. You want mechanisms for input. That needs to be developed and we are looking at doing that.

David Alvarez – Minutes from the committee?

JP – Yes. Some minutes for this year are already posted, and two more sets are almost ready to be posted.

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

Thank you all for being here. I would like to begin by recognizing the commemoration that was held in Bob Hershberger's honor this Old Gold week-end, and thus by thanking Alex Puga, Uriah Brown and Leslie Smith, the latter two of the Office of Alumni Engagement, for the careful and caring arrangements that were made, and those who spoke about Bob. The event brought the room of alumni, colleagues and friends, and family members from around the country and the world together around the love felt for Bob that makes his absence so hard, even as we learn to live within it. Moments like these are deeply connected (perhaps most deeply connected) to who we are as an institution and to each other – but they are also to be held apart, and treasured only in and for themselves. And so I lay it aside to address other matters that are at hand and on our minds.

I seek to update you on the current conversations engaging the academic program at DePauw, with the understanding that all of the conversations about health care, about community, about compensation and more in our public sphere are interconnected.

Committees and Academic Groups (in addition to what has already been reported)

- **Review** Committee is working with me on a definition of service, and how different kinds of service might be weighed, as well as how service is embedded within the faculty position, and conceptualized as a "community contribution" among other proposed nomenclatures. We seek to be able to recognize many engagements in our community by the faculty that have gone unacknowledged.
- **Curriculum** Committee is working on a curricular development (and soon assessment) process, starting with General Education. There, it's a matter of making conceptual space for the value of General Education as itself a value statement of the institution. We're learning about our distribution of courses in relationship to our graduation requirements, which will be very helpful for the GenEd conversations that the committee is developing. The shifts in programming that I am working with department chairs and program directors on are to increase enrollments.

- **Chairs & Directors** have been introduced to departmental dashboards that, as we test and shape them, are designed to lead to stable course offerings and equitable course distribution and service distribution; as well as on a “permeable curriculum” model in which departments and programs mutually benefit each other, and there are fewer mutually exclusive courses.

These are all management, and not strategic, endeavors – but we must stabilize our teaching assignment and the meaning of a faculty position at DePauw as we engage in the strategic stewardship of the institution. That strategic work will occur with the Strategic Planning Committee, the Strategic Enrollment and Marketing Committee, and with the Trustees.

Board of Trustees meeting (October 10-12, 2018)

I have been working with Justin Christian, chair of the Academic Affairs Committee of the Board of Trustees, on a structure for faculty-trustee collaboration which has now been endorsed by President McCoy and Kathy Vrabeck, chair of the Board of Trustees. Guided by the By-Laws that were discussed at the last faculty meeting, the agenda of the Academic Affairs Committee will now hold time for matters to be brought forth from the faculty to the Board through faculty leadership. Accordingly, Howard Brooks (chair of the Faculty), David Worthington (chair of the Governance Committee), and David Alvarez (chair of the Curriculum Committee) have been invited to present faculty matters to the Academic Affairs Committee. The six faculty members of the Strategic Planning Committee have also been invited to the Academic Affairs committee, as has been customary for several years now. (Julia Bruggemann, Jeane Pope, Rick Provine, Smita Rahman, Francesca Seaman, Christina Wagner).

Additionally, two student leaders: Marianne Martinez (President of DePauw Student Government) and Kayla Sullivan (Vice President for Academic Affairs in DSG) have also been invited to bring a discussion forward to the Board of Trustees Academic Affairs committee.

All faculty members are warmly invited to two social events during the Board meeting:

- **Th. Oct. 11 from 5-6:00 pm** Reception and Media Hall of Fame induction ceremony in the Pulliam Center for Contemporary Media
- **Fri. Oct. 12 from 12:00-1:30 pm** Lunch honoring Bob and Gwen Bottoms in the Wallace-Stewart Commons in Hoover Hall

DePauw Dialogue 5.0

I will close with thanking everyone for their engagement and the, by shared accounts thus far, mostly meaningful dialogue of DePauw Dialogue 5.0. A survey will go out later this semester to gather feedback as we have in years past, and there are already ideas for DePauw Dialogue 6.0 (after the 7th, faculty will vote) – from its organizational structure to, always, its content on identity and community through experiences of race, gender, religion, sexual orientation, and socio-economics status. These dialogues and our on-going discussions in our public forum will continue to shape our institution. I am happy to take questions.

Nahyan Fancy – We’ve already decreased our reliance on term faculty because we used to rely on term faculty 3-3 and now we have 2-2 and rely on post-doc positions.

Anne Harris: That idea that came out from another organization. Post-doc get full faculty benefits and mentoring but less pay. More departments are welcoming new post-doc members, but it is not yet a majority of our term faculty.

11. Communications from the President (Mark McCoy)

This is a tumultuous time in higher education and so it is at DePauw. There is a lot going on and a lot of information is flying around. Changes abound and more change is required. This is not a matter of “getting back to the good old days,” (if in fact those were *good* old days) but to adjusting to a new normal and preparing for a future remarkably different from our past. There is a lot of pain and anger being expressed and that is completely understandable. Change is hard. The board and the administration acknowledge the fear and uncertainty our community can feel when we face such struggles. All of us wish these struggles were avoidable. They aren’t.

In the midst of these challenges, I would like to hold up what hasn’t changed. Our shared belief in the futures of our students. DePauw students succeed. DePauw students succeed because we are student-focused and because we are committed to the success of each student. I will again take this moment in this meeting to say to each of you and to our great staff who are not invited here, “Thank you.” Much has changed in higher education. Much more *will* change in higher education. What will not change is that higher education is about a transformative experience that we provide, every day, to our students. Thank you.

Change is difficult. Any one of us would probably prefer to be on campus when a new GI Bill and a baby boom made the future look bright. Our demographics won’t put such wind in our sails. It was likely easier to work on a campus when the price of private higher education was not nearly equal to the annual income of the average American family. I am sure it was easier when healthcare did not increase by millions of dollars each year. But these are the challenges we face.

I’ll close with two thoughts. First, each and every administrator and trustee cares deeply for our employees. No one in the administration or on the board is out to hurt anyone. Every single person in this administration and this board recognizes that actions that move us from this frustrating, demoralizing and unsustainable position to a better day and more sustainable DePauw will be painful to all of us that do the good, missional work we all so deeply believe in. I was asked, “if the board knows this is painful, why don’t they stop it?” The answer is that they can’t. They realize we have no choice but to make the difficult decisions necessary to ensure DePauw’s ability to survive and to adequately invest in its future for example replacing \$100M+ in student housing.

The final thought is, we can do this. There are schools that anticipated the new market realities before they arrived and are thriving; and they continue to adapt. They tightened their belts and reinvested in innovation. It’s not too late for us to begin doing the same and to develop a sustainable DePauw—one that operates on a balanced budget with a prudent endowment draw and compensates employees regularly and fairly. For this to happen we must join together, learn from each other, and respect the intentions and the efforts of all on this campus as we work through these difficult and unavoidable challenges. Once we do, we will all feel tremendous satisfaction in a job well done for a very worthy cause.

Glen Kuecker (GK): Thank you President McCoy and VP Bob Leonard for taking the time of sharing your words with us along with your energy and labor in doing that. What transpired and if you can clarify between the claim that AAAS regarding a promise that was made in referring to the commitment, referenced the letter from the AAAS in The DePauw. Please clarify what transpired. I am eager to hear how are we moving forward in this area of diversity and inclusion. Considering the deep hurt and the deep pain that our students experienced in the spring. What are we doing? What is the status of hiring the diversity dean (or correct name)?

President McCoy – It was mandatory requirement to attend the day of dialogue for those pursuing the gold commitment. Two things that concerned us about the overall mandatory requirement. Our research showed us that mandatory bias training increases bias while optional training decreases biases. Many

marginalized students also expressed grave concerns about being required to attend and being forced to go to this as a student of color. We reached out to the students of AAAS and explained why we did what we did. Host of various efforts, outreach efforts in various parts of the administration have increased our contact so people can reach out to us.

David Worthington (DW) – It is difficult when we hear stories about the cost of the day of dialogue. Please clarify the numbers. I heard that the budget for the day of dialogue was quadruple over what it was supposed to be. I heard about departments having to kick in for day of dialogue even though we already had 10% budget cuts. What goes into place so that this doesn't happen again?

President McCoy – I understand and appreciate that you are frustrated. As for the Day of Dialogue budget, I will let Renee answer.

Renee Madison (RM) – DePauw Dialogue has ranged from \$45,000-\$80,000 over the last four dialogues that we have had. We have always had a line item from a budgeting perspective under the diversity and inclusion budget for DePauw Dialogue that was under the President's Office. That has not been the only source we have relied on other partners to help us. Taken into the account what the community suggests. This year's budget wasn't out of line from other years. A slight reduction from the President's Office perspective, it was still a shared budget.

DW – Are you spending the money and then asking for reimbursement or are you asking for money in advance?

RM – This year felt different. Related to the response to our community and the demands for AAAS. We targeted more experts, while we are always trying to track and make sure that we have the funds to get the folks on campus. The biggest difference was the keynote speaker. The budget issues will be part of our debriefing on what we need to do different again.

Angela Flury – I am deeply committed to diversity and inclusion on campus. There are several long term and ongoing workshops. Please share research with us about the mandatory bias training.

Geoffrey Klinger – We no longer see the comparison data from our true peers in our annual appointment letters. This data used to indicate our salaries and overall compensation at all ranks compared to that at our peers. We would like to see the comparative studies going forward so that we can determine if we really are benchmark superior.

President McCoy – What do we call our peers is the question. Is it the aspirational peers, the GLCA peers, the geographic pees? We should be able find that information.

Rebecca Alexander – I wanted to reference the first issue of the Depauw (8/29) for this semester. There was a follow-up article on events from last spring, and a quote from the president. Before the Knight Foundation report comes back, what are we doing now to be better and do better so we are taking care of marginalized students? What is your understanding of what happened in April? What you felt like you would have done differently?

President McCoy – We are totally committed to being honest and open as we can be that is very beneficial to us all. I am a big fan of The DePauw, student press does a remarkable job. That conversation was in a much larger context. The point that in America today I wish we could wave a wand and remove racism. I was asking "How we join arms as a community in the face of racism." There were a lot of things that could have gone much better, the larger administrative team continues to find ways that we can work together to help this. We changed structures inside CDI, Alan's area (student academic life), Anne's area (academic affairs), and more. Cabinet members plus others are taking a course from the USC Race Equity Project. They are helping us understand in a much larger context. We can't change the past, but we can use the past to education the future.

Alicia Suarez – Bob Leonard, I want follow up to what Rachel asked about. Junior faculty would be

interested, Would firing be good? Am I misinterpreting that?

Bob Leonard: Firing is never good, clearly as we look to the future we need to reduce headcount. Tenured faculty members should not be worried. No one should be worried we have a lot of work to do.

Glen Kuecker: Look at the train of changes that has taken place institutionally. \$700K-1M is a relative small drop in the bucket. The bigger changes in the boards way of thinking. Is one of the structural changes in the conversation in the board of trustees the possibility of eliminating tenure?

President McCoy – No. Tenure will not be eliminated. I must clarify that the numbers are the numbers. The challenge that we have is that we have thought for years to fix the revenue side if we only get more students. Now, due to demographic changes, there are fewer students to get. DePauw is a non-profit, this is never in an effort to make money this is an effort to keep moving forward. How can we be more efficient?

Nahyan Fancy – Two years ago was the Day of Dialogue when the student protest happened. Please call each event by its name. Ever since the hate crimes that happened in April including the last faculty meeting you have had said ‘the incidents.’ If they are not going to be called by their name that is a problem. Hate crimes are a sad reality, it’s never the fact that a hate crime happens but the response that matters.

12. Old Business

13. New Business

14. Announcements

A. The chair of the Academic Affairs Committee of the Board of Trustees, Justin Christian, confirmed the receipt of the annual core committee reports. He has given them an initial read, and is planning to work with VPAA Harris to develop the next steps. (Prior to the meeting, the committee invited David Alvarez, Howard Brooks, and David Worthington to the committee meeting on Thursday, October 11. The faculty will have thirty minutes to share the concerns and issues of the faculty with the committee. This session will be followed by a fifteen minutes question and answer session.)

B. The chair of the faculty is contacting all faculty committees identified in the Academic Handbook to ascertain the number of faculty members required to serve on their committee. The chair is also proposing an alternative method for selecting members of the Grievance Committee that would create the committee on an as needed basis.

15. Adjournment 6:42pm

Appendix A. : Course Descriptions of new courses

MATH 143, Mathematical Modeling, 1 credit, SM

This interdisciplinary course addresses the needs of first-year and sophomore students. Graph Theory, which is built on discrete models, represents one of three tools - the other two being differential equations and applied statistics - for modeling and analysis in social and natural sciences. This course will focus on graph theoretic models, and other models that do not require Differential Equations. The course will combine the mathematical training with extensive modeling of phenomena in natural and social sciences. Rigor will be maintained but will not be overly formal. Mathematical topics to be covered in MATH 143 will include Modeling Change, Modeling Process and Proportionality, Model Fitting, Probabilistic Modeling, Modeling with Decision Theory, Optimization of Discrete Models, Game Theory and Modeling Using Graph Theory. A strong knowledge of Algebra and Trigonometry is required for this course.

GLH 242, Topics in Global Health, 1 credit

Selected topics in global health are offered. May be repeated for credit (with a different topic). Prerequisite: varies with topic. May not be taken pass/fail.

GLH 342, Topics in Global Health, 1 credit

Selected topics in global health are offered. May be repeated for credit (with a different topic). Prerequisite: varies with topic. May not be taken pass/fail.

WGSS 270, (New) Media & Marginalized Bodies, 1 credit, SS

This course examines representations of marginalized bodies in media. We begin with an analysis of mediated presentations of marginalized groups over time, including theories associated with their coverage and its relative impact and representations over time. Within this syllabus and throughout the course, we will use the term (re)presentation to indicate both the presentation of bodies and the representation of culture and bodies. It is important to note the difference between these two interrelated and interconnected terms. Through a critical socio-historical lens, we will interrogate patterns, differences, and new forms of (re)presentation in media and new media.

WGSS 360, Women and the Internet, 1 credit, SS

Although the Internet is a relatively new phenomenon, it influences our everyday interactions, perceptions of, and engagements with the world around us. We get our news, check our social media accounts, learn about others, and maintain relationships from the 'safety' of our tablets, computers, and phones. The effects of the Internet on perceptions of self, of others, and on society extend beyond the 'pleasure' we receive through digital engagement. This course examines the potential perils and promise the Internet, and associated fields of study, have on women's lives. To better understand the a/effects of the Internet, we begin with a direct challenge to the concept of the digital divide, or the belief in a clear, tangible divide between 'offline' and 'online' worlds. We center the experiences of women, beginning with STEM and IT education (k-12, post grad), then move to the professional sphere to ascertain the ways education, access, and discourse interact and structure experiences, which allows one to complicate the construction of the Internet and various digital 'spaces' (e.g. Tinder/Bumble, Uber/DriveHer). This focus situates and explains the potential for hostility and engenders a socio-political-historical examination of digitally and non-digitally mediated fields.

ENG 359, Anglo-Saxon Language and Literature, 1 credit, AH

This course introduces students to the literature composed in Anglo-Saxon England between roughly 700 CE - 1066 CE. We will learn the basics of Old English pronunciation, grammar, and vocabulary so that we can begin translating texts right away, and we will also consider the act of translation as both a creative and intellectual process. We will cover the literary devices and themes that characterize Anglo-Saxon literature, and survey a range of representative genres, including poetry, letters, and historical accounts. Readings will be in both Old English and in translation, and may include the Anglo-Saxon Chronicle, Beowulf, The Wanderer, The Wife's Lament, and The Dream of the Rood.

Appendix B. Course descriptions for courses with change in description

SOC 240/ANTH 250, Pro-Seminar in Anthropology and Sociology, 0.25 credit [change description]

This course approaches career exploration and professional development through the values, worldview, and skills framework of what anthropologists and sociologists do and how they do it. This course cultivates a space for sociology and anthropology majors to reflect on the significance of these disciplines' methodologies and then to link this reflection to stronger professional development goals. It offers students an opportunity to engage in personal reflection and assessment activities, to unpack the variety and value of the methods used by sociologists and anthropologists, to work in small groups, to interact with University alumni, faculty and staff, to build connections with people in career fields of interest. Students will identify how their choice of anthropology or sociology as a major shapes and influences their interests, skills, talents, and values; and how to convey them effectively through professional identity documents such as a résumé, LinkedIn profile, and application cover letter. No prerequisites. Cross-listed with ANTH 250/SOC 240. Course may be taken only once for credit, preferably before the senior seminar.

ENG 215, Language, Power & Writing: Global Englishes, 1 credit, AH or GL [change number, title, and description from ENG 315, Language, Writing and Power, remove PPD, add GL]

Does your writing need clarity, polish and style? This course offers intensive practice in writing across a variety of genres on the subject of Global Englishes. Develop the power of your own writing as you examine the historical, literary, and ideological aspects of the English language. Emphasis is placed on themes such as colonization, globalization, education, and identity. Priority will be given to sophomore multilingual students, including international students and students for whom English was not the primary language spoken at home. International students must have completed or tested out of ENG 115. All students encouraged to apply. Course counts for W credit.

ITAL 171, Italian Through Culture I, 1 credit, LA [change title and description from Elementary Italian I, add LA]

First year Italian. First semester. Offered only in the fall semester. Designed for students with no previous knowledge of Italian, this course is based on interaction, and promotes the development of speaking, listening-comprehension, reading and writing skills. The method fosters cultural awareness and understanding of Italian traditions in the greater context of contemporary culture. Italian 171 & 172 are usually taken in sequence.

ITAL 172, Italian Through Culture II, 1 credit, LA [change title and description from Elementary Italian II]

First year Italian. Second semester. This course expands on the acquisition of the Italian language within the cultural context. It further promotes the acquisition of listening, reading, speaking and writing skills, encouraging students to engage with authentic pedagogical material. Like first semester Italian, in this course all students actively participate in class and further pursue proficiency. At the end of the second semester, students are able to express themselves correctly in Italian on a variety of topics and to compare Italian traditions to their own. Prerequisite: ITAL 171, placement test, or approval of the Program Director.

ITAL 271, Cultura e Societa' Italiana I, 1 credit, LA [change title, description, & prerequisites from Intermediate Italian I]

Second year Italian. First semester. The course focuses especially on developing proficiency in writing, reading and oral expression, and all work is contextualized in contemporary culture. The course is designed to widen knowledge of vocabulary, perfect structural use of the language, and prepare students who want to work or live in Italy for a semester or a longer time. Lessons will present a variety of authentic materials such as newspaper articles, listening-comprehension clips, and films to facilitate immersion in Italian culture

and society. In this course students gain intercultural competence and grow to be global citizens by learning to be aware of cultural difference, developing skills to listen and observe, opening up to learning from other cultures, adopting new ways to learn, and adapting to new cultural environments. Prerequisites: ITAL 171 & 172, or placement test, or approval of the Program Director.

ITAL 272, Cultura e Societa' Italiana II, 1 credit, LA [change title, description, & prerequisites from Intermediate Italian II]

Second year Italian. Second semester. Continuation of ITAL 271. Prerequisites: ITAL 171 & 172, or placement test, or approval of the Program Director. Normally ITAL 271 & 272 are taken in sequence, but 271 is not necessarily a prerequisite of ITAL 272.

ITAL 371, Contemporary Italy: Confronti Interculturali I, 1 credit, LA [change title, description, and prerequisites from Advanced Italian I, add LA]

This course focuses on the study of contemporary Italian society and culture. Students explore a variety of themes in current events that are significant to today's world, and that present the complexity and diversity of contemporary Italy. The methodological approach is student-centered and favors interaction, while also promoting the development of critical thinking and growth toward linguistic autonomy and fluency. This course connects students' interest in Italian language and culture to their personal life-experience and stimulates intercultural exchange of ideas. Students learn to interpret and relate, to engage with ambiguity, while learning to respect and to value diversity in ways of thinking, understanding the impact of historical and social contexts. The method fosters skills to analyze, interpret, and evaluate. The course stimulates intellectual curiosity, tolerance of cultural difference, appropriate behavior in intercultural situations, and sensitivity toward other worldviews. Prerequisites: ITAL 171 & 172, or placement test, or approval of the Program Director. Normally students enroll in 200-level courses before enrolling in a 300-level course, but the sequence is not strict or mandatory.

ITAL 372, The Italian Context: Confronti Interculturali II, 1 credit, LA [change title, description, and prerequisites from Advanced Italian II, add LA]

Continuation of Italian 371. Prerequisites: ITAL 171 & 172, or placement test, or approval of the Program Director. Normally students enroll in 200-level courses before enrolling in a 300-level course, but the sequence is not strict or mandatory. ITAL 371 is not a pre-requisite of ITAL 372.

ITAL 375, Topics in Italian Literature and Culture, 1 credit [change description and prerequisites]

This course provides an introduction to Italian Literature to students who already have an advanced knowledge of Italian. The curriculum invites students to a full immersion in Italian culture through the literary text, which is a passage to the discussion of ideas, values and experiences connected to specific historical periods. The encounter with some of the most celebrated Italian writers will open up to reflections on Italian culture and to comparisons with other cultural backgrounds. In this course, students will learn how to read between the lines, to question the power of the word, and to investigate the complexity of the human experience. Prerequisites: ITAL 171 & 172, or placement test, or approval of the Program Director. Normally students enroll in 200-level courses before enrolling in a 300-level course, but the sequence is not strict or mandatory. May be repeated for credit with different topics.

ITAL 376, Italian Through Film, 1 credit, LA [change description and prerequisites]

Italian 376 is an advanced level course that offers an in-depth look at Italian history and culture through the

medium of film. This course on Italian Cinema presents a range of opportunities to discuss historical, literary, cinematic, sociological and cultural issues. While focusing on the Italian language and working on developing conversational fluency, students are encouraged to analyze the complexity of Italian society, investigating the Italian cultural heritage within both a national and international framework. Through films, students continue to work on refining writing skills, increasing vocabulary and perfecting listening-comprehension skills. As in a seminar, students will be asked to present on a variety of topics, lead discussion, debate, re-create dialogues, analyze scenes and interpret specific moments in the movies. Prerequisites: ITAL 171 & 172, or placement test, or approval of the Program Director. Normally students enroll in 200-level courses before enrolling in a 300-level course, but the sequence is not strict or mandatory.

ITAL 471, Italian Cultural Studies I, 1 credit, GL [change description and prerequisites, add GL]

This course has a thematic approach, offering a portrait of Italy through a discussion of work, food, literature, art, theater, history, geography, the economy, and famous intellectual figures of Italy. The course instigates intellectual curiosity, and invites the students to analyze particular aspects of the language and different textual genres, focusing on a variety of language registers, idiomatic expressions, and cultural variations. Students also focus on developing communicative skills of argumentation and negotiation. The course is designed to provide options for interdisciplinary work. It introduces students to different aspects of contemporary Italy. Students will look at the changes happening in contemporary Italian society and culture. Prerequisites: ITAL 171 & 172, or placement test, or approval of the Program Director. Normally student enroll in 200-level courses before enrolling in a 400-level course, but the sequence is not strict or mandatory.

ITAL 472, Italian Cultural Studies II, 1 credit, GL [change description and prerequisites]

This course is a continuation of ITAL 471. Prerequisites: ITAL 171 & 172, or placement test, or approval of the Program Director. Normally students enroll in 200-level courses before enrolling in a 400-level course, but the sequence is not strict or mandatory. ITAL 471 is not a pre-requisite of ITAL 472.

**Faculty Meeting Minutes
November 5, 2018**

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

Called to order at 4:04 pm.

2. Tribute to Bob Hershberger, Professor of Modern Languages (Alex Puga)

Text found in Appendix A.

3. Verification of quorum- Reached quorum at 4:08 by visual observation of the chair. Eventually 144 faculty were present.

4. Consent Agenda

A. Approval of Power, Privilege and Diversity designation (by Course and Calendar Oversight Committee)

1. PACS 100: Introduction to Peace and Conflict Studies: SS and PPD (one time for Spring 2019)

B. Approval of the summer French studies program in Nice, France, for GL credit. (by Curricular Policy and Planning)

C. Approval of the Faculty Meeting Minutes for September 17, 2018

D. Approval of the Faculty Meeting Minutes for October 1, 2018

E. Approval of Bridget Gourley to serve on the Faculty Personnel Policy and Review Committee

Consent agenda was approved.

5. Extended Studies Update (Dave Berque)

Dave Berque shared a series of PowerPoint slides about extended studies.

EXTENDED STUDIES UPDATE

NOVEMBER 2018 FACULTY MEETING

CONTEXT

- ES changed effective with class entering fall 2014
- Class of '18 is first class under new system
- Key changes
 - 0.5 credit courses for financial and cultural reasons
 - Number of required experiences dropped from 3 to 2
 - Faculty participation became optional

CONTEXT

- Trial Period
 - See Handbook, General Policies XXXII
 - "... *Winter Term Responsibilities for Faculty Members, is therefore temporarily suspended during a trial period, beginning with Winter Term in January 2015, during which the Extended Studies program and changes to Winter Term and May Term will be evaluated.*"
 - Preliminary update today

FOCUS OF PRELIMINARY UPDATE

- Student participation levels for class of 2018
- Financial access for students
- Faculty participation levels
- Note: first and second points raised by faculty four years ago

PARTICIPATION LEVELS CLASS OF '18

- Must complete at least two ES experiences
- Includes on-campus courses, off-campus courses, internships, semester off-campus study, etc.
- Starting with class of '19 at least one ES must be completed through participation in a DePauw-led Winter Term or May Term course, group travel experience or creative project.

'18 ALL ES EXPERIENCES

- 119 seniors had **two** ES experiences
- 170 seniors had **three** ES experiences
- 112 seniors had **four** ES experiences
- 62 seniors had **five or more** ES experiences
- Plus many unrecorded internships

COUNTING ONLY WT AND MAY TERM COURSES, INDEPENDENT STUDIES AND INTERNSHIPS

- 39 seniors have had **one** experience
- 196 seniors have had **two** experiences
- 155 seniors have had **three** experiences
- 62 seniors have had **four** experiences
- 6 seniors have had **five or more** experiences
- Plus many unrecorded internships

COUNTING ONLY WT AND MAY TERM COURSES & INDEPENDENT STUDIES

- 70 seniors have had **one** experience
- 200 seniors have had **two** experiences
- 124 seniors have had **three** experiences
- 57 seniors have had **four** experiences
- 3 seniors have had **five or more** experiences

STAFFING TYPES FOR WT 2018

	On Campus Courses	Off-campus Courses
Regular Faculty	20 courses	8 courses
Extended Faculty (Internal)	6 courses	1 course
Extended Faculty (External)	8 courses	0 courses
Team: Regular + Extended Faculty	0 courses	7 courses

TOTALS 34 On Campus 16 Off Campus

Note: Extended faculty members have MS and/or PhD degrees.

STAFFING TYPES FOR WT 2019

	On Campus Courses	Off-campus Courses
Regular Faculty	20 courses	9 courses
Extended Faculty (Internal)	5 courses	0 course
Extended Faculty (External)	6 courses	0 courses
Team: Regular + Extended Faculty	1 courses	7 courses

TOTALS 32 On Campus 16 Off Campus

Note: Extended faculty members have MS and/or PhD degrees.

FINANCIAL ACCESS

- For 2014-2015
 - 29% of the student body had high need
 - 24% of off-campus ES participants had high need
 - Underrepresentation of 5%
- For 2015-2017 (average)
 - 31% of student body had high need
 - 28% of off-campus participants had high need
 - Underrepresentation of 3%

FINANCIAL ACCESS

- Takeaways
 - Some progress but more work to do
 - Need finer grain analysis
 - New endowed fund providing extra funding for highest need students starting in 2018-2019
 - Will re-compute access for this year

Kevin Kinney – Would like to see data comparison for before 2014, to compare before changes were made.

Dave Berque- Will produce data from earlier for comparison.

David Alvarez – Could Dave offer a breakdown of what those extended faculty positions are?

Dave Berque – Criteria is does this teacher typically teach in the fall or spring or does not.

In the Hubbard Center the pre-law advisor doesn't typically teach in the fall but will teach a winter term. The director of career development also does not teach in fall or spring but will do WT. Doug Smith an alumnus does at WT.

Doug Harms –Does a two faculty led off-campus project count for two faculty positions in the data?

Dave Berque – No, these are listed as courses, not faculty instructors.

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

Anne Harris opened her presentation with a set of PowerPoint slides.

FACULTY MEETING MONDAY, NOVEMBER 5



1

HIGHER LEARNING COMMISSION ACCREDITATION

5 Criteria

1. Mission - **Met**
2. Integrity: Ethical and Responsible Conduct - **Met**
3. Teaching and Learning: Quality, Resources, and Support
Met with concern (3A): learning goals
4. Teaching and Learning: Evaluation and Improvement
Met with concern (4A): program reviews
Met with concern (4B): assessment of student learning
5. Resources, Planning and Institutional Effectiveness
Met



2

HIGHER LEARNING COMMISSION ACCREDITATION

What does this mean?

No interim monitoring
Choose our own pathway (Open or Standard)

Final report from the Institutional Action Council in coming weeks

Two sets of interim reporting:

By August 31, 2020

(3A): learning goals

(4A): program reviews

(4B): assessment of student learning

As part of Four-Year Review in 2022

further progress on same 3 concerns



DePauw and Peer Institutions List

- Connecticut College
- Denison University
- DePauw University
- Earlham College
- Franklin and Marshall College
- Furman University
- Gettysburg College
- Illinois Wesleyan University
- Macalester College
- Mount Holyoke College
- Occidental College
- Ohio Wesleyan University
- Rhodes College
- Sewanee-The University of the South
- Skidmore College
- St Lawrence University
- St Olaf College
- The College of Wooster
- Union College
- University of Puget Sound

June 20, 2018

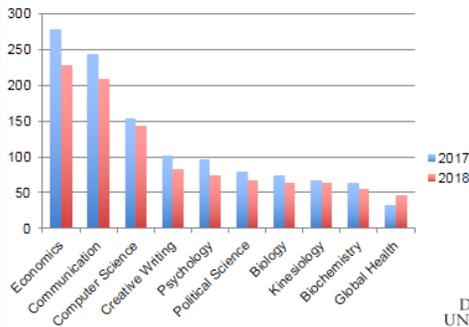
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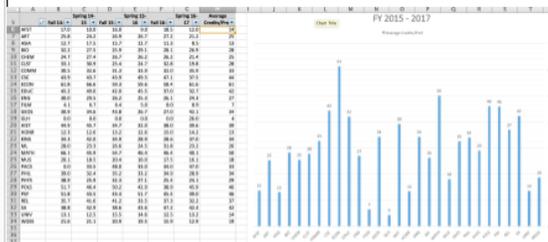
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MAJORS AT DEPAUW



4

STUDENT CREDIT HOURS AT DEPAUW

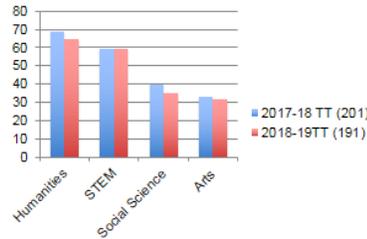


CLASS SIZE AT DEPAUW

	A	B	C	D	E	F
	Fall 2014-15	Fall 2015-16	Fall 2016-17	Fall 2017-18	Fall 2018-19	
2-10		104	129	125	122	111
11-15		152	164	174	158	149
16-20		122	130	138	129	130
21-25		80	82	74	70	76
26-30		38	27	29	39	40
31-35		13	7	6	5	8
36-40			3			1
>40				1		
Grand Total		509	542	547	523	515

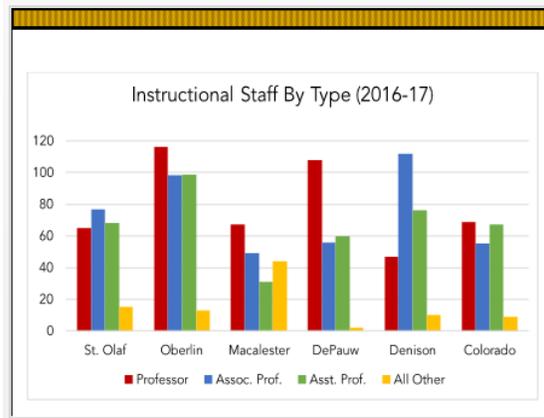
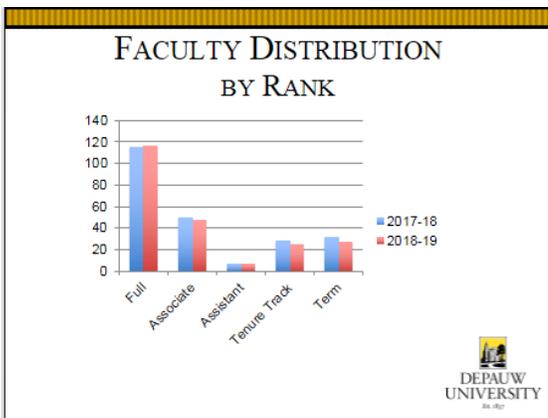


FACULTY DISTRIBUTION BY CURRICULAR AREA



7

8



10

- ### DISCUSSIONS FOR ACADEMIC EXPERIENCES
- DEPAUW UNIVERSITY
1. Continue to discuss faculty position – work w/ Dean of Faculty, Governance and Review Committees, chairs
 1. Analyze/visualize service – work w/ Review Committee
 2. Class size (adjust higher for student need) work w/Registrar
 1. Course reassignment (dept. limit? rotation?) work w/chairs
 1. General Education rotation (revaluing GenEd as liberal arts)
 1. "Permeable curriculum" (revaluing liberal arts in the major)

11

These are all the matters of the regular time of the academic experience; the work of academe that is daily, weekly, monthly, yearly. But we are currently living a different kind of time at the institution right now: a vital time that is being guided by a process that is largely binary featuring “yes” or “no” (with the option to abstain), and the potential for the feeling of “winners” and “losers,” and further hurt. My thoughts – and I think those of many of you from what I have read and in what I have heard you say in our conversations – turn to the time **after**. To how we are going to come together to the table to talk about curriculum, student learning, scholarship, and all of the component parts of the academic experience, after this day’s deliberation, after this vote, after this month. And here, I think of our practices in research, scholarship, teaching, and service as they are informed by collective and collaborative theories: feminist theory, critical race theory, economic theory, the scientific process, the artistic process. All of those ways that we move through complex issues iteratively and deliberatively – and that we can look to sustain us **after**.

Geoffrey Klinger (GK)– How are we going to use the peer institution list? Oberlin or Colorado College are on the first slide but they are not later.

Anne Harris (AH) – When you are looking at different issues you are going to be looking at different schools. ACM and GLCA we’ve done for years and years. Now we have the new list.

GK: We aren’t going to look at the true comparison for everything?

AH – Every year we compare the ACM and GLCA and it could be that we use the new list. The other list might not be serving us.

Jeff Kenney – Do we have the spring data, because it strikes him that the fall is always going to be heavier with FYS.

AH – I will get Bill Tobin to run new reports with spring for those years.

7. Communications from the President (Mark McCoy)

I want you to know that I will spare no effort in improving our relationship. I am saddened that we find ourselves here, am concerned about you and every person on this campus and am committed to getting to a better place. DePauw's challenges are real but we can get through them by working together. I have been meeting with departments and am happy to meet with you, individually or collectively, to better understand your concerns and point of view. And I would offer that, even today, a few thousand students had a great day and had their lives made better by our collective efforts.

As there is a specific motion before you, I offer the following four clarifications. I do not wish to challenge every assumption or statement but I feel I should state these clarifications for the record.

1. The cabinet I served on as dean had as many as 14 members. When I took over as president it went to 12. It is now 11. The growth of college administration is a legitimate concern as parents and students want more services and we must continue to look at how we do that without increasing costs beyond our ability to pay.
2. The hate crimes and their aftermath are rightly a subject of critique. We have modified many procedures on campus, invested in administrator education, and my leadership role at the state level for a hate crimes bill are all opportunities to make us more just and inclusive.
3. The School of Music dean was the product of a search with a team comprised of faculty, staff, and students.
4. We have discussed healthcare at length. My decision to have a committee including faculty, staff, administration and board make the recommendation was an effort to be transparent and inclusive. We should have increased our communications on this topic and will do so in the future. The administration and the board are monitoring the implications on our employees—particularly those at the lower salary levels, to be certain these changes are manageable.

Moving on from the motion itself, I would offer that I recently completed the great Chernow biography on Alexander Hamilton. Most of my armchair-historian work has been dedicated to the American civil war and it was good for me to get back to our country's founding. It also gave me the opportunity to reflect on our society today. In the political discourse in our country today, many are no longer content to attack ideas—they attack the purveyor of the idea. People aren't seen as good people with differing or even bad opinions—they are seen as evil. If your view is different, you are not dissimilar, you are stupid or vile or malicious. It doesn't feel good in our country right now and somehow reading about our founding helped me understand that when passions run high, times can be hard. Every person founding our country in the late 18th century was committed to the best America they could imagine and they wanted it deeply. They were inventing something that had never been seen and there was no clear model. There were many visions for what this new world

should be. If folks disagreed with that vision they had to fight and to fight with everything they had to achieve what they so passionately believed. And we benefited from that—that passion—that conviction. We would have to address our original sin through a civil war and spend decades fighting for an equality that has yet to arrive but our imperfect constitution has stood this long because it was born of such trying times and of such passionate conviction.

So what can we learn from this history and from the state of discourse in our country today? I would hope we could learn and demonstrate how to work through our differences. All of us are smarter and stronger than any of us. We need that collective intelligence and combined strength at this moment in DePauw history. I confess that it is very difficult to choose words to say when those words might likely be examined for every possible opportunity to be interpreted negatively or even thought to have been written in malice. But if we give each other the benefit of the doubt: “you are not attacking me personally, you are concerned for your job and your healthcare.” “I am not fearmongering or looking for ways to hurt people but am trying to get DePauw to a place that won’t feel like the last decade-plus has felt,”—if we could give each other the benefit of the most respectful interpretation, we have a place to work from. And from that place, we can achieve solutions.

A university has many constituents—alumni, donors, trustees, students and prospective students and parents of each, local, state and national lawmakers, business partners and community leaders. But the heart of the institution is the faculty and staff that deliver a life-changing education every day. Our institution’s future relies on the good relationship of each of those constituencies to thrive. Most of those relationships are in a good place—some would say better than in a long time or even better than ever. I am here to offer my open hand and level best to repair the relationship with those on our faculty who are troubled and concerned about my leadership. It is likely that some have already decided their position and nothing will change it. I accept that. For those that are willing to work with me to get us to a better place, let us start that now. The good relationship and potential in all of those other constituencies is a lot to lose if we cannot.

Hamilton powerfully opposed Jefferson who opposed Adams who opposed even his own cabinet. We now know them collectively as the founding fathers. We have had our differences; it is my hope that history will remember us as the leaders DePauw needed to build a sustainable future.

Jeanne Pope – Thank you for that. As we think about a sustainable DePauw, it is critical that we think about integrated social equity and protecting environmental health. We should think of more issues than just financial health.

President McCoy – Thankful that we are starting the Campus Energy Master plan this summer that will help in this way.

Geoffrey Klinger (GK) – The Academic Handbook says that DePauw strongly affirms AAUP principles. I feel that the BOT doesn’t feel beholden to those principles and authority of AAUP? What is the administration views on these principles that are in the Academic Handbook. Does the administration view our annual letters as contracts?

President McCoy – I think the letters of appointment are letters of appointment. There is no

conversation on trying to assault tenure, as DePauw looks to a financial model that is workable. This is not new. We offered a voluntary retirement plan. Those are the types of things that could happen again.

GK – Does the administration affirm the wording about AAUP?

President McCoy – My comment was that the Board is bound by the by-laws and affirms AAUP principles.

GK – Thank you.

Rebecca Alexander – You said your generous read of us was that we were worried about our jobs and our health, I think a generous read would actually be that we are worried about the institution and our students, not just our jobs and our health.

President McCoy – Thank you for that.

Glen Kuecker – Talks about ongoing crisis at DePauw have happened before and after President McCoy. I would like to hear your perspective on how it is that our institution is constantly finding ourselves in these positions of crisis that become a challenge for all the members of the community to live, learn, and work here.

President McCoy – Told cabinet that he has been here 8 years and each semester is more challenging than the first one. This does not mean he cannot do things to improve and the administration can't do things to improve. Higher education has operated as if there is a secret hiding place of full pay students, or more students will come here for one reason or another. Our board had hope that we could increase the revenue side to take care of the expense side. Year after year the board would make these decisions with that hope. The board intentionally avoided steps that other institutions made in '08 to spare our employees and because they thought it would get better and turn around. After years of hoping to grow the class, those things did not happen. Maybe our efforts just stemmed the tide and kept it from getting worse or maybe it just didn't happen. This is a very hard time on campuses across the US. In addition to that, at DePauw, we have the overhang of the financial recession and we have been smaller in 10 of the last 11 years. We are trying to find a way to make DePauw sustainable. The trustees don't believe there more students alone can solve this problem. The financial situation is not the fault of the people in this room. You've weathered more and seen budget cuts and tried to overcome these challenges. In my time here the board has given a 3% raise, and now they are at the point where they can't do that any longer. That feels bad for all of us. Until we fix that problem, it is always going to feel this way. While we face these fiscal constraints we are going to feel this way.

Rich Cameron – I'm still trying to understand the new financial modelling shared with the faculty at the reporting-out meeting last Thursday. One slide presented a scenario in which DePauw funds the future building of new dorms 100% through taking out loans. Given that you've just now seemingly said that you and the board of trustees don't see a way to get us out even of the current financial hole we're in, it seems either that you're scaring us with a boogey-man with this dire 100% loan scenario or you are contemplating recklessly digging our financial hole much much deeper when --

again -- you've just admitted you and the board don't see a clear way out of the lesser hole we're already in. Help me understand what's going on here -- this idea to dig a financial hole we're already struggling to get out of much much deeper seems simply reckless.

President McCoy – The data shown were just a set of projections and numbers. It showed how the deficit would progress if we do nothing. Other slides showed different scenarios. Some feel that when cost of loans were at historic lows we should have taken on debt but we did not take on debt. We are not fixing the housing problem as a recruiting tool (though it may help admission) but because it will cost more to sustain the repairs of the building than it would be to build new. The complaints about the dorms have been reported to the board for more than ten years. The charts are available to be looked at they are not plans but scenarios.

Kaleb Anderson – Concerned about safety for students. If we speak to the crisis that continues one would be hate crime. Hate crime seems to be happening at a faster pace. To what extent are you and your cabinet looking at safety for students?

President McCoy – What we found in the process last year that even if we caught the people who did this the absence of a hate crime law makes it hard to do anything. If we had that law it would be helpful. We have provided additional safety officers. Students expressed concern, more officers in uniforms and cars can be triggering. Cameras were added on campus. Alan and I meet regularly and Alan meets with public safety. Always looking at additional ways to provide safety.

8. Student Academic Life

Written Announcements:

Cindy Babington (Vice President for Strategic Initiatives) met with the SAL committee to discuss the most recent results from the National Survey of Student Engagement (NSSE). Those results can be found in eServices under “Additional Links” and “Surveys and Reports”. The file folder is “2018 National Survey of Student Engagement”.

The committee continues to discuss the demonstration policy and welcomes input from the faculty.

The committee also continues to discuss the common read and will submit a recommendation for the next academic year.

9. Faculty Development (Erik Wielenberg)

Dean of Faculty Tamara Beauboeuf

Faculty Fellowships for 2019-2022 and are awarded to Michael Roberts, Dan Shannon, Chris White, Henning Schneider, and Tim Good.

As we think about quality teaching, one thing that has emerged is that teaching is a thing of joy for us. Please consider nominees for the United Methodist Exemplary Teacher award.

The PPD workshop this fall has served as a new model. In the spring semester, we are going to do global learning using the same format. Opening session on 2/8 and 2/9 followed by a reading group and follow up activities next year.

10. Faculty Personnel Policy and Review (Jeff Hansen) –

Written Announcement: The Review Committee continues its work of assisting in selection of department chairs and program directors as well as reviewing cases. We are also continuing discussions on what it means to be a faculty member at DePauw with a particular emphasis on service, or as we are calling it, community contribution. Expect some open meetings on this in the spring. We do all of this while still being short of members for this committee. The Review Committee needs one more member for the remainder of the Fall semester continuing through the Spring semester and another member for the Spring semester.

Jeff Hansen – one of the issues is community contribution. Looking for ways we can encourage and help all faculty at DePauw to contribute. If you have suggestions please let them know. Hoping to have open meetings next semester. Stress that the importance of the work that they do on the review committee and great need for additional members on that committee. Looking for one more faculty member for this semester and next semester, and one more beyond that for the following semester.

11. Strategic Planning Committee (Jeane Pope)

- A. Report on conversation with Board Chair Kathy Vrabeck
- B. Financial planning report
- C. Function of the Strategic Planning Committee

The Strategic Planning committee has two reports to bring to the faculty today. First, a report from the recent Board of Trustees meeting. In addition to attending the Academic Affairs committee meeting and the first plenary session, five of the six faculty members on the SPC met with in-coming board chair Kathy Vrabeck on Wednesday, October 10. My initial thought when inviting her was that this would be an opportunity for Kathy and the committee to meet each other and to discuss her ideas and plans as Board Chair. However, this plan shifted as the faculty expressed more and more concerns about the state of the University. Because the faculty members on SPC are the faculty's connections to the Board, we felt that it was necessary to share two important ideas with the new Chair. First, the faculty would like to discuss ways to broaden the channels of communication such that the Office of the President is not the only way that information about campus is shared with the board. Second, that the broad discontent on campus indicates problems with presidential leadership.

Though scheduled for only an hour, Kathy stayed to talk with us for nearly two hours. The statement that Howard Brooks shared with the community last week is consistent with what we heard from her in person. Specifically, Kathy let us know that

- 1) the Board believes in and is committed to DePauw's identity as a Midwestern, residential Liberal Arts institution
- 2) The Board believes that President McCoy is the right person to lead our university through challenging times for liberal arts colleges
- 3) The Board welcomes faculty ideas and comments about the curricular mission and the state of the university via the Academic Affairs committee and the ongoing participation of the Strategic

Planning Committee in Trustee meeting.

I want to pause here to see if there are any questions or comments about this specific meeting. Reports from the other sessions that the faculty members of the SPC attended have been shared elsewhere, and the only other things that I will add are that 1) the members of the Academic Affairs committee felt it important to listen to the students protestors that took place during their meeting, and that 2) the SPC faculty were grateful for the comments that our colleagues Howard Brooks, David Worthington, and David Alvarez shared with the Academic Affairs committee. The Chair of the Faculty will post these comments when he receives them to the community at large. Our second report is brief, so I'll offer it before taking questions. The Strategic Planning recently met with Vice President and Associate Vice President of Finance and Administration Bob Leonard and John Carrigan to discuss the budgeting schedule and DePauw's financial modeling tool. These conversations did not get very far due to time constraints, though we did learn that the Office of Finance and Administration is in the process of gathering benchmarking data on for comparison institutions and will share that with the SPC when the process is complete. We expect to meet again in early December.

I welcome questions on either of these issues or anything else within SPC's purview at this time.

Joe Heithaus – Who are we comparing against financially, we need to create a realistic aspirational list of colleges?

Jeanette Pope (JP) – Bob Leonard would be sharing a template with what information is being sought. She will ask information about what is being compared.

Bob Leonard – Benchmarking against GLCA and ACM expanded recently to 20 peer institutions shared by Anne Harris earlier in the meeting. We are taking a broader look at top 100 schools, including aspirational schools.

David Alvarez – Is there any ongoing discussion about expanding the formal institution connections between the faculty and BOT beyond the committee and academic affairs.

JP – One of the open meetings, SPC had reserved that date to have a number of thoughts on the conversation. Given the importance of the connection, asked Howard to turn that time over to him. Number of ideas on ways to align committees with board governance committees. Some of those might be the curriculum and course and calendar committee meets with academic affairs or the chair meets with that committee. The strategic committee might meet with finance. Talk through some of these things on the 29th. Institutional shared governance, how we as the faculty work with the board and administration to serve our students and broader institution.

Bob Dewey – Talk about leadership, management, and vision. Would like to know what Jeane and the members thought about the BOT and their vision and if you feel they have a plan to get us there.

JP – Hesitant to speak on behalf of her colleagues. There is not a shared response to that question.

The term demoralized was widely shared, that came from a sense of faculty going in and noting large concerns about leadership and management. The board believes in this president. The board believes they have the president they want. Vision, there was not a shared plan on how that might happen. One of the things that we said, what will DePauw be in 5 years. A great Midwestern residential college, but how? I didn't feel there was a response to that question. Questions how did we not follow up with a question. It was a hard conversation to have as we tried to process the information that we heard.

President McCoy – Has worked at DePauw for eight years. There was a period of time that the board thought that providing student opportunities might drive student enrollment, and maybe it did. Now as we assess parents and students and new conversations are had such as generation Z students don't want to travel more than 60 miles for college and their parents are looking for outcomes. Many schools are moving away from liberal arts, others add graduate programs and professional programs. Our board and this administration says we need to double down on liberal arts. To draw students from more than 60 miles away we need to do something distinctive such as the commitment. Commit ourselves to the success of each student.

JP – I can confirm that. Even though those details were not spoken. The chair of the board does believe in the commitment, believes that Mark has not been given a chance to execute the plans that he has. The board chair feels that President McCoy is going get us to a good point, that is the plan that was shared. I wanted to have this report out in front of the faculty to have share information, transparency about that conversation. If there are additional details or you would like to talk more the committee would be open to doing that.

12. Curricular Policy and Planning (David Alvarez)

Written Announcements:

A. With the input of faculty members who responded to its survey, the Curricular Policy and Planning committee developed and presented a report to the Academic Affairs Committee of the Board of Trustees.

We also met with current and previous members of the Admissions committee and the Education Studies department to discuss data and articles about test optional admissions policies. And we have begun coordinating with the Dean of Student Success and Retention on the development of policies related to admissions policies for transfer students. We continue to follow up on reports from subcommittees. The VPAA also shared materials with the committee related to marketing DePauw's academic programs. In addition, we have been working on reviewing a number of proposals for majors and minors.

B. A reminder that the committee is seeking volunteers for the Resource Allocation Subcommittee, whose work will soon begin. The deadline for volunteering is Tuesday, November 6.

C. The Curricular Policy and Planning committee gives advance notice of intent to ask the faculty to approve a new major and minor in Japanese Studies. A complete description of the new major and minor may be found in **Appendix B**.

D. The Curricular Policy and Planning committee gives advance notice of intent to ask the faculty to approve a new major and minor in Chinese Studies. A complete description of the new major and minor may be found in **Appendix C**.

E. The Curricular Policy and Planning committee gives advance notice of intent to ask the faculty to approve a new major and minor in Italian Cultural Studies and to drop the Italian Language minor. A complete description of the new major and minor may be found in **Appendix D**.

David Alvarez – reminded the committee is looking for RAS volunteers by tomorrow. Thanks to everyone who is volunteering.

13. Faculty Priorities and Governance (David Worthington)

A. Motion to be voted on:

Current Handbook Language

STUDENT PUBLICATIONS COMMITTEE

1. *Function:* This committee shall exert final authority over *The DePauw* and *The Mirage*. The board functions much as would the owner of a private publishing operation except that it does not dictate editorial policy. This committee reports to Student Academic Life.

2. *Membership:*

Faculty membership: Three (3) appointed representatives.

Administrative members: Voting: A permanent treasurer appointed from the faculty by the President, Instructor of journalism courses.

Ex Officio (without vote): Vice President for Academic Affairs or representative.

Student members: Three (3) appointed by Student Congress, one each from the sophomore, junior and senior class. One student must be actively engaged in *The DePauw* or *Mirage*.

Officers: At the first meeting in the fall The Board elects a faculty and a student chairman. The faculty chairman conducts the meetings during the first semester, the student chairman conducts the meetings during the second semester.

New Handbook Language (Bold type indicates new language to be added, strikethroughs indicate text to be deleted)

STUDENT PUBLICATIONS COMMITTEE

1. *Function:* This committee shall exert final authority over *The DePauw*. The ~~board~~ **committee**

functions much as would the owner of a private publishing operation ~~except in~~ that it **oversees the financial and structural procedures of the newspaper. However, the committee** does not dictate editorial policy. **This committee elects *The DePauw* editor-in-chief and has the authority to dismiss the editor-in-chief, after consultation with student editorial board. The committee also provides guidance if the publication's content is challenged and the issue is not satisfactorily resolved by editor-in-chief and advisor.** This committee reports to Student Academic Life.

2. *Membership:*

Faculty membership (4 total): Two (2) ~~appointed~~ **elected** representatives, **as well as the faculty advisor to *The DePauw* and the Pulliam Visiting Professor of Journalism.**

Administrative members (2 total): (Voting) A permanent treasurer appointed from the faculty by the President, Ex Officio (without vote) Vice President for Academic Affairs or representative.

Student members: (4 total 3 voting): ~~Three (3)~~ **Two (2)** appointed by Student Congress, one each from the ~~sophomore, junior and senior class. One student must be actively engaged in *The DePauw* or *Mirage*,~~ **Editor-in-Chief of *The DePauw*, Business Manager (without vote)**

Alumni Members: (3 total) **Three (3) alumni who are currently working journalists, recommended by the committee and appointed by the President.**

Doug Harms (DH) – Who are the members of the student editorial board?

Kathy Jesse (KJ) – Editor-in-chief, managing editor, opinions editor

DH – Can the editor in chief be on the sub-committee that decides if they can be fired?

KJ – The editor-in-chief would be removed from subcommittee if they are the one being investigated.

Pam Propsom – Do we think that the alumni will come to campus?

DW – Assumption is that they will skype in to meetings.

Motion carried.

DW – Motion B submitted by faculty. A majority vote in the Governance Committee advanced the motion to to the agenda for today. Not going to reread motion.

Jeanne Pope (JP) – Question for the chair. Can you explain some of the email procedures that you sent out regarding this motion? Specifically how it might happen logistically.

Howard Brooks(HB) – We will be considering specific motions.

Melanie Finney(MF) – I move to that we go into executive session to consider this issue.

Joe Heithaus – seconded the motion.

JP – Will the chair decide who remains?

HB – Those that do not have the right to vote would be excused. When you are in executive session, no minutes are taken except for motions.

Bridget Gourley (BG) – What is the passing criteria?

HB – To move into executive session requires a simple majority. To suspend the rules, a two- thirds approval vote is needed.

The motion to move into executive session was approved by a show of hands.

MF – I move to suspend the bylaws and have the vote on this motion to be conducted electronically instead of in this meeting. The electronic voting booth would be managed by the Chair of the Faculty.

Rachel Goldberg – second
Discussion followed.

The question was called. The motion to call the question was approved by a show of hands.

The vote on the motion suspend the bylaws to have an electronic vote on the no confidence motion was approved. 88 voted yes, 21 voted no, and 5 abstained.

B. Motion: We the faculty of DePauw University register a Vote of No Confidence in the President of the University, Dr. Mark McCoy.

Rationale: We find that DePauw University has been in a sustained cycle of crises for the past several years, and under President McCoy's leadership the crises have become more severe while promoting 'solutions' that grow his cabinet and expensive peripheral programs at cost to investment in the core functions of the liberal arts. His continuation as President threatens the reputation of the university and severely compromises the institution's viability.

President McCoy has made important decisions through processes that are in dire tension with handbook policies, and his decisions more generally lack the sort of robust transparency that characterizes the best of the liberal arts tradition. President McCoy has responded ineffectively to a series of hate crimes; has shunned a collaborative working relationship with the faculty; has taken actions that result in continuing financial distress for the School of Music (i.e., his summary dismissal of his hand-picked Dean of the SOM at a crucial admissions juncture) and the CLA (i.e., the problematic roll-out of the Commitment; high turnover in sensitive posts). President McCoy's divisive management style has brought morale among university employees to historic lows through actions that are ill-considered, done in haste, and poorly communicated (e.g., the recent botched roll-out of health-care changes); he has marginalized the academic mission of the university, and has demonstrated a fundamental and continuing inability to collaborate with faculty and staff in accordance with longstanding and revered principles of shared governance, articulated by our handbook and the AAUP, principles which define the highest ideals of the liberal arts tradition.

Out of fondness and respect for DePauw University, its past, its future, and its current life, we formally request of the Board of Trustees to dismiss President McCoy and appoint an interim President until a national search can be conducted.

Discussion on this issue continued until shortly after 7 pm. Additional discussion was held on November 13, 2018. The motion was considered through the e-Services voting booth. The results were: 83 – yes, 59 – no, and 64 – abstain. The motion was approved.

14. Old Business

15. New Business

16. Announcements

A. Efforts to reorganize the Grievance Committee selection process have not been successful. Therefore, nominees are sought from each of the four curricular areas to serve on the Grievance Committee for the term of 1 February 2019 to 31 January 2020. Only tenured faculty are eligible to serve on this committee.

17. Adjournment

The meeting was adjourned at 7:06 pm. It will resume on Tuesday, November 13, 2018 at 4 pm in the Thomson Recital Hall.

Appendix A. Tribute to Bob Hershberger

Born in Denver, Colorado, Bob Hershberger received his B.A. from Grinnell College, earned his master's degree from the University of New Mexico, and a Ph.D. from the University of Kansas. Bob's early scholarship was focused on film and media studies, and *avant garde* movements in Spain. These two lines of inquiry would serve as the kernels of Bob's DePauw presence, which embraced the intersections of language of technology, and which celebrated the art of the moment in teaching, at meetings, and in daily interaction. Insert your favorite Bob story here for more on that.

Bob loved the outdoors, fishing, and traveling. These passions drove him to lead a myriad of student abroad experiences. There were often multiple engagements in a single year. When a trustee sought to support individual study in Spanish-speaking countries, Bob convinced him to imagine a more collective and inductive model. The result was *Servicio*, a three-week language immersion program that partners with service and nonprofit organizations on transformative and sustainable projects in host communities. As a program for incoming students, *Servicio* has become famous for contaminating the more insular characteristics of the DePauw experience.

Bob also created the Community Technology Enhancement Program (CTEP), which has collected used computers from DePauw, local schools, and the community to be refurbished and donated to low-income families and nonprofit organizations. He founded the Crown Street Community Center, and volunteered in local schools and as a coach for the Putnam County Youth Soccer Association. Bob refused to draw lines between the campus and the community, as illustrated by his community Spanish programs, and his regular presence in the hallowed halls of East College with motor oil and grass stains on his hands, his t-shirts, the papers he was grading.

Bob maintained recognition and visibility in his field as the co-author of the *Plazas and Rumbos* textbook series, as well as an introductory Spanish textbook, *Viajes: Introducción al español*. Bob's influence in these publications is apparent in a framing which insistently calls on students to imagine themselves abroad and face-to-face with the otherness of the world. At the time of his passing, he was working concertedly with GLCA colleagues on a text program that positioned language study in the context of 21st century problematics.

Bob chaired the Department of Modern Languages for two terms. His patience, openness, and good humor radiated to colleagues at all levels. He intentionally directed his most outrageous behaviors to those who were taking themselves too seriously on any given day. But he never spared an opportunity to remind the department of the pivotal work it was doing, even as language programs at DePauw and at peer institutions faced crises of presence and influence. Long after his charge ended, Modern Languages colleagues continued to visit Bob's office for moral support and counsel, which never offended subsequent ML chairs. After all, it has always been the case that Bob Hershberger approaches to things don't work without Bob Hershberger. Such is our loss.

Appendix B. Complete Description of the Proposal for a New Major and Minor in Japanese Studies

Proposal: The Asian Studies program is proposing two new tracks (i.e., new majors) under its own program and organizational rubric. The conversation leading to the decision to open up the new tracks has been ongoing for several years. This is by no means the creation of a new studies program. The new Japanese Studies and Chinese Studies tracks reward students for their more focused studies in one of the two East Asian cultures that DePauw has offered since the late 1980s. The tracks are designed to supplement our current general Asian Studies track for the major. They are designed to allow interested Asian Studies majors to concentrate more intentionally on specific geographical regions within Asia if they so choose. These sorts of students are already getting Asian Studies degrees from DePauw. The new major track in Japanese Studies will allow students who concentrate on Japan to be rewarded for their focused efforts. In February of 2018, the Asian Studies Steering Committee unanimously voted to approve the new Japanese Studies major track within Asian Studies. The current proposal for a Japanese Studies major and minor is the result of an iterative process of development with Asian Studies, the VPAA, and the Curricular Policy and Planning committee.

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

Japanese Studies will add another dimension to DePauw's diverse and inclusive learning and living experience. This major will provide students with a focused, intensive learning experience about Japan. Students, especially students taking language courses, have expressed their interest in majoring in Japanese Studies in order to document their concentration in Japanese language and culture.

Most of the students taking Japanese language who major in Asian Studies in the current system have a partner major, such as Computer Science, Economics, Studio Art and Art History, Anthropology, Communications, English, or Sociology. Among them, Computer Science has been a very popular partner major, particularly in relation to advanced technologies such as robotic engineering, game software, and virtual reality. Students also often major in Studio Art, Art History, Anthropology, Communications, English, or Sociology. Economics is another partner major for students interested in US-Japan economic ties. There are 269 Japanese companies in Indiana, and this is another area where Japanese Studies will seek more collaborations in the near future.

Learning Goals:

Japanese Studies invites students to explore Japanese language and culture to better understand and experience the diversity of human culture. It offers a structured sequence of language courses with linguistic rigor and interdisciplinary content that includes history, traditional theater, literature, anime, technology, and other contemporary topics. Students will deepen their understanding of language, develop new perspectives, and cultivate analytical minds through an interdisciplinary approach to the study of Japanese culture. In addition, students will be encouraged to step out of their own linguistic and cultural bubbles to discover and connect with Japanese language and culture in global contexts. To be self-reflective global citizens, students will need to understand and experience how culture and language are intricately intertwined and develop the capacity to empathize with others through a deeper understanding of language and culture. These goals match the criteria for DePauw's Global Learning general education courses. The learning goals also include the ability of students to carry out basic Japanese conversations with native speakers in varied contexts so that they would be able to function in daily life in Japan.

Questions:

1. *Why does the Japanese Studies major require four language courses?*

This requirement is designed to meet the learning goals described above. In general, the study of language is an integral part of any area studies major because the increased understanding of a language deepens the understanding of a culture. More particularly, first-year Japanese at DePauw is a preparation period. Students learn three writing scripts, get used to Japanese syntax, develop clear pronunciation skills, and begin to grasp the relationship between language and culture. Based on the foundations built during the first year, students can strengthen their Japanese language skills much more quickly in the second year. In Hiroko Chiba's teaching experience at DePauw, the second year is a difficult but very exciting time for students. As they advance linguistically, they become much more aware of their own culture and motivated to understand "Japan." Japanese language courses, especially intermediate Japanese, have also served as a pipeline to Asian Studies majors in the current system. These students often take Japanese art, literature, and history as well. There are other points of entry to Japanese Studies, but the language courses play a key role for students to consider the Japanese Studies major. Offering four language courses also takes full advantage of the expertise of Hiroko Chiba, who is an applied linguist. Requiring four language courses is pedagogically sound and also realistic for current staffing levels at DePauw.

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

There are enough courses that are regularly offered to fulfill the Japanese Studies major. We will also include any Japan-related expertise when it's available. For example, we may have a Japan-related topics course offered by a term or visiting faculty member. Allowing these extra courses will offer even more opportunities for students.

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

As a track in the Asian Studies department, this proposal is naturally a product of an interdisciplinary approach. The Japanese Studies major and minor were designed by Hiroko Chiba, Jason Fuller, and Sherry Mou with consultation with the Asian Studies members including Andra Alvis, Danielle Kane, Sujung Kim, Pauline Ota, Sunil Sahu, and Lou Smogor. We all enthusiastically agreed on this design of the Japanese Studies major and minor.

4. How will the proposed new major affect current majors?
This is a new major and so it will not affect current majors.

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

If approved, the Japanese Studies major and minor will be available to students starting in the 2019---2020 academic year. Students who are already minoring in Japanese language would have the choice of completing either the current Japanese language minor or the new Japanese Studies minor.

6. *Do the new Japanese major and minor carry staffing implications?*

The new Japanese major and minor do not carry staffing implications. They have been designed for the current staffing level. Asian Studies has the resources and the faculty commitment to make the Japanese Studies track work.

7. *The Japanese language minor is more language-focused than the Japanese Studies major. Why?*

There will always be students who want to continue to study the Japanese language but who cannot afford to take time to major in Japanese Studies. Thus, the language minor is another option for those students. Moreover, the language classes will probably serve as a pipeline to majors, as they do now.

Japanese Studies Major

Total courses required

Ten

Core courses

Four Courses in Japanese language

One course covering Japanese culture: ARTH 133 (East Asian Art, Bronze to the Moguls), ARTH 135 (Developments in East Asian Art, Modernity), ARTH 234 (East West Encounters) ASIA 281 (Japanese Traditional Literature), ASIA 282 (Modern Japanese Novelists), ASIA 197 (Japan-related First Year Seminar)

ASIA 480 (Senior Seminar)

Other required courses

A minimum of four courses from among the following (at least two of the four courses should be solely on a Japanese topic).

ARTH 232 (Warrior Art Of Japan And The Ryūkyūs), ARTH 233(Monumental Art of Japan, 1550-1900: Splendor & Angst), ARTH 236(Eccentrics & The Exotic In 17th & 18th C. China & Japan), ARTH 331(Kyoto: A Cultural Metropolis), ARTH 332 (Representation In Japanese Visual Culture), ARTH 333 (The Supernatural in Japanese Art), ARTH 334 (Women and East Asian Art), ASIA 290 (when a Japanese topic), ECON 330 (Asian Economics), HIST 107 (China and Japan), HIST 108 (Modern China and Japan), HIST 252 (U.S.-East Asian Relations), JAPN 351 (Advanced Japanese—thematic course), JAPN 352 (Advanced Japanese—thematic course), JAPN 451 (Advanced Readings and Projects in Japanese), REL 130 (Introduction to Religion), REL 258 (Buddhism), REL 259 (East Asian Religions), an Extended Studies course about Japan

A number of other courses may be applied toward the Japanese Studies program. See the Schedule of Classes each semester for a complete listing.

Number 300 and 400 level courses	Three including ASIA 480 (where Japan is substantial in the content)
Senior requirement and capstone experience	ARTH 331(Kyoto: A Cultural Metropolis), ARTH 332 (Representation in Japanese Visual Culture), ARTH 333 (The Supernatural in Japanese Art), ARTH 334 (Women and East Asian Art), JAPN 351 (Advanced Japanese—thematic course), JAPN 352 (Advanced Japanese—thematic course), JAPN 451 (Advanced Readings and Projects in Japanese), approved courses from off-campus studies
Additional information	All Japanese Studies Majors must complete the Asian Studies Senior Seminar (ASIA 480), which includes a substantial essay, with a grade of “C” or above. All students are expected to give a public presentation of their work.
Writing in the Major	<p>A maximum of 3 courses per term (and 5 in total) may be counted toward the major from semester-long study abroad programs.</p> <p>All Japanese Studies Majors are strongly encouraged to experience Japan through a semester or year-long study abroad program, an approved summer language program, an Extended Studies course in Japan, or an internship in Japan.</p> <p>A maximum of 6 language courses can count toward the Japanese Studies major.</p> <p>Majors in Japanese Studies complete the writing in the major requirement by preparing a portfolio of their writing from courses taken in Japanese Studies. The portfolio should include the following items: 1) an analysis of a cultural product, perception or practice, 2) a thesis or research paper, 3) an essay written in Japanese, 4) an essay reflecting on the intellectual trajectory in Japanese Studies. Students complete items 1 and 2 in their normal courses, and 3 in JAPN 252 or an advanced Japanese language course. The only additional writing for the portfolio is item 4. Students should consult with their advisor or the director for details about the portfolio.</p>

Japanese Studies Minor

TOTAL COURSES REQUIRED	Five
CORE COURSES	Two Japanese language courses at any level.

**OTHER
REQUIRED
COURSES**

Approved courses chosen from those listed for the major.

A minimum of three courses in which Japan is an essential part of the curriculum.

At least one of the three courses must be solely on a Japanese topic.

**NUMBER 300
AND 400
LEVEL
COURSES**

One

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

(The following list includes the three history courses that are listed for the academic year 2018-2019. Even without these history courses, we are confident that students will have sufficient number of courses to finish the major.)

Core courses: Four Japanese language courses at any level and a Senior Seminar (Note: Students can also select these courses as “other required courses”).

JAPN 151 (Elementary Japanese I): Introduction to the Japanese language with emphasis on development of proficiency in speaking, listening, reading, and writing. JAPN 151 is open only to beginners in Japanese or those with two years or fewer of high school Japanese.

JAPN 152 (Elementary Japanese II): A continuation of the study of JAPN 151. Open to students who have successfully completed Japanese I or who are placed into this level by test results. *Prerequisite: JAPN 151 or qualifying score on the placement test.*

JAPN 251 (Intermediate Japanese I): Further study of Japanese language and practice in speaking, listening, reading and writing. *Prerequisite: JAPN 152 or qualifying score on the placement test.*

JAPN 252 (Intermediate Japanese II): Readings and discussion of advanced Japanese materials. Exercise in speaking the language and in writing compositions. *Prerequisite: JAPN 251 or qualifying score on the placement test.*

ASIA 480 (Senior Seminar): Required of majors in Asian Studies. *Normally taken in the fall semester of the senior year.*

One of the following courses on Japanese Culture

ARTH 133 (East Asian Art, Bronze to the Moguls): 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): 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, 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 234 (East West Encounters): This course examines cross-cultural artistic encounters between the Western world (Europe and the United States) and Asia (India, China, and Japan) from ca. 1500 to the mid-twentieth

century, concentrating on the role of art objects and visual culture, broadly speaking, in the cultural exchange between East and West over the past five hundred years. Topics include the impact of Western realism on traditional Asian art forms; the role of commodities and empire in artistic production; Japonisme and Chinoiserie in 19th century Europe and America; early photography; collections of Asian art objects in the West; issues of cultural identity in Asian modernism; and post-World War II abstract art.

ASIA 281 (Japanese Traditional Literature): A survey of Japanese literature, in English translation, from the eighth to the 18th century. Works from a variety of genres (poetry, plays, novels, diaries) are examined.

ASIA 282 (Modern Japanese Novelists): A study, in translation, of major Japanese novelists of the 19th and 20th centuries, including Natsume Soseki (*Kokoro*), the Nobel Prize winner Kawabata Yasunari (*Snow Country*), Murakami Haruki (*Sputnik Sweetheart*) and Hoshimoto Banana (*Kitchen*).

ASIA 197 (Japan-related First Year Seminar): A seminar focused on a theme related to the study of Asia. *Open only to first-year students.*

Other required courses: A minimum of four courses from among the following (at least two of the four courses should be solely on a Japanese topic.)

ARTH 232 (Warrior Art of Japan and the Ryūkyūs): 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 233 (Monumental Art Of Japan, 1550-1900: Splendor & Angst): This course explores large-scale art and architecture produced in Japan from 1550 to 1900. These years encompass the last turbulent decades of warfare and the first two centuries of an era of peace, witnessing the construction (and destruction) of resplendent castles, villas, religious complexes, and their accompanying interior decoration. Powerful and pervasive artistic ateliers, which were responsible for the decoration of these structures, also left an indelible artistic stamp on the nation during this period. What role did such resplendent monuments play in the struggle for power, both politically and culturally? For whose eyes was such splendor intended and what hidden, underlying angst pervades these efforts? What aesthetic values are expressed and did they extend beyond the elite, ruling class? Students will consider these questions and more, ultimately investigating the larger role of "art" in society.

ARTH 331 (Kyoto: A Cultural Metropolis): This course examines the rich visual culture of Kyoto, the imperial capital of Japan from 794 until 1868. During its long history, the city witnessed astounding growth, cultural flowering first under the emperors and then under various warlords, devastation by wars, fires, and famine, and multiple rebirths. Kyoto presided over some of the nation's greatest artistic achievements including the construction of sumptuous palaces, get-away villas, grand temples, and the production of the paintings and decorative flourishes within these structures. In the early modern period, Kyoto silk weavers, lacquer-ware specialists, book illustrators, calligraphers, and especially, painters commanded the respect of consumers throughout Japan, spreading Kyoto's artistic "style" to other urban centers and to the villages at the peripheries of power. The class will proceed chronologically, beginning with the founding of the city in 794 and ending with the city's role in the restoration of imperial power in 1868. Each week we will focus on specific case studies, monuments, art objects, illustrated works of literature, and maps, as well as translated primary sources and pertinent studies by art historians of Japan. Besides gaining a familiarity with Kyoto's pre-modern visual culture, the class aims to impart an awareness of Kyoto's role in the formation of Japanese 'nationhood' and national identity.

ARTH 332 (Representation in Japanese Visual Culture): This course examines the concept of "representation" in

Japanese visual culture, engaging with subject matter from contemporary times, as well as from Japan's modern and pre-modern periods (12th through the early 20th centuries). We will proceed along thematic lines. Balancing theoretical readings with scholarly articles and a sprinkling of translated primary sources, the class will address issues relating to the representation (or re-presentation) of landscape and the environment, the body and gender roles, canonical narratives as performance, and national identity at three crucial periods in Japan's history. At times we will reference Japanese monuments and works of art produced prior to the early modern era, as well as the Chinese sources that influenced some of the Japanese topics at the locus of our investigation. What lies at the heart of representation--subjectivity, political aims, societal concerns, emotional responses--and the complexity this question reveals are the central concerns of this course.

ARTH 333 (The Supernatural in Japanese Art): This course explores the theme of the supernatural in Japanese visual culture from the 12th century to the present. With origins in religion, folklore, and literature, otherworldly creatures and their powers have captured the imagination of the Japanese and consequently inspired creative visualizations of them. Students will not only analyze works ranging from traditional painting mediums to contemporary manga, as well as anime, but also will engage with texts that have supernatural worlds and beings as a central element. Moreover, this course will ask students to place these exhilarating and cautionary tales in context: what do these narratives say about the societies that created them, believed in them, and produced visualizations of the supernatural creatures featured within them?

ARTH 334 (Women and East Asian Art): This course examines the role of women in the arts in pre-modern East Asia and the negotiation of women's concerns, by female artists, in modern and contemporary East Asian art. Did women have no sense of empowerment at all in pre-modern China, Korea, and Japan? What about Chinese, Korean, and Japanese women artists today? What are their interests and agendas? Students will engage with historical works of art and artists, while concurrently gaining an understanding of gendered female roles as determined by religious, philosophical, and societal conceptualizations of the past. Then, students will study feminist discourses originating from the West in their analysis of modern and contemporary East Asian art by and about women. Ultimately, the aim of this course is to demystify and to complicate understandings about women as the subject of art, as well as women as the producers of art, in East Asia. This course counts towards the WIM (Writing in the Major) requirement for art history majors.

ASIA 290 (when a Japanese topic): Usually a course on aspects of one of the societies and cultures studied in the Asian Studies program (India, China and Japan) or a comparative treatment of aspects of these cultures.

ECON 330 (Asian Economics): Provides an overview of key economic developments in the Asia-Pacific region. Students will have an opportunity to apply economic theories and models to understand the divergent development paths of countries in this region. Topics include the rise of the East Asian economies, the challenges that emerged from the Asian financial crisis, development obstacles of East and South Asian economies and prospects for regionalization. *Prerequisites: Econ 100, Econ 295*

HIST 107 (Introduction to China and Japan): An interdisciplinary introduction to Chinese and Japanese civilizations from their beginning through the mid-19th century, stressing cultural ideals and the social relations of families and classes, including peasants and townsmen, bureaucrats, beggars and bandits, warlords and women.

HIST 108 (Modern China and Japan): An introductory examination of East Asia in the modern world, beginning with the Western impact in the mid-19th century and focusing on Japanese industrialization and empire, Chinese revolution, World War II in Asia and trends to the present.

HIST 252 (U.S.-East Asian Relations): This course will examine the interactions between the United States and the major countries in East Asia - China, Japan, and Korea - from the 19th century to the present. The topics that will be explored include cultural interactions and changing mutual images, the impact of imperialism, Asian nationalisms, the Pacific War, communism in Asia, the Japanese developmental state, and, more recently, China's rise as a capitalist state with Chinese characteristics.

JAPN 351 (Advanced Japanese—thematic course): Further study of the Japanese language. *Prerequisite: JAPN 252 or qualifying score on the placement test.*

JAPN 352 (Advanced Japanese—thematic course): Further study of the Japanese language. *Prerequisite: JAPN 351 or qualifying score on the placement test.*

JAPN 451 (Advanced Readings and Projects in Japanese): *Open to advanced students in Japanese. May be repeated for credit.*

REL 130 (Introduction to Religion): A cross-cultural survey course of major religious traditions, with emphasis upon the theoretical and methodological issues at stake in the discipline of Religious Studies. The course provides a balanced treatment of Asian and Western/Abrahamic traditions in order to explore the concept of 'religion' within a comparative humanistic context. Most important will be a close reading and discussion of primary texts in English translation. By the end of the course students will have developed a vocabulary for understanding religious phenomena cross-culturally and a sensibility for engaging with religious others in our globalizing world.

REL 258 (Buddhism): Examines the development of Buddhist thought, scriptures, practices and institutions in India and the religion's spread to China and Japan.

REL 259 (East Asian Religions): This course serves as an introduction to the religious beliefs and practices of East Asia. The course proceeds in chronological order, but it will also focus on broader themes of East Asian religions. Emphasis will be placed on the diversity and unity of religious expressions in China, Korea, and Japan, with readings drawn from a wide-range of texts: religious scriptures, philosophical texts, popular literature, and ethnographic studies. Special attention will be given to those forms of religion common to both the elite and popular culture: cosmology, afterlife, morality, and mythology. The course also raises more general questions concerning gender, class, political patronage, and differing concepts of religion.

ASIA 197 (Extended Studies courses about Japan)

Appendix C. Complete Description of the Proposal for a New Major and Minor in Chinese Studies

Proposal: The Asian Studies program is proposing two new tracks (i.e., new majors) under its own program and organizational rubric. The conversation leading to the decision to open up the new tracks has been ongoing for several years. This is by no means the creation of a new studies program, as some other ML language programs are doing. The new Japanese Studies and Chinese Studies tracks reward students for their more focused studies in one of the two East Asian cultures that DePauw has offered since the late 1980s. The tracks are designed to supplement our current general Asian Studies track for the major. They are designed to allow interested Asian Studies majors to concentrate more intentionally on specific geographical regions within Asia if they so choose. These sorts of students are already getting Asian Studies degrees from DePauw. The new major track in Chinese Studies will allow students who concentrate on China to be rewarded for their focused efforts. In February of 2018 the Asian Studies Steering Committee unanimously voted to approve the new Chinese Studies major track within Asian Studies. The current proposal for a Chinese Studies major and minor is the result of an iterative process of development with Asian Studies, the VPAA, and the Curricular Policy and Planning committee.

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

Chinese Studies expands DePauw's diverse and inclusive learning and living experience to include the critical study of one of the oldest traditions in a new world context. China's change in the past four decades provides a fascinating story of human evolution in religious beliefs, political structures, economic growth, social reform, and technology. Roughly 1.2+ billion people in the world speak Mandarin Chinese, more than twice as many as the next two most popular languages together: Spanish (329+ million) and English (328+ millions). Driven by student interest, this major awards students who are determined to focus their learning on China—its language, culture, and literature. The major also helps students document their academic concentration within the plethora of Asian Studies offerings. Currently, economics, computer science, and communication remain the top three majors whose students take Chinese classes. A Chinese Studies major makes an ideal double-major pair with these traditional majors. The current Asian Studies curriculum fully supports this major, which requires no additional courses or staff.

Learning Goals:

The Chinese Studies major provides theoretical and historical insights as well as the practical and contemporary skills required for those who aspire to take on the challenges of a complex world that is shrinking in physical distance and expanding in intellectual possibilities. Students majoring in Chinese Studies will necessarily be engaged in rigorous intellectual exchanges with global contexts, as every topic places them between the East-West paradigm. Students taking Chinese language, culture, or literature will learn ways of managing impending issues concerning human conditions from fresh aspects: social conscience (altruism), human rights (humaneness), poverty and social justice (taxation, commerce, and land reform), governing styles (legalism, Daoism, and Confucianism), environmentalism (Daoism), religion (morality and self-cultivation), and more. Students will thus gain a good understanding of not only China's recent rise from a closed Communist society to a "government-controlled capitalist" country but also the thousands of years'

traditions (i.e., Confucianism, Taoism, and Buddhism) that are still deeply rooted in contemporary Chinese psyche. Moreover, to be a self-reflective global citizen, students will develop the capacity to empathize with others through a deeper understanding of language and culture. These goals match the criteria for DePauw's Global Learning general education courses.

Questions:

1. Why does the Chinese Studies major require two language courses?

This requirement is designed to meet the learning goals described above. Pedagogically, an introduction to Chinese language is essential for understanding not only Chinese phonetics, grammar, syntax, and sound system, but also the aesthetic, psychological, and other cultural effects it has on its speakers. A language without tense, conjugation, and gender will inevitably affect how its speakers construct a sentence or tell a story (e.g., if verbs stay in a permanent tense, the storyteller will need to establish the time right away). A minimum familiarity of the language therefore will enhance students' comprehension of its culture.

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

Yes. We have a steady set of courses offered every semester by the following colleagues: Pauline Ota (Art and Art History), Sunil Sahu (Poli Sci), Sujung Kim (Religious Studies), Yung-chen Chiang (History), and Sherry Mou (Chinese Literature). The courses that carry a "with a Chinese topic" label are mostly topics courses offered by more than one colleague in other departments. When an Asianist colleague offers it with a Chinese topic, it is counted toward our major. These courses will suffice for students to fulfill their major requirements.

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

Since the early 2010s, Asian Studies has been discussing both Chinese and Japanese Tracks. Both studies are interdisciplinary in nature, and all members of Asian Studies faculty have been on board from the beginning. A specific design was drafted by Sherry Mou, Jason Fuller, and Hiroko Chiba in consultation with all members of the Asian Studies Steering committee (*) and regular Asian Studies members: Andra Alvis, Hiroko Chiba*, Jason Fuller*, Danielle Kane*, Sujun Kim*, Sherry Mou*, Pauline Ota*, Sunil Sahu*, and Louis Smogor.

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

This is a new major and so it will not affect current majors.

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

If approved, the Chinese Studies major and minor will be available to students starting in the 2019--2020 academic year. Students who are already minoring in Chinese would have the

choice of completing either the current Chinese minor or the new Chinese Studies minor.

6. Do the new Chinese major and minor carry staffing implications?

The new Chinese Studies major and minor do not carry staffing implications. They have been designed for the current staffing level. Asian Studies has the resources and the faculty commitment to make the Chinese Studies track work.

7. The Chinese language minor is more language-focused than the Chinese Studies major. Why?

The Chinese Studies minor awards students who want to concentrate on the Chinese language without getting a major. Nota bene: the Chinese Studies minor is designed to supplement (not replace) the Chinese Language minor.

Chinese Studies Major

Total Courses Required	Ten
Core Courses	<p>Two courses in Chinese language One course covering Chinese culture broadly: 1) ASIA 140 (Introduction to Chinese Culture); 2) ASIA 251 (Classical Chinese Literature); 3) HIST 107 (Introduction to China and Japan); 4) HIST 108 (Modern China and Japan); or 5) POLS 253 (China and India in the 21st Century)</p> <p>ASIA 480 (Senior Seminar): In consultation with the instructor, students should include a component of China in the substantial essay completed for the course. In exceptional cases, students may opt to complete an independent senior thesis with consultation and permission from the AS director.</p>

Other Required Courses

A minimum of six courses from among the following (at least two of the six courses should be on a Chinese topic only): ARTH 133 (East Asian Art, Bronze to the Mongols), ARTH 135 (Developments in East Asian Art, Modernity), ARTH 234 (East West Encounters--from 1500 to the mid-20th century), ARTH 236 (Eccentrics & the Exotic in 17th & 18th Century China & Japan), ARTH 334 (Women and East Asian Art), ASIA 140 (Introduction to Chinese Culture), ASIA 190 (when a Chinese topic), ASIA 197 (when a Chinese topic), ASIA 250 (China on Screen), ASIA 251 (Classical Chinese Literature), ASIA 290 (when a Chinese topic), ASIA 390 (when a Chinese topic), ASIA 470 (when a Chinese topic), CHIN 161 (Elementary Chinese I), CHIN 162 (Elementary Chinese II), CHIN 261 (Intermediate Chinese I), CHIN 262 (Intermediate Chinese II), CHIN 269 (Topics in Chinese), CHIN 361 (Advanced Chinese I), CHIN 362 (Advanced Chinese II), CHIN 461 (Advanced Readings and Projects in Chinese), CHIN EXP (Chinese Conversation), ECON 330 (Asian Economies), HIST 100 (Historical Encounters), HIST 107 (Introduction to China and Japan), HIST 108 (Modern China and Japan), HIST 252 (East Asian Relations), HIST 290 (when a Chinese topic), HIST 351 (Women and Family in Modern China), HIST 353 (Industrial East Asia), HIST 490 (when a Chinese topic), HIST 491 (when a Chinese topic), POLS 253, REL 130 (Introduction to Religion), REL 258 (Buddhism), REL 259 (East Asian Religions), REL 290 (when a Chinese topic), REL 491 (when a Chinese topic), SOC 301 (when a Chinese topic). Honors Scholars can also take HONR 102 (when a Chinese topic) and HONR 300 (when a Chinese topic). A number of other courses may be applied toward the Chinese Studies program. See the Schedule of Classes each semester for a complete listing.

Number 300 and 400 Level Courses

Three, including ASIA 480 (where China is substantial in the content)

Senior Requirement and Capstone Experience

All Chinese Studies Majors must complete the Asian Studies Senior Seminar (ASIA 480), which includes a substantial essay, with a grade of "C" or above. All students are expected to give a public presentation of their work.

Additional Information

A maximum of 3 courses per term (and 5 in total) may be counted toward the major from semester-long study-abroad programs. A maximum of 6 language courses can count toward the Chinese Studies major.

All students are encouraged, but not required, to participate in at least one study-abroad experience in China, Hong Kong, or Taiwan, whether through a study-abroad program, an Extended Studies course, an approved summer language program, or an approved internship program. Students should consult with their advisor or the Chinese Studies coordinator for other options.

Chinese Studies Minor

Total courses required

Five Credits (Three of the five must be taken at DePauw)

Core courses

Two Chinese language courses at any level.

Other required courses

- A minimum of three courses in which China is an essential part of the curriculum.
- At least one of the three courses should be solely on a Chinese topic.

Number 300 and 400 level courses

One course

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

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

The Core Courses:

Two Chinese language courses at any level. *Note: Students can select these courses as "Other Required Course" as well.*

- **CHIN 161:** *Elementary Chinese I*
The goals for this course are for students to master the pinyin Romanization system and to acquire basic communication skills of speaking, listening, reading, and writing Mandarin Chinese. *CHIN 161 is open only to beginners in Chinese or those with two years or less of high school Chinese.*

- **CHIN 162:** *Elementary Chinese II*
This course is a continuation of Elementary Chinese I. Students will continue to

develop the language skills they acquired in Elementary Chinese I. Prerequisite: CHIN 161 or qualifying score on the placement test.

• **CHIN 261:** *Intermediate Chinese I*

Course work helps students to develop four linguistic skills (speaking, writing, listening and reading) in Chinese at a more advanced level. Course work emphasizes drills, conversation and grammar. The goals are for students to acquire the following skills: to pronounce modern standard Chinese, to write words using both characters and pinyin Romanization system, to converse in more complicated sentences based on grammatical structures introduced in this course and to write essays. Prerequisite: CHIN 162 or qualifying score on the placement test.

• **CHIN 262:** *Intermediate Chinese II*

A continuation of CHIN 216. Prerequisite: CHIN 261 or qualifying score on the placement test.

• **CHIN 269:** *Topics in Chinese*

Topics in the Chinese language. May be repeated with different topics for credit.

• **CHIN 361:** *Advanced Chinese I*

Reading and discussion of advanced Chinese materials. Exercise in speaking the language and in writing compositions. Prerequisite: CHIN 261 or qualifying score on the placement test.

• **CHIN 362:** *Advanced Chinese II*

A continuation of CHIN 361. Prerequisite: CHIN 361 or qualifying score on the placement test.

• **CHIN 461:** *Advanced Readings and Projects in Chinese*

Open to advanced students in Chinese. May be repeated for credit.

• **CHIN EXP:** *Chinese Conversation*

Designed to improve communication skills in Mandarin Chinese, with special focus on the four tones and on acquiring useful terms and phrases for daily conversation. Prerequisite: CHIN 262 or permission of instructor.

One of the following courses. Note: Students can select these courses as "**Other Required Course**" as well.

• **ASIA 140:** *Introduction to Chinese Culture*

This course introduces the elements of contemporary and traditional Chinese culture. It provides students with a fundamental yet diverse knowledge of China and its culture through examination of its manifestations: political, religious, social, cultural, and economic. Topics include history, traditional belief systems, society, languages, arts and literature, performance traditions, daily life and

customs, ethnicity and gender issues, science and technology, business and government.

· **ASIA 251:** *Classical Chinese Literature*

This course outlines Chinese literature from the beginning to the Tang dynasty (618-907). From some of the most beloved and celebrated literary texts, we will glean the ageless enigmas of the Warring States sophists, the whimsical wisdom of Chinese hippies of the Bamboo Grove, and the anomalies and the fantastic from poetesses (both male and female) of China's Golden Age, the Tang dynasty. In seven themes, we will explore major genres and sub-genres of Chinese literature, including poetry (e.g., "the music bureau," "classical poetry," and "lyric meters"), prose (e.g., historical and philosophical), and fiction (e.g., "describing anomalies" and "romances"). We will learn and experience how politicians and common people in China over 2,500 years ago thought, felt, and lived. How did the ancient Chinese achieve immortality, behave in courtship, eavesdrop on a love affair, express their emotions, and criticize one another? Amazingly enough, many of the answers are as contemporary as scenes in a Hollywood movie today. No knowledge of Chinese is required.

· **HIST 107:** *Introduction to China and Japan*

An interdisciplinary introduction to Chinese and Japanese civilizations from their beginning through the mid-19th century, stressing cultural ideals and the social relations of families and classes, including peasants and townsmen, bureaucrats, beggars and bandits, warlords and women.

· **HIST 108:** *Modern China and Japan*

An introductory examination of East Asia in the modern world, beginning with the Western impact in the mid-19th century and focusing on Japanese industrialization and empire, Chinese revolution, World War II in Asia and trends to the present.

· **POLS 253:** *China and India in the 21st Century*

Why do the two Asian giants, India and China, with more than 38 percent of the population of the world, matter to the rest of the world at the beginning of the 21st century? What are China's superpower prospects? Will nuclear India attain great power status? What is the future of communism and the prospect of political freedom and democracy in China? Is Indian democracy stable? What are the sources of instability of Indian government? What does a weak central government mean to Indian federalism? The dynamics of ethnic minorities in China? The future of secularism in India? The nuclear dynamics in Sino-Indian relations? These questions and many others will be explored in this course.

Senior Seminar.

· **ASIA 480:** *Asian Studies Senior Seminar*

Required of majors in Asian Studies. Normally taken in the fall semester of the

senior year.

Other Required Courses: A minimum of six courses from among the following list (at least two of the six courses should be on a Chinese topic only).

· **ARTH 133:** *East Asian Art, Bronze to the Mongols*

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*

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, 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 234:** *East West Encounters--from 1500 to the mid-20th century*

This course examines cross-cultural artistic encounters between the Western world (Europe and the United States) and Asia (India, China, and Japan) from ca. 1500 to the mid-twentieth century, concentrating on the role of art objects and visual culture, broadly speaking, in the cultural exchange between East and West over the past five hundred years. Topics include the impact of Western realism on traditional Asian art forms; the role of commodities and empire in artistic production; Japonisme and Chinoiserie in 19th century Europe and America; early photography; collections of Asian art objects in the West; issues of cultural identity in Asian modernism; and post-World War II abstract art.

· **ARTH 236:** *Eccentrics & the Exotic in 17th & 18th Century China & Japan*

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.

ARTH 334: *Women and East Asian Art*

This course examines the role of women in the arts in pre-modern East Asia and the negotiation of women's concerns, by female artists, in modern and contemporary East Asian art. Did women have no sense of empowerment at all in pre-modern China, Korea, and Japan? What about Chinese, Korean, and Japanese women artists today? What are their interests and agendas? Students will engage with historical works of art and artists, while concurrently gaining an understanding of gendered female roles as determined by religious, philosophical, and societal conceptualizations of the past. Then, students will study feminist discourses originating from the West in their analysis of modern and contemporary East Asian art by and about women. Ultimately, the aim of this course is to demystify and to complicate understandings about women as the subject of art, as well as women as the producers of art, in East Asia. This course counts towards the WIM (Writing in the Major) requirement for art history majors.

ASIA 190: *Topics in Asian Studies (when a Chinese topic)*

ASIA 197: *First-Year Seminar (when a Chinese topic)*

A seminar focused on a theme related to the study of Asia. Open only to first-year students.

ASIA 250: *China on Screen*

Through viewing and discussing cinematic films, students will learn to appreciate how China has been presented as a nation and a culture by generations of Chinese directors from China, Hong Kong, Taiwan, and other cultural enclaves and by current film critics, both Chinese and western. Topics include the history of the Chinese film industry, major genres in Chinese cinema, the issues of cultural hegemony, as well as cinematic constructions of "so-called" Chinese gender, nationhood and individuality.

ASIA 290: *Topics (when a Chinese topic)*

Usually a course on aspects of one of the societies and cultures studied in the Asian Studies program (India, China and Japan) or a comparative treatment of aspects of these cultures.

ASIA 390: *Topics (when a Chinese topic)*

Typically examines selected themes, genres or periods in Chinese, Japanese or Indian literature. May also explore issues and/or periods in Chinese, Japanese or Indian cultural and intellectual history. *Prerequisite: One of the following courses - ARTH 133, ARTH 134, ARTH 135, ARTH 234, ASIA 140, ASIA 197, HIST 107, HIST 108, POLS 253, REL 130, or REL 253*

ASIA 470: *Topics (when a Chinese topic)*

Independent study for majors or, by permission of the instructor, for students with significant coursework in an aspect of Asian Studies.

ECON 330: *Asian Economies*

Provides an overview of key economic developments in the Asia-Pacific region. Students will have an opportunity to apply economic theories and models to understand the divergent development paths of countries in this region. Topics include the rise of the East Asian economies, the challenges that emerged from the Asian financial crisis, development obstacles of East and South Asian economies and prospects for regionalization. *Prerequisites: Econ 100, Econ 295*

HIST 100: *Historical Encounters (when a Chinese topic)*

An introduction to historical analysis and argumentation. While individual sections will focus on different topics and time periods, in all sections students will investigate a range of sources, methods and historical approaches to the past. Hist 100 may be repeated for credit with different topics.

HIST 190: *Topics (when a Chinese topic)*

An introductory study of a special topic with an emphasis on discussion and participation. Descriptions of HIST 190 courses offered in a given semester are available on the History department Website or in the History department office prior to registration for that semester. May be repeated for credit with different topics.

HIST 252: *U.S. - East Asian Relations*

This course will examine the interactions between the United States and the major countries in East Asia - China, Japan, and Korea - from the 19th century to the present. The topics that will be explored include cultural interactions and changing mutual images, the impact of imperialism, Asian nationalisms, the Pacific War, communism in Asia, the Japanese developmental state, and, more recently, China's rise as a capitalist state with Chinese characteristics.

HIST 290: *Topics (when a Chinese topic)*

A study of a special topic with an emphasis on discussion and participation. Descriptions of HIST 290 courses offered in a given semester are available on the History department Website or in the History department office prior to registration for that semester. *May be repeated for credit with different topics.*

· **HIST 351:** *Women and Family in Modern China*

The role and status of women and the evolution of the Chinese family from the late imperial period to the present. It draws on materials from novels and biographical case studies.

· **HIST 353:** *Industrial East Asia*

An examination of the emergence of East Asia from a pre-industrialized backwater in the 19th century to a vibrant economic region by the 1980s.

· **HIST 490:** *Seminar (when a Chinese topic)*

The practice of history as a discipline through research, interpretation and writing a major paper. Students are expected to take the seminar in their major area of concentration. Descriptions of seminar topics offered in a given semester will be made available prior to registration.

· **HIST 491:** *Topics (when a Chinese topic)*

A study of either a geographical area (East Asia, Russia, France, etc.), a period (Europe since 1789, early America, etc.) or a movement, division of history or institution (socialism, military history, feudalism, etc.). Reading and/or research.

· **HONR 102:** *First-Year Seminar (when a Chinese topic)*

A continuation of HONR 101 (An introductory exploration of some of the dominant themes of our intellectual heritage through the examination of texts selected from several disciplines).

· **HONR 300:** *Area Seminar (when a Chinese topic)*

A study of the historical and philosophical foundations of: A. the humanities; B. the sciences; and C. the social sciences. Each section of the seminar concentrates on an appropriate theme. Two sections are ordinarily taken during the sophomore year and one section during the junior year.

· **REL 130:** *Introduction to Religions*

A cross-cultural survey course of major religious traditions, with emphasis upon the theoretical and methodological issues at stake in the discipline of Religious Studies. The course provides a balanced treatment of Asian and Western/Abrahamic traditions in order to explore the concept of 'religion' within a comparative humanistic context. Most important will be a close reading and discussion of primary texts in English translation. By the end of the course students will have developed a vocabulary for understanding religious phenomena cross-culturally and a sensibility for engaging with religious others in our globalizing world.

· **REL 258:** *Buddhism*

Examines the development of Buddhist thought, scriptures, practices and institutions in India and the religion's spread to China and Japan.

· **REL 259:** *East Asian Religions*

This course serves as an introduction to the religious beliefs and practices of East Asia. The course proceeds in chronological order, but it will also focus on broader themes of East Asian religions. Emphasis will be placed on the diversity and unity of religious expressions in China, Korea, and Japan, with readings drawn from a wide-range of texts: religious scriptures, philosophical texts, popular literature, and ethnographic studies. Special attention will be given to those forms of religion common to both the elite and popular culture: cosmology, afterlife, morality, and mythology. The course also raises more general questions concerning gender, class, political patronage, and differing concepts of religion.

· **REL 290:** *Topics in Religion (when a Chinese topic)*

Topics such as religious phenomena, e.g., Millennialism, religious ethics and historical religious figures and movements. *May be repeated for credit with different topics.*

· **REL 491:** *Topics (when a Chinese topic)*

Directed studies in a selected field or fields of religion. *May be repeated for credit with different topics.*

· **SOC 301:** *Topics (when a Chinese topic)*

An exploration of timely, often policy-oriented and/or interdisciplinary issues in sociology. A specific topic will be addressed each time the course is offered. Topics might include Principles of Population, Social Inequalities, and other topics. May be repeated with different topics. *Prerequisite: one course in SOC or permission of instructor.*

Appendix D. Complete Description of the Proposal for a New Major and Minor in Italian Cultural Studies

Proposal: The Italian Cultural Studies major and minor have been developed as part of the curricular restructuring of the Modern Languages program. Italian Cultural Studies courses introduce students to different aspects of contemporary Italy. While the curricular program focuses on developing communicative skills, it also develops the students' understanding of Italy within the larger contemporary context of the world in which they live. The current proposal for this major and minor is the result of an iterative three-year process of development with Prof. Francesca Seaman, the VPAA, the faculty members listed below, and the Curricular Policy and Planning committee. The curriculum will be sustained by the courses of Prof. Seaman, and the regular course offerings of faculty members who presently teach the courses listed as cognate courses in other departments. The questions listed below were designed by the Curriculum Committee.

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

The new major in Italian Cultural Studies is based on the essential fact that the study of language and culture are the foundations for developing intercultural competence and self-reflective global citizenship. The Italian program builds on these foundations through its strong interdisciplinary approach. Italy is important for its role in contemporary economics, in Renaissance history and art, in immigration studies and sociology, in food studies and anthropology, in the study of the ancient Mediterranean world, as well as in music and in education. This new major proposes an inclusive model, encouraging students to connect the study of the Italian language and culture to other disciplines. It aims to expand their horizons and strengthen their understanding of the world as a place of interaction. At the same time, students pursue their own intellectual interests on a plurality of levels: academic research, service learning, intercultural competence, and leadership. The structure of the major is designed to challenge students to think comparatively about their topic of interest, fostering an international perspective on their research and critical thinking skills.

Learning Goals:

Students majoring in the Italian Cultural Studies major gain an in-depth knowledge of a variety of themes in Italian current events that are significant to today's world and that present the complexity as well as the diversity of contemporary Italy. The methodological approach of the courses is student-centered and favors interaction while also promoting the development of critical thinking and growth toward linguistic autonomy and fluency. The major connects students' interest in Italian language and culture to personal experiences and academic interests while also stimulating the intercultural exchange of ideas. Intercultural competence is a central learning goal. The major aims to foster intellectual curiosity, tolerance of cultural difference, appropriate behavior in intercultural situations, and sensitivity toward other worldviews. Moreover, by understanding the significance of historical and social contexts for understanding Italy and its relationship to the world, students learn to interpret and to engage with ambiguity while gaining the capacity to respect and to value the diversity of other ways of thinking. These goals match the criteria for DePauw's global learning general education courses.

Questions:

1. Why does the Italian Cultural Studies major require four language courses?

This requirement is designed to meet the learning goals described above. Students first learn how to speak the language in the context of contemporary culture, and when they are able to access documents in the Italian language, they develop a critical perspective on the changes currently happening in Italian society and culture. Italian language and culture courses instigate intellectual curiosity and invite the students to analyze particular aspects of the language and different textual genres, focusing on a variety of language registers, idiomatic expressions, and cultural variations. Students need familiarity with the Italian language to increase their comprehension of Italian culture.

2. *Will Italian Cultural Studies majors have enough course options to allow them to complete their majors in a timely fashion?*

Yes. Allowing students to take up to four cognate courses offered in other departments that focus on Italian culture increases the number of course options for students. In addition, the DePauw Summer Immersion program provides students with the opportunity to gain two credits toward the major. The summer program offers courses at all levels.

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

In the spring 2018 semester, the following professors accepted my invitation to serve with me on the Steering committee of Italian Studies: Prof. Michael Mackenzie, Prof. Jeffrey Gropp, Prof. Matthew Balensuela, and Prof. Michael Seaman. The proposal for the new major has been discussed with this steering committee, re-drafted, shared again, and discussed until it took the present format.

We have also developed course collaborations with the School of Music. In addition, we have brought Dean Hilary Link of Temple University in Rome in conversation with the Media Fellows and Management Fellows programs, as well as with DePauw's Art History, Education, Global Health and Computer Science departments to create new opportunities for internships in Rome. We now have specific internships in Rome offered only to DePauw students who wish to work in the fields of Economics, Computer Science, Pre-Law, Sociology, and in STEM fields. The Italian program is particularly committed to the Department of Education through the Italian Enrichment Program, which gives our students the opportunity to practice teaching in the community's elementary schools.

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

This is a new major and so it will not affect current majors.

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

If approved, the Italian Cultural Studies major and minor will be available to students starting in the 2019---2020 academic year. Students who are already minoring in Italian would have the choice of completing either the current Italian minor or the new Italian Cultural Studies minor.

6. *Do the new Italian Cultural Studies major and minor carry staffing implications?*

The new major and minor do not carry staffing implications. They have been designed for the current staffing level.

7. *The Italian Cultural Studies minor is more language-focused than the Italian Cultural Studies major. Why?*

Given the learning goals above, particularly the development of critical thinking and growth toward linguistic autonomy and fluency, the focus on language is appropriate.

ITALIAN Cultural studies major

**TOTAL COURSES
REQUIRED**

Eight

CORE COURSES

ITAL 171, ITAL 172, ITAL 271, ITAL 272 and additional courses in Italian to complete the major. Note that after the 100 level, courses are not necessarily sequential. Taking an upper level course without taking the 200 level courses needs permission of Program Director.

**total of four
OTHER REQUIRED
COURSES****at least three
courses at 300
level or above**

Up to four, at least 3 at the 300 level or above: ITAL 371, ITAL 372, ITAL 375, ITAL 376, ITAL 471, ITAL 472, ITAL 470. Courses taught in English with emphasis on Italian culture may also apply. Only one at the 100 or 200 level. The list includes ARTH 131, ARTH 132, ML 164, ML 295, ML 183, CLST 154, CLST 256, CLST 264, CLST 310, ED 420, ENGL 261, HIS 111, HIS 112, HIS 342, MUS 191, MUS 390. Internships in Italy and/or courses taken during study abroad in Italy may count up to 2 credits toward the requirement for the major.

**SENIOR
REQUIREMENT
AND CAPSTONE
EXPERIENCE**

The senior requirement and capstone experience may have an interdisciplinary approach on a topic of interest to the students, including Global Health, Political Science, Sociology, Anthropology, International Relations, Economics, History, Art History, Music, Museum Studies etc. Alternative capstone experiences may include a service learning project directed to the dissemination of Italian Culture, or an innovative project of the student's design, with approval of the Program Director, as long as these projects include a component of scholarship and reflection.

**ADDITIONAL
INFORMATION**

A student may elect an Italian major with a concentration in International Business.

Heritage speakers of Italian majoring in the language must complete a minimum of four courses at the 300 level or higher, including ITAL 375, ITAL 471, ITAL 472. When heritage speakers successfully complete their first three classes at the 300-level or higher, with a grade of C or better in each, they receive two retroactive credits for ITAL 271 and ITAL 272 toward completion of the eight-course major.

WRITING IN THE MAJOR

Students may satisfy the Writing in the Major requirement for Italian Cultural Studies either with ITAL 375, ITAL 376, ITAL 470, ITAL 471, ITAL 472 or by taking a senior seminar in English in the area of their specialization, where a member of the steering committee will serve as co-advisor. This will open the opportunity for the students to develop their research skills within a community of learners, giving them the chance to discuss and present their work in the context of a seminar. Any course outside of the Italian program may be eligible, according to the student's project and with the approval of the Program Director.

ITALIAN cultural studies minor

TOTAL COURSES REQUIRED

Five

CORE COURSES

Four courses taught in the target language at any level. Taking an upper level course without taking the 200 level courses requires permission of Program Director.

OTHER REQUIRED COURSES

The minor requires one additional course from the following: ITAL 371, ITAL 372, ITAL 375, ITAL 376, ITAL 471, ITAL 472, ITAL 470 ARTH 131, ARTH 132, ML 164, ML 295, ML 183, CLST 154, CLST 256, CLST 264, CLST 310, ED 420, ENGL 261, HIS 111, HIS 112, HIS 342, MUS 191, MUS 390. Internships in Italy and/or courses taken during study abroad in Italy may count up to 1 credit toward the requirement for the minor. Only one course may be taken off-campus.

NUMBER 300 AND 400 LEVEL COURSES

The current Italian language minor would be dropped.

Italian

Total courses required	Five
Core courses	

Other required courses	The minor requires a minimum of five courses, including either five courses taught in Italian, starting at the 200-level, or four courses taught in Italian, starting at the 200 level, and one course taught in English on Italian cinema, literature, and/or culture (ML 164C or ML 295). Only one of these courses may be taken off-campus.
Number 300 and 400 level courses	

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

CORE COURSES:

ITAL 171: ITALIAN THROUGH CULTURE I

First year Italian. First semester. Offered only in the fall semester. Designed for students with no previous knowledge of Italian, this course is based on interaction and promotes the development of speaking, listening-comprehension, reading and writing skills. The method fosters cultural awareness and understanding of Italian traditions in the greater context of contemporary culture. Italian 171 & 172 are usually taken in sequence. *No pre-requisites.*

ITAL 172: ITALIAN THROUGH CULTURE II

First year Italian. Second semester. This course expands on the acquisition of the Italian language within the cultural context. It further promotes the acquisition of listening, reading, speaking and writing skills, encouraging students to engage with authentic pedagogical material. Like first semester Italian, in this course all students actively participate in class and further pursue proficiency. At the end of the second semester, students are able to express themselves correctly in Italian on a variety of topics and to compare Italian traditions to their own. *Prerequisite: ITAL 171, placement test, or approval of the Program Director.*

ITAL 271: CULTURA E SOCIETA' ITALIANA. I

Second year Italian. First semester. The course focuses especially on developing proficiency in writing, reading and oral expression, and all work is contextualized in contemporary culture. The course is designed to widen knowledge of vocabulary, perfect structural use of the language, and prepare students who want to work or live in Italy for a semester or longer. Lessons will present a variety of authentic materials such as newspaper articles, listening-comprehension clips, and films to facilitate immersion in Italian culture and society. In this course students gain intercultural competence and grow to be global citizens by learning to be aware of cultural difference, developing skills to listen and observe, opening up to learning from other cultures, adopting new ways to learn, and adapting to new cultural environments. *Prerequisites: Language ITAL 171 & 172, or placement test, or approval of the 1 course Program Director.*

ITAL 272: CULTURA E SOCIETA' ITALIANA. II

Second year Italian. Second semester. Continuation of ITAL 271. *Prerequisites: ITAL 171 & 172, or placement test, or approval of the Language Program Director. Normally ITAL 271 & 272 are taken in sequence, but 271 is not necessarily a prerequisite of Ital. 272.*

OTHER ITALIAN CULTURAL STUDIES COURSES:

ITAL 371: CONTEMPORARY ITALY. CONFRONTI INTERCULTURALI I

This course focuses on the study of contemporary Italian society and culture. Students explore a variety of themes in current events that are significant to today's world, and that present the complexity and diversity of contemporary Italy. The methodological approach is student-centered and favors interaction, while also promoting the development of critical thinking and growth toward linguistic autonomy and fluency. This course connects students' interest in Italian language and culture to their personal life-experience and stimulates intercultural exchange of ideas. Students learn to interpret and relate, to engage with ambiguity, while learning to respect and to value diversity in ways of thinking, understanding the impact of historical and social contexts. The method fosters skills to analyze, interpret, and evaluate. The course stimulates intellectual curiosity, tolerance of cultural difference, appropriate behavior in intercultural situations, and sensitivity toward other worldviews.

Prerequisites: ITAL 171 & 172, or placement test, or approval of the Language Program Director. Normally students enroll in 200-level courses before enrolling in 300-level course, but the sequence is not strict or mandatory.

ITAL 372: THE ITALIAN CONTEXT. CONFRONTI INTERCULTURALI II

Continuation of Italian 371. *Prerequisites: ITAL 171 & 172, or placement test, or approval of the Program Director. Normally students enroll in 200-level Language courses before enrolling in a 300-level course, but the course sequence is not strict or mandatory. ITAL 371 is not a pre-requisite of ITAL 372.*

ITAL 375: TOPICS IN ITALIAN LITERATURE AND CULTURE

This course provides an introduction to Italian Literature to students who already have an advanced knowledge of Italian. The curriculum invites students to a full immersion in Italian culture through the literary text, which is a passage to the discussion of ideas, values and experiences connected to specific historical periods. The encounter with some of the most celebrated Italian writers will open up to reflections on Italian culture and to comparisons with other cultural backgrounds. In this course, students will learn how to read between the lines, to question the power of the word, and to investigate the complexity of the human experience. *Pre-requisite: Italian 172 and approval of the instructor. May be repeated for credit with different topics.*

ITAL 376: ITALIAN THROUGH FILM

Italian 376 is an advanced-level course that offers an in-depth look at Italian history and culture through the medium of film. This course on Italian Cinema presents a range of opportunities to discuss historical, literary, cinematic, sociological and cultural issues. While focusing on the Italian language and working on developing conversational fluency, students are encouraged to analyze the complexity of Italian society, investigating the Italian cultural heritage within both a national and international framework. Through films, students continue to work on refining writing skills, increasing vocabulary and perfecting listening-comprehension skills. As in a seminar, students will be asked to present on a variety of topics, lead discussion, debate, re-create dialogues, analyze scenes and interpret specific moments in the movies. *Prerequisites: ITAL 171 & 172, or placement test, or approval of the Language, GL, S Program Director. Normally students enroll in 200-level courses before enrolling in a 300-level course, but the sequence is not strict or mandatory.*

ITAL 470: READINGS AND PROJECTS IN ITALIAN

This course is an independent studies course for advanced students of Italian who wish to pursue an independently designed program of research or inquiry in Italian. *Open to advanced students in Italian with permission of chair. May be repeated for credit with different topics.*

ITAL 471: ITALIAN CULTURAL STUDIES I

This course has a thematic approach, offering a portrait of Italy through a discussion of work, food, literature, art, theater, history, geography, the economy, and famous intellectual figures of Italy. The course instigates intellectual curiosity, and invites the students to analyze particular aspects of the language and different textual genres, focusing on a variety of language registers, idiomatic expressions, and cultural variations. Students also focus on developing communicative skills of argumentation and negotiation. The course is designed to provide options for interdisciplinary work. It introduces students to different aspects of contemporary Italy. Students will look at the changes happening in contemporary Italian society and culture. *Prerequisites: ITAL 171 & 172, or placement test, or approval of the Language, GL, S Program Director. Normally students enroll in 200-level courses before enrolling in a 400-level course, but the sequence is not strict or mandatory.*

ITAL 472: ITALIAN CULTURAL STUDIES II

This course is a continuation of ITAL 471. Prerequisites: ITAL 171 & 172, or placement test, or approval of the Program Director. Normally students enroll in 200-level Language, GL, S courses before enrolling in 400-level course, but the 1 course sequence is not strict or mandatory. ITAL 471 is not a pre-requisite of ITAL 472.

COGNATE COURSES:

Additional courses available on campus that can count toward the major. These courses have been discussed with both the instructor and the chair of each program, and they have been selected because they have a prominent Italian component. Other courses may count toward the major, according to their connection to the major, and with the approval of the director of the Steering Committee.

ARTH 131

INTRODUCTION TO ART HISTORY ANCIENT TO MEDIEVAL

This course surveys the major developments in art and architecture from the Paleolithic period through the high

Middle Ages. Emphasis falls on the ancient civilizations of the Near East, Egypt, the Aegean, Greece and Rome, the early Christian world, Byzantium, Islam and the Middle Ages in Western Europe. The approach is at once historical, in that visual forms and types of images are studied in their development over time and across cultures, and anthropological, in the sense that cultures are studied at isolated moments as a way of better understanding the significant roles art and architecture play within them.

ARTH 132: INTRODUCTION TO ART HISTORY RENAISSANCE TO MODERN

A survey of Western Art from the early Italian Renaissance to modern and contemporary art. We will view and discuss the major works of art from this period in chronological sequence, discussing their place in the larger historical developments of the west, including the political, social, economic, philosophical and theological. We will also discuss and practice some basic modes of art historical analysis.

M L 295: TOPICS IN MODERN LANGUAGES

Courses in specific topics, such as culture, literary movements or genres, linguistics or film. *Taught in English. May be repeated for credit with a different topic.*

M L 197: FIRST-YEAR SEMINAR IN MODERN LANGUAGES

A seminar focused on a theme related to the study of modern languages. *Open only to first-year students.*

M L 164: THE CINEMA

A. France; B. Spain/Latin America; C. Italy; D. Germany; E. Russia; F. Japan; G. China; H. World. Screening and study of representative masterworks of cinema, the film as art and a product of culture. No knowledge of the foreign language is required. *Credit toward a major or minor may be given at the discretion of the department.*

M L 183: OFF-CAMPUS EXTENDED STUDIES COURSE

May or Winter Term off-campus study course with a modern languages theme.

CLST 154: ANCIENT ROMAN WORLD

This course provides a broad survey of Roman history, society, and literature from its foundation until the fall of the Roman Empire. Students read widely from Roman primary sources such as Cicero, Vergil, and Tacitus. *Not open to students with credit in CLST 254.*

CLST 256: THE IMPACT OF EMPIRE: AUGUSTUS TO CONSTANTINE

This course will explore the following interconnected questions: How did Rome govern the enormous empire? How did Rome change the cultural and political map of the Ancient Mediterranean World? To what extent and how did the presence of the Roman rule transform the local and regional cultures? How did the expansion of the Empire have a reverse impact on the 'Roman Culture'? How were the 'barbarians' viewed at Rome?

CLST 264: HELLENISTIC AND ROMAN ART AND ARCHAEOLOGY

This course examines the artistic and architectural monuments of the Hellenistic kingdoms and the Roman world from the death of Alexander the Great through the end of the western Roman Empire (323 BC-AD 476). Issues may include: the archaeology of the economy and trade, the question of romanization (the archaeology of imperialism), iconography of political power, the material experience of everyday life, and the art of engineering. *Offered in alternate spring semesters.*

CLST 310: TOPICS IN MEDITERRANEAN ARCHAEOLOGY

A study of a specific topic in Mediterranean archaeology. Recent courses have treated such topics as Pompeii, the Archaeology of North Africa, and the Archaeology of Israel. *May be repeated for credit with topic changes. Information on upcoming topics courses can be found on the department web page.*

HIST 111: EUROPEAN CIVILIZATION I--1300-1800

A history of Europe from about 1300 to 1789, including the end of the medieval world, the Renaissance and Reformation, Scientific Revolution, the age of Enlightenment and the French Revolution.

HIST 112 EUROPEAN CIVILIZATION II--1789-PRESENT

A history of Europe from 1789 to the present, including French Revolution and Napoleon, Industrialization, the Age of the Nation States, the struggle among liberal, communist and fascist ideologies, World Wars I and II, postwar reconstruction, decolonization and European integration.

HIST 342: EUROPE OF DICTATORS

An examination of the social, economic, political and ideological conditions and processes that led to the establishment of single-party dictatorships in Italy, Germany and the Soviet Union.

ENG 261: MODERN CONTINENTAL LITERATURE

European writing from about 1885, stressing new directions in fiction and poetry from Zola to contemporary

writers.

MUS 191: ITALIAN DICTION FOR SINGERS

A theoretical and practical consideration of pronunciation principles for singers of the Italian repertoire.

Applicable to voice majors and their degrees in the School of Music. 1/2 course

MUS 230: HISTORY OF WESTERN ART MUSIC

This course is a one-semester survey of European art music from the ancient Greeks to the end of the Romantic era (ca. 1900). The course is designed to provide a solid grounding in the important historical, formal, aesthetic and stylistic developments in Western art music during this time. Topics include the development of important genres and forms, biographies of major composers, various theories of history and historical change and analyses of historically important musical works. *Prerequisites: Arts and Humanities MUS 130, MUS 114 & MUS 124, or permission of 1 course instructor.*

And other courses with permission of Program Director.

**Faculty Meeting Minutes
December 3, 2018**

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

Meeting called to order at 4:01 pm.

2. Tribute to John Anderson, Professor Emeritus of Mathematics(Rick Smock) See Appendix A.

3. Verification of quorum - Quorum was met.

4. Consent Agenda

A. Courses to be approved by the faculty (approved by the Course Calendar and Oversight Committee):

BIO 234 - Evolutionary Developmental Biology

BIO 343 – Aquatic Ecology

ITAL 164 – The Cinema

ITAL 270 – Reading and Projects in Italian

ITAL 285 – Topics in Italian Literature and Culture

ITAL 385 – Advanced Topics in Italian Literature and Culture

B. Announcement of changes to courses (approved by the Course Calendar and Oversight Committee):

ARTH 290 - Photography and Racial Identity in the United States- Adding PPD designation (for one time)

ARTH 290B - Topics: Institutional Critiques - Adding PPD designation

ARTH 334 - Women and East Asian Art - Adding GL designation

ASIA 183A - Japanese Culture, Technology and Design - Adding GL designation

ASIA 190 - Introduction to Taoism- Adding PPD designation (for one time)

CLST 300A - Topics: Women Writers of Antiquity - Adding AH and PPD designations

CSC 233 - Foundations of Computation - Removal of prerequisite (MATH 123)

CSC 498 - Senior Project - Adding a prerequisite (MATH 123)

CSC 320 - Human Computer Interaction - Adding a prerequisite (CSC 240)

COMM 327 - Communication and Cultural Identity- Adding PPD designation

EDUC 290A - Topics: Notions of Care and Happiness in Education - Adding SS and PPD designations

ENG 393 - Adv. Topics: African American Culinary Literature- Adding PPD designation Approved

ENG 151B - Reading and Literature: Poetry, Fiction, Drama- Adding GL designation

ENG 151C - Reading Literature: Poetry, Fiction, Drama- Adding GL designation

ENG 255C - Topics: Global Spy Fiction- Adding AH and GL designations

ENG 255E - Topics: Viking Myths and Modern Myth-Making - Adding GL designation

ENG 282 - British Writers II- Adding GL designation (for one time)

ENG 393A/AFST 390A – Adv. Tps: African American Culinary Literature - Adding AH and PPD designations

HIST 115 - Colonial Latin America- Adding GL designation

HIST 116 - Modern Latin America- Adding GL designation

HIST 200A - Topics: History of Korea - Adding AH and GL designations

HIST 265 - Twentieth-Century United States - Dropping SS and adding AH designation

HIST 300B - Topics: Race & Identity in America- Adding PPD designation

HONR 102D - Honor Scholar First-Year Seminar: Warfare and Society in the Ancient World- Adding PPD

ITAL 375 - Topics in Italian Literature and Culture- Adding GL designation

ITAL 376 - Italian Through Film- Adding GL designation

UNIV 291E - Prindle Reading Course: Jared Diamond, Guns, Germs, and Steel - Adding PPD designation

UNIV 291G - Prindle Reading Course: Cathy O'Neil, Weapons of Math Destruction - Adding PPD designation

C. Approval of the Faculty Meeting Minutes for November 5, 2018

D. Approval of Geoff Klinger to serve as Parliamentarian for the remainder of the academic year

E. Approval of Manu Raghav to serve on the Faculty Personnel Policy and Review Committee for the remainder of the academic year

F. Approval of the following faculty to serve on the Grievance Committee from 1 February 2019 to 31 January 2020:

Caroline Jetton

Joe Heithaus

Jonathan Nichols-Pethick

Tim Good

Jeremy Anderson

Maria Soledad-Forcadell

Samuel Autman

Barbara Whitehead

Pam Propsom

Tom Ball

Pat Babington

Mark Kannowski

Michele Villinski

Kevin Howley

G. Authorize the conferring of degrees on all candidates satisfying the graduation requirements at the end of the Fall Term 2018 and Winter Term 2019.

The chair had received a request to remove motion E from consent agenda for discussion.

Rebecca Schindler - Asked for clarification about the announcement of PPD designation on some of the courses.

Brian Howard- Member and former chair of Course and Calendar Oversight Committee did not have specific notes why these classes were approved, but noted that one was retroactive to a year ago.

RS – Do we not have enough courses for PPD and do we need to look again at the designation?

Karin Wimbley – Questioned making Prindle reading courses PPD.

David Alvarez – As Chair of Curricular Policy and Planning Committee, noted that this issue related to Global Learning is on the next agenda for the committee. Global Learning is discussing a similar problem. The students need to have a full credit and a single.25 course would not satisfy the GL requirement. Perhaps the PPD requirement should consider this.

KW – Already hearing that the PPD courses are being watered down. Believes making a Prindle Course PPD is allowing for an alternative not will not achieve the goals that PPD desires.

DA – Fully shares this concern.

KW – Asked about the fractional credit courses filling PPD.

DA – Committee is working through if .25 and .5 course can be combined to count as 1 credit.

KW – Asks again why this is up for consideration?

Dave Berque – If a student takes a .25 PPD, that does not count as a requirement, they would need to take four .25 PPD courses. There is the same problem with Arts and Humanities right now because of a lot of .5 credit courses, students would need to take two courses to earn 1 AH credit.

KW – Sees PPD as comparable to a language class, and needs to be all done in one course. Why is this on the table?

DB – We will review the wording of the catalog, the language requirement might read students earn 1 credit. Students can often fulfill GL by off campus study and other means. Any language change would go back to the curricular committee.

David Worthington – Moved that ASIA 190, CLSC 300A, Honr 102D, and the Prindle Reading Group Courses be removed from the consent agenda and returned to committee.

Geoff Klinger – Seconded the motion.

Motion passed without further discussion.

The remainder of the Consent Agenda was approved.

Consent Agenda Section E

The chair noted that volunteer is currently on the Faculty Priorities and Governance committee. To allow the volunteer to serve on the Review Committee, the ByLaw limitation on serving on two elected committees must be suspended.

Motion is made suspend item 6 under the bylaws section B. No faculty member can serve more than one position. Motion was seconded.

Nayhan Fancy – I will vote against the motion to suspend.

Jeff Hansen – I believe it is more important to have someone on the Review Committee than to continue to work with less than a full committee.

Derek Ford – What is the basis of this limitation? Are we worried about the person concentrating too much power?

Howard Brooks – The intent of the limitation is to distribute the workload. These are two committees that do meet regularly. However, there are examples of faculty members that serve simultaneously as department chair and chair of a core committee. This is part of the issue that the Review Committee is considering as part of the service or community contribution portion of the workload for every faculty member.

David Worthington – Opposed to the suspension of the By-Laws because we've started faculty-wide and Review Committee discussions on service. This seems to be setting a horrible precedent about what we can expect people to do. This is a commitment to service that is unreasonably expected.

JH – up until the end of last year, people regularly served on review and governance, not entirely new that someone would serve on both.

Jeanne Pope – This is the first time that this matter has come to the floor of the faculty meeting. I am concerned about the suspension of the ByLaws, and will vote against the motion.

Susan Hahn – Commends the person who's willing to do the two things and urge that this opposition to the motion is not against the person. Work that she did on COF and then Review was some of the most satisfying work that she has done at DePauw.

Anne Harris – This is an odd situation that we find ourselves confronting We need to continue our work looking at faculty governance structure. If we can't fill the tenure and promotion committee, do we need to look at a faculty senate? It may be time for not just a reduction in committee sizes but a revision of the system. The committee at the heart of institution can't be filled. The idea of a faculty senate should be on the table.

Glen Kuecker – Review committee has three members on it that served in the past and have stepped up and are now meeting to make that committee work. Many members of the current Review Committee have stepped up to serve again because others are unwilling or unable to do so. Peer review is the foundation of our profession.

Francesca Seaman – Reminded the faculty that the new governance structure established in 2014-15, recognized the problem of filling committees. Committee service is part of our job we are all paid for it. The Review committee is an enormous amount of work. We should change the file requirements.

Nayhan Fancy – If we suspend the ByLaws, will that effect any elected position on any committee?

HB – No, the suspension would be for this one elected position only.

The vote on the motion was – 24 in favor, 50 opposed, and 3 abstained. The motion to suspend the ByLaws failed.

5. Curricular Policy and Planning (David Alvarez)

David Alvarez - As announced in the Agenda for the November faculty meeting, the Curricular Planning and Policy committee brought for motions for votes today on

- 1) a new major and minor in Japanese Studies.
- 2) a new major and minor in Chinese Studies.
- 3) a new major and minor in Italian Cultural Studies and on dropping the Italian Language minor.

Full descriptions of these proposals were included in the November agenda and in the agenda for this meeting.

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

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

1) allowing for more points of entry for students to get exposed to learning about other cultures and languages, particularly by providing more lower-level cultural studies courses that we hope will inspire students to study these languages

2) Providing fuller autonomy to our colleagues in each program so that they can make the most of their scholarly and pedagogical expertise

3) connecting these programs to other disciplines by including cognate courses in other programs as requirements for these new majors.

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

I would like to thank our colleagues in the Modern Languages and Asian Studies Departments for their assiduous and inspiring work on these proposals, the VPAA for leading this process over the last three years, and my colleagues on this and last year's curriculum committee, who have carefully contributed to the iterative process of developing these proposals.

I would like to start with the proposal for a new major and minor in Japanese Studies.

A. Move to approve a new major and minor in Japanese Studies. A complete description of the new major and minor may be found in **Appendix B**.

David Gellman – How dependent are these new majors and minors on history courses? A long-time colleague will be retiring, and the goal of the history department is to replace this person. However, It is not up to us if we replace this position.

DA – This was asked in the committee. There are several courses in other areas besides history. This was taken into account.

Anne Harris – 3 of the 28 cognate courses would come from History.

DA – There was a concern that there would be a wide enough range of cognate courses.

Dave Guinee – He is excited about the changes and the overall road map of where the department is going. What is happening to the modern languages major? The current one demands that students major in a language and then take the other courses.

Alex Puga – Referring to romance language major, a combination of Spanish, French, and Italian. That major can still be declared.

Jackie Roberts – What is the total number of new majors and minors in these proposals?

DA – 6 new majors, cancelling the French major/minor, Italian minor, eventually Spanish major/minor.

Sherry Mou (Director of Asian Studies) - The Chinese studies major/minor and Japanese major/minor really have nothing to do with the Modern Languages department. These two majors/minors are under currently under Asian Studies and are not part of the restructure of Modern Language.

David Worthington – There is precedent on this with our education curriculum. We had to hold several votes to take out Education Department and then create Education Studies.

Anne Harris – In conversation with former VPAA David Harvey, Mathematics and Computer Science that had become curricularly distinct. Same as we don't just have a science department. You will see different levels of proficiencies, analyticals. First comes the establishment of the curriculum and then a new administrative structure. Maximize benefit to our students. These changes came from an external study in AY 14-15, with report in being written in AY 15/16. Using a different structure than Education Studies.

DW – Six separate departments are under Modern Languages. Japanese and Chinese would be under Asian Studies.

AH – Interdisciplinary programs, with core faculty.

DW – Would that be 4 more department chairs? With release time?

AH – First we pass the curriculum, this can happen today within the current Modern Languages structure. You don't set up administrative structure without curriculum. Then we will look at divisions, reassigned time etc. The review committee will look at that next.

DW – We would be establishing this without knowing how it would work.

DA – Changes to having new majors/minors attracting new majors/minors we will look at these later.

Sherry Mou – Japanese and Chinese are really different than the rest, they are under Asian studies in addition to our current major we are adding the two new majors/minors. Similar to classical studies, you will have different tracks. This is reorganization and no new courses. Even the history requirement was in the current studies.

DA – The proposal paragraphs for Japanese and Chinese lay this out properly.

Rich Cameron – Worried about doing the curriculum before the administrative changes. Understands the ongoing work in the modern languages program. To correct inefficiencies in programs that have different needs and purposes to work together. If we go forward with these majors and don't go forward with restructuring we've just compounded the problem. In the administrative changes to come all of the separate programs/sub languages are turned into programs instead of departments we are making fairly fast changes to the tenure status of a large number of faculty. Protections for people in programs is considerably less, would not be protected by AAUP since they are a program and not a department. Wider world is programs and departments have distinct standards. Be clear now before we make any further steps.

AH – our handbook provides clarity. School, department, and program in the same sentence. Key is "major granting" schools, departments, or programs. Curriculum first and structure second make it clear for our students whether they are tracks in the current department or new program. Modern Languages department already functions through a series of coordinators that are language specific.

Dave Guinee – The Chinese and Japanese have nothing to do with this structure, he supports this. Both the Japanese Studies, Chinese Studies, and Italian Studies, questioning if they've done already with independent majors in the past. The actual motion.

Kaleb Anderson – (after being granted permission to speak) Shared as an Africana studies major, his worry or concern about the Asian Studies major with the creation of these two majors and potentially having a negative impact on Asian Culture courses.

DA – The committee applied the Global Learning gen ed criteria as a guide. Focus on both the area and the historical content.

Alex Puga – The vulnerability of these colleagues, has weighed heavily on him. Heard from former director of Asian Studies program, that in fact the Chinese and Japanese were the pipelines for the major declarations. The language studies Inspired our students to enter the Asian Studies major.

The motion to create a new major and minor in Japanese Studies was approved.

B. Moved to create a new major and minor in Chinese Studies. A complete description of the new major and minor may be found in **Appendix C**.

Jim Benedix – would like to hear that someone has done the difficult and complicated counting on the number of majors we are likely to attract. Are we putting ourselves into a place where we have to offer these courses for maybe only a few students. Are we digging ourselves into a deeper hole?

Sherry Mou – specifically for Japanese and Chinese studies, they are just like the classical studies, all under Asian Studies, awarding those students in one focus or another instead of a general discipline. Their major has increased in the past few years in Asian Studies. Last year there were 19 majors.

AH – It is not that we are creating a series of mutually exclusive classes or majors. These can count toward multiple things. Very driven and putting all the courses out there, thinking about enrollments. This feeds enrollments, counts in both studies and languages.

DA – The committee addressed small class sizes, and saw increasing the number of students that would take lower level. More points of entry for more students. Cognates reduce pressure.

The motion to create the Chinese Studies major and minor was approved.

C. Move to create a new major and minor in Italian Cultural Studies and to drop the Italian Language minor. A complete description of the new major and minor may be found in **Appendix D**.

Alex Puga – Supports this motion. The 2013 report on enrollment (a multi-year study) showed troubling drops. However, Italian has 32 declared minors.

Jim Benedix – reassurance, see's a lot of core courses that need to be staffed. Has the same analysis been done.

DA – The same concerns were raised in the committee.

Francesca Seaman – teaches all the courses, does not take time off, teaches six courses a year.

Jim Benedix – This is highly commendable, but also makes an argument for creating a major that is totally dependant on one faculty line. The way you would make it stable would be by adding more Italian faculty. We are building something and Francesca is going to have to hold it up by herself.

FS – that is not a problem. Other faculty are involved in the cognate studies courses: Matt Balensuala, Michael Mackenze, Mike Seaman, Bob Dewey, and Barbara Whitehead. She is not alone.

Anne Harris – Agrees that a curricular program can't occur on the basis of valor. Emphasizes the point that a studies program brings in more partners. Commitment from Academic Affairs for 3 additional courses a year with an adjunct. Stronger program with the affiliated studies major than as a stand alone minor.

Jeanne Pope – why drop the minor?

DA – Dropping the minor because it focuses on the language and we are shifting to cultural studies.

The motion to create the Italian Italian Cultural Studies and to drop the Italian Language minor was approved.

D. The Curricular Policy and Planning committee gives advance notice of intent to ask the faculty at the February 4, 2019 faculty meeting to approve a new major and minor in Global French Studies and to drop the French major and minor. A complete description of the new major and minor may be found in **Appendix E**.

Written Announcements:

E. For an overview of the restructuring process of the Modern Languages department, please see **Appendix F**.

G. In addition to reviewing Global Language Studies programs, the committee met with President Mark McCoy, addressed issues related to Global Learning General Education credit for Study Abroad courses, appointed RAS members, and coordinated with the Dean of Student Success and Retention and the Admissions subcommittee on academic credit transfer policies. We also began discussions about potential changes to the FYS program and about fixed class sizes for General Education courses.

6. Faculty Priorities and Governance (David Worthington)

Statement Requesting Faculty Endorsement of the Board Chair's Offer to Hold Fora with Faculty and to Enhance Communication Between the Board and the Faculty.

Motion to be voted on: The Governance Committee asks the faculty to endorse the offer made by Chair of the Board of Trustees, Kathy Vrabeck, to engage in increased and improved dialogue with the DePauw faculty.

Rationale: With an ongoing crisis of confidence at DePauw, we agree that improving and increasing communication between the faculty and the Board of Trustees is a necessary step. We recall here the letter sent to the Executive Committee from the Committee on Faculty Priorities and Governance in May of 2018: "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." The May request for more direct communication is echoed in the most recent letter from the board in which they state: "we ask that you work with us on planning an on-campus forum for a representative group of faculty, administration, and trustees to continue the dialogue that has begun toward a better DePauw (sic). The

purpose of this forum would be to more clearly understand the faculty's concerns and to share the challenges the University will face in the coming years."

Faculty Priorities and Governance Committee believes that such a forum would be a good starting point for enhancing the relationship(s) between faculty, administrators, and trustees. We hope that this collaboration will not be limited to a single event and anticipate that future exchanges will involve a broader scope of the faculty, including meetings with the full body of the faculty.

Anne Harris – We must discuss what we mean by improved. Hoping to have conversations about what that means. There must be kindness and care and mutual respect for each other.

The motion passed without any observed negative votes.

7. Strategic Planning Committee (Jeane Pope)

A. Advanced Notice of a Motion to change the function of the Strategic Planning Committee in the Academic Handbook (to be voted on at the February 4, 2019 faculty meeting).

Current language:

Article IX. University-wide Committees

1. University Strategic Planning Committee

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.

Proposed language (deletions in strike-through, additions in bold):

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 **members of the President's Cabinet and others as needed** on potential available University resources, and will consider long-term needs, expenditures, and requirements of the University. ~~At the end of the fall semester~~ **a**After hearing reports on area needs and the status of new and proposed initiatives, the University Strategic Planning Committee will deliver an **annual** 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 **such topics 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.

Final wording: 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 members of the President's Cabinet and others as needed on potential available University resources, and will consider long-term needs, expenditures, and requirements of the University. After hearing reports on area needs and the status of new and proposed initiatives, the University Strategic Planning Committee will deliver an annual 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. The University Strategic Planning Committee will consider such topics 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.

Rationale: These changes reflect the operational shifts of the committee during the last several years and allow for a greater flexibility concerning how the committee does its work.

There were no questions.

8. Student Academic Life (Rich Martoglio)

Written Announcements:

Student representatives continue to meet with Student Academic Life staff to discuss the demonstration policy. The SAL committee will continue to discuss the demonstration policy and welcomes input from the faculty.

The SAL committee discussed transportation services for students on campus and in town. Police officers and security members are available to escort students on campus and for DPU events off campus. The committee talked about current options and ideas for transportation on campus and in town. Students will be participating in a campus lighting assessment/tour with facilities.

The committee discussed the Common Read and will submit a recommendation for the next academic year.

Rich Martoglio announced that there would be a vacancy on the committee for the spring term and asked anyone interested in serving on SAL to, contact him or Howard Brooks.

There were no questions.

9. Faculty Personnel Policy and Review (Jeff Hansen) –

Written Announcement: The Review Committee continues its work of assisting in selection of department chairs and program directors as well as reviewing cases. We are also continuing discussions on what it means to be a faculty member at DePauw with a particular emphasis on service, or as we are calling it, community contribution. The VPAA will be providing us a report about service contributions including information about service at other institutions. We will also seek input from the faculty at open meetings in the spring with the goal of changes to the Academic Handbook by the end of the academic year.

The Review Committee is pleased to welcome Bridget Gourley (approved at the November faculty meeting) and Manu Raghav (to be approved at the December faculty meeting) to the Review Committee. We are seeking one more member of the tenured faculty who is committed to improving DePauw University by serving on the Personnel Policy and Review Committee.

Jeff Hansen – ask for notes

What it means to be a faculty member especially in regards to the service area of our jobs. Goal to determine as a community if we want to and have some language approved by the end of the academic year if that is what we want. VPAA is putting together a report on service at DePauw and other institutions.

February 28, Julian Auditorium, Open Meeting about the service aspect of your job.

Thank you to new appointees to review committee. Still short one person for spring semester. Must be tenured faculty, serving and improving DePauw University.

Jeanne Pope – Comment on that they are working on campus climate. Timeline and when that might happen.

JH – not necessarily looking at campus climate data. Looking at the service area of the faculty job. There might be some input from the campus climate survey. The committee has not specifically looking at.

Anne Harris – Campus survey was a motivator and will show up in the report she is preparing. Add to weighted inventory of service. Build on that knowledge.

10. Faculty Development (Erik Wielenberg)

No Questions

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

Faculty Meeting comments – Monday, December 3, 2018

Student update:

Meeting with DePauw Student Government Vice President for Academic Affairs (Kayla Sullivan, who has previously addressed the Academic Affairs Committee of the Board of Trustees on similar issues) – issue and team to study and address the issue

- lack of diversity in class material (Curriculum committee)
- time banks availability of classes (chairs and directors, Registrar)
- making research opportunities available to students (Faculty Development committee)
- difficulty in expressing concern about faculty (Dave Berque and Student Academic Life)
- resources for disruptions to learning need to be better communicated (same as above)
- First Generation preparation and support for navigating systems (same as above)
- ARI - the Academic Resilience Initiative - encouragement posters (Dorian Shager)

Accreditation update:

3 projects that will sustain us going forward, with initial reports due August 31, 2020

- Learning Outcomes
 - On syllabi and departmental webpages
 - Possible intersections with the departmental/program information sheets
- Program Reviews
 - Driven by research-question(s)
 - Can start signing up now – three a year in rotation, or by request
- Assessment of Student Learning
 - Governance and Academic Affairs work together to build a structure
 - begin with senior capstone, design to curriculum

2 issues that we will want to address (recommendations from the accreditation agency)

- Post-tenure review
 - Examine mechanisms of all faculty reporting teaching, scholarship, and service
 - Study large number of faculty members at full faculty rank at DePauw University

- Time banks
 - Student government request – 47% of students receive schedule (conduct and analysis with Registrar’s Office of the source of the issue)
 - Now appearing on Princeton Review site

Academic endeavor update:

- Modern Languages Project
 - Years in the making (see background document)
 - Consultation with David Harvey: precedent is to work out curriculum, then admin
 - Positive student responses thus far – clarity and access
- FYS
 - thanks to Dave Berque for departmental distribution model
 - work next with the Curriculum Committee on the content of the FYS
 - possibility of a first-year W, of a shared-content FYS
- Equity and Community work
 - Service discussion led by the Review Committee (open faculty meeting in February, VPAA report provided beforehand)
 - teaching assignment (by 2019-20 should have all faculty teaching *at least 2-2*)
 - faculty development work (Dean of Faculty, Faculty Development Committee)

The college is the splendor and the light of the common good.

Open Faculty meeting

- clarity of communication, using our representative model, or going to a Faculty Senate
- Other issues that arose: service, scholarship – the faculty position at DePauw: as teacher-scholars, what that means in its lived experience.
- Faculty and Staff Forum on Wednesday Dec. 12 – an important time to start repairing relationships (with Trustees, with our President, among each other, with staff) and establishing our shared understanding of what we value and how we want to sustain it

Squad Care What service is, what it might be.

I wanted to end with the phrase we learned from Melissa Harris-Perry at DePauw Dialogue – this idea of Squad Care. She presented it to us as the greater context for self-care (a phenomenon that I hope you can all exercise in the coming days as we finish this difficult semester). And I think that it’s useful to think of it today as we are entering what I believe will be a long period of “after,” in which we will be having to rebuild our relationships, our reputation, and our resolve. Squad Care can be how we can understand service – service serves the institution, but it is also how we support each other. Squad Care will mean looking out for each other in human ways, exercising kindness and consideration, taking extra time to speak with someone, moving away from e-mail and towards relationships. Squad Care can mean seeing each other anew within the light of the common good that we foster every day that we participate in the splendid endeavor of education. I hope that in the coming months, we gather more often to speak together, to eat together, to read together – and to come together around what brought each and every one of us here: a love of knowledge so strong we dedicated our lives to sharing it.

Wednesday 12/12, Faculty Forum

Sarah Biology- only 40% are 3/3 does that include faculty that are on sabbatical or pre-tenure.

AH – no

Nayhan Fancy – Student enrollments 44% make 3.75 credits,

AH – well versed in knowing what does that mean about our students. Thinking about our seniors who are often on a reduced load. Staffing requests came in on Friday, building the curriculum for the next academic year. Match curriculum with student needs for the next year. Bring those two together for next year. How are students are engaging in the academic year, how many students

Sarah Rowley – Students are concerned about lack of diversity in class material.

AH – What is essential and what is an elective? Diverse or marginalized is sometimes an elective. What is core and what is elective, where does diversity sit in a department curriculum. Beyond PPD, how are major is developed.

Jim Benedix – Those are all the people eligible to serve is huge, supply and demand issue is crazy.

Anne Harris – rething what it takes to be chairs. How might we distribute that loving labor.

Rick Smock – Request to throw this away. Realize that we went through a 40% expansion of faculty, doubt that very few of those institutions did the same things. We promote people easier than other institutions do. Not comparing apples to oranges, thos institutions did not increase by 40%, rapid expansion during a short period of time.

AH – Very few institutions that grew by 51 tenure lines. Examine what that means here.

12. Communications from the President (Mark McCoy)

As we come to the end of the calendar year, I thank you for another transformative semester in the lives of our students and wish you fortitude as you complete the testing and grading necessary to close a semester. I'd like to thank the Music School for an incredibly successful community Holiday Gala this past weekend. I also thank our HR department who successfully enrolled employees and their dependents into the new health care options. The majority of the employees who met with HR individually found that the their overall out-of-pocket healthcare costs would be somewhat lower than the previous plan year, and many have already met their deductible for the new plan year due to the transition and carryover of July 1 expenses.

Year's end is a time for reflection and for looking forward; it is a time to take stock, to assess and to plan. Like you, I am concerned about the state of our institution and yet I am hopeful about our path forward.

For some of you, it may be that nothing can be said that will change your position or opinion of me and though unfortunate, I accept that. I have appreciated the many words of encouragement and support from others of you and recognize that still more are wondering exactly what to think or do in a moment like this. My words today are for the those that are willing to consider our future together. In many ways this has been made intensely personal and so I will begin from that position. I'll then offers some questions on governance and finally close with thoughts on the academic mission in the 21st Century.

I am guilty of being very much an "eye on the prize" type of person and perhaps due to my own introversion, not forthcoming on personal issues. That can be seen as an aloofness or standoffishness and for that, I apologize. I'll open up a bit here. I recognize that this has not been easy on any of us, including me or my family. You have heard me speak on likely more than one occasion about the value of a name and a reputation. I have spoken to students throughout my career about my belief that your name is precious and you must guard it jealously—you cannot have it besmirched by indiscretions or poor behavior. I came to DePauw with only one thing as valuable to me as my name: my family. As a first-generation college student that put himself through high school and three degrees, I wanted my children to have a different life and I wanted them to be exposed to the life of the mind that we hold so dear at DePauw. Yet both my name and my family have faced hard days here. Take a moment to imagine what it is like to be a family member in a small town with a dad or a husband in my position. As for my name, it has been nationally challenged. Friends and colleagues have written or called asking if there is more to this story, citing some of the erroneous statements published in the paper. It will take years for me to regain my name. I am not asking for pity. I accepted this position and all of the elements that are a part of it. I am not worried about a next presidency. My goal has always been to get DePauw to a sustainable place and give it stability. I'm a musician at heart. After DePauw, I'd like to get back to that.

And what of DePauw's name? We withheld efforts for national press about The Commitment out of fear that someone would interview an unhappy faculty member on campus and that would bring bad press. We believed no press was better than bad press and we believed The Commitment would still have its impact in direct marketing. (Parenthetically, it did. I shared with many of you in department meetings that last year, after we announced The Commitment, our year-to-date deposits were consistently up—even as high as 42%—all the way into April). Yet DePauw's name has also suffered in the national press. This has challenged us in both philanthropy and admissions.

And what of each of you? It is hard to do our best with low morale. Insufficient communication helps no one. Despite a record campaign, we still face serious budget challenges. Despite the best single year improvement in high risk behavior, we still do not have the academic focus we desire. Despite my best efforts to be transparent and to hold open meetings and to share detailed data of all types, we are still a low-trust environment.

So how forward?

DePauw develops leaders the world needs. Those leaders are rigorously and liberally educated, they write and speak well and they have a large understanding and a strong moral compass; they are culturally agile, inclusive, and able to work across difference and differences.

Can we be the leaders *DePauw* needs?

I believe we can.

Now, looking forward.

For us to succeed, we must learn to work, *together*. I have enjoyed my meetings with academic departments and committees. I am happy to return at any time. A president's schedule frequently includes much time away. I think we need to spend more time getting to know each other better. It will cut down on innuendo and hearsay and we can judge for ourselves. I am also dedicated to clearer and more consistent communication, hence today's longer-than-normal remarks.

You have heard me speak about *faculty, administrative, and board* governance. There is also *student* governance and we are working on ways to better hear *staff* voices as well. When any of those work together it is *shared* governance. To have effective *shared* governance, we must first have effective *faculty, staff, student, administrative and board* governance. To that end, I have a few questions.

1. *Is our structure the most effective one for faculty governance?* I have long been a proponent of a faculty senate. In my mind, a faculty senate allows deeper involvement by faculty in the important work of the institution. Allow me a moment to explain. In a faculty meeting with dozens of attendees it is hard to hear all voices and some voices will become those most consistently heard. But it is strong departments that make strong institutions and if an issue has not been thoroughly parsed departmentally it cannot be properly vetted in a larger forum. If every person is involved in every decision in real time then little can be accomplished. If each department, school, and program instead elected a representative to a senate, that smaller body could develop agenda items of issues that could be presented to the senators, then taken to departments for debate. The senate could present, the departments could debate and then the senators could return to a discussion and vote with all members of each department having been given the opportunity to weigh in on vital decisions in groups of more manageable and effective size.

2. *Is our governance structure the right size?* I believe that our faculty governance structures require approximately 50% of our faculty to serve each year. Is that a reasonable expectation? It seems to me that if we could achieve a higher-trust environment, there would be *less* need to have so many people on so many committees.

3. *Are our committees best structured and which is representative to the BOT?* The Strategic Planning Committee was created the year I assumed the presidency. That is the group that has been charged to represent the faculty at BOT meetings. Is this correct? The board needs strategic input from faculty governance so this seems logical.

4. *Do faculty on committees serve a representative function?* Is each faculty member on a committee representing their views or the faculty view? This is especially important on the committee that interfaces with the board for the board expects that this group serves a representative function. Without the representative function, it will simply be the opinions of varying representatives each year which will lessen the power of the collective faculty voice to the BOT. Note for example, that a faculty committee endorsed The Commitment to the board in January 2016.

Finally, I now realize that an effort on my part to show deference and respect has been interpreted by some to be disdain and lack of interest. In many department meetings, I have shared that my role is not that of chief academic officer and that I respect the role of faculty in the curriculum. But it is becoming clearer to me that that deference has been interpreted by some as a lack of interest in the academic mission and I intend to change that. Today I share three of many academic issues I think we should consider.

My overarching question since I arrived at DePauw is this: *Have we allowed students that are not yet liberally educated to graduate from DePauw without becoming so?* I think our general studies and distribution requirements are in dire need of attention. I'll go so far as to say that I am a fan of a core curriculum. It seems to me that we should ask, "What does a liberally educated citizen of the world in the 21st Century need to know and be and do?" and then set about making a curriculum that achieves that.

Secondly, I have always believed that a liberal arts education is a three-legged stool. Yet higher education focuses on (and sometimes implements only) the first at the expense of the others. The three are: epistemic, eudemonic and civic. The epistemic, the gaining and imparting of knowledge, has overshadowed efforts in the eudemonic (well-being and life well-lived) and civic responsibility. These might be viewed as making a living, making a life and making a difference. Do we prepare our students to do all three?

And finally, I think that if we could develop a better set of articulation agreements, we could develop a stream of transfer students, including community college students, that could be of benefit to DePauw in many ways. The synergy of providing our seemingly unattainable education to students like these while benefiting from their academic focus and work ethic could help DePauw on many levels and change the lives of students for whom a DePauw education seemed impossible.

So we come to the end of a calendar year and the onset of a traditional holiday season. Our past has put us in a challenging position. What we determine about how we work together in our present will determine our shared future. I am ready and willing to work with each of you to achieve that future.

13. Old Business

14. New Business

Jeane Pope - Would the chair comment on December 12 meeting of staff, faculty, and trustees?

Howard Brooks – You will receive a letter shortly that there will be an open meeting next Wednesday, December 12 with a series of meetings. There will be an email coming to allow to pick which session you will attend. The rationale was to work around exam schedules as much as possible. Thank us in advance for participation. Going out to faculty and staff.

Rachel Goldberg – Since there is a clear agenda, will there be a report?

HB – The trustees will be listening.

Anne Harris – Point of clarification, there will be a transcript so the board can use it.

Melanie Finney – What is the format? I get nervous when I hear there is a discussion.

HB – The trustees are very intent on listening, and want to reset relationships.

AH – Afterwards Justin, Howard, and Anee will continue to work with the governance committee to sustain this dialogue.

15. Announcements

There were no announcements.

16. Adjournment

The meeting adjourned at **5:59 pm.**

Appendix A. Tribute to John Anderson

John Robert Anderson, professor emeritus of mathematics at DePauw University, where he taught for more than three decades, died on August 5th in Greencastle, Indiana. He was 90 years old. He is survived by his children and by his wife, Bertha.

John came to DePauw in 1960 having earned his B.S. and M.A. from the University of Nebraska and having worked as an engineer for the Allison Division of GMC. In 1970, he earned his Ph.D. from Purdue University. During his time at DePauw, he served DePauw as a professor of mathematics, the chair of the mathematics department, and as an assistant dean of the university.

It was easy to be comfortable around John- he saw to it that you did. John was a consensus builder. He strived to reach solutions that were agreeable to all constituents. This approach was a reflection of John's large and open heart. He and Bertha opened their home to several new members of the department when they arrived in Greencastle looking for a place to live. He was active in Rotary International, Kappa Sigma Fraternity, and the Peace Lutheran Church, where he enjoyed singing in the choir.

His teaching style reflected his personality. You didn't strain to keep up, but you weren't bored either.

Former student Mike Van Rensselaer, commenting on a Modern Algebra course he took with John stated, "Difficulty and uncertainty lurked at times in this abstract environment, but he made sure that I never felt threatened by it."

John was an avid golfer and could be found on the Windy Hill golf course often during the summer months as well as traveling around the state to explore new courses with a “golf privilege card” from the American Lung Association. He somehow found a way to train his golf balls to hit the fairway side of trees all around the state!

He was a true gentleman at all times and he will be missed.

Appendix B. Complete Description of the Proposal for a New Major and Minor in Japanese Studies

Proposal: The Asian Studies program is proposing two new tracks (i.e., new majors) under its own program and organizational rubric. The conversation leading to the decision to open up the new tracks has been ongoing for several years. This is by no means the creation of a new studies program. The new Japanese Studies and Chinese Studies tracks reward students for their more focused studies in one of the two East Asian cultures that DePauw has offered since the late 1980s. The tracks are designed to supplement our current general Asian Studies track for the major. They are designed to allow interested Asian Studies majors to concentrate more intentionally on specific geographical regions within Asia if they so choose. These sorts of students are already getting Asian Studies degrees from DePauw. The new major track in Japanese Studies will allow students who concentrate on Japan to be rewarded for their focused efforts. In February of 2018, the Asian Studies Steering Committee unanimously voted to approve the new Japanese Studies major track within Asian Studies. The current proposal for a Japanese Studies major and minor is the result of an iterative process of development with Asian Studies, the VPAA, and the Curricular Policy and Planning committee.

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

Japanese Studies will add another dimension to DePauw’s diverse and inclusive learning and living experience. This major will provide students with a focused, intensive learning experience about Japan. Students, especially students taking language courses, have expressed their interest in majoring in Japanese Studies in order to document their concentration in Japanese language and culture.

Most of the students taking Japanese language who major in Asian Studies in the current system have a partner major, such as Computer Science, Economics, Studio Art and Art History, Anthropology, Communications, English, or Sociology. Among them, Computer Science has been a very popular partner major, particularly in relation to advanced technologies such as robotic engineering, game software, and virtual reality. Students also often major in Studio Art, Art History, Anthropology, Communications, English, or Sociology. Economics is another partner major for students interested in US-Japan economic ties. There are 269 Japanese companies in Indiana, and this is another area where Japanese Studies will seek more collaborations in the near future.

Learning Goals:

Japanese Studies invites students to explore Japanese language and culture to better understand and experience the diversity of human culture. It offers a structured sequence of language courses with linguistic rigor and interdisciplinary content that includes history, traditional theater, literature, anime, technology, and other contemporary topics. Students will deepen their understanding of language, develop new perspectives, and cultivate analytical minds through an interdisciplinary approach to the study of Japanese culture. In addition, students will be encouraged to step out of their own linguistic and cultural bubbles to discover and connect with Japanese language and culture in global contexts. To be self-reflective global citizens, students will need to understand and experience how culture and language are intricately intertwined and develop the capacity to empathize with others through a deeper understanding of language and culture. These goals

match the criteria for DePauw's Global Learning general education courses. The learning goals also include the ability of students to carry out basic Japanese conversations with native speakers in varied contexts so that they would be able to function in daily life in Japan.

Questions:

1. Why does the Japanese Studies major require four language courses?

This requirement is designed to meet the learning goals described above. In general, the study of language is an integral part of any area studies major because the increased understanding of a language deepens the understanding of a culture. More particularly, first-year Japanese at DePauw is a preparation period. Students learn three writing scripts, get used to Japanese syntax, develop clear pronunciation skills, and begin to grasp the relationship between language and culture. Based on the foundations built during the first year, students can strengthen their Japanese language skills much more quickly in the second year. In Hiroko Chiba's teaching experience at DePauw, the second year is a difficult but very exciting time for students. As they advance linguistically, they become much more aware of their own culture and motivated to understand "Japan." Japanese language courses, especially intermediate Japanese, have also served as a pipeline to Asian Studies majors in the current system. These students often take Japanese art, literature, and history as well. There are other points of entry to Japanese Studies, but the language courses play a key role for students to consider the Japanese Studies major. Offering four languages courses also takes full advantage of the expertise of Hiroko Chiba, who is an applied linguist. Requiring four language courses is pedagogically sound and also realistic for current staffing levels at DePauw.

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

There are enough courses that are regularly offered to fulfill the Japanese Studies major. We will also include any Japan-related expertise when it's available. For example, we may have a Japan-related topics course offered by a term or visiting faculty member. Allowing these extra courses will offer even more opportunities for students.

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

As a track in the Asian Studies department, this proposal is naturally a product of an interdisciplinary approach. The Japanese Studies major and minor were designed by Hiroko Chiba, Jason Fuller, and Sherry Mou with consultation with the Asian Studies members including Andra Alvis, Danielle Kane, Sujung Kim, Pauline Ota, Sunil Sahu, and Lou Smogor. We all enthusiastically agreed on this design of the Japanese Studies major and minor.

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

This is a new major and so it will not affect current majors.

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

If approved, the Japanese Studies major and minor will be available to students starting in the 2019---2020 academic year. Students who are already minoring in Japanese language would have the choice of completing either the current Japanese language minor or the new Japanese Studies minor.

6. Do the new Japanese major and minor carry staffing implications?

The new Japanese major and minor do not carry staffing implications. They have been designed for the current staffing level. Asian Studies has the resources and the faculty commitment to make the Japanese Studies track work.

7. The Japanese language minor is more language-focused than the Japanese Studies major. Why?

There will always be students who want to continue to study the Japanese language but who cannot afford to take time to major in Japanese Studies. Thus, the language minor is another option for those students. Moreover, the language classes will probably serve as a pipeline to majors, as they do now.

Japanese Studies Major

Total courses required	Ten
Core courses	Four Courses in Japanese language One course covering Japanese culture: ARTH 133 (East Asian Art, Bronze to the Moguls), ARTH 135 (Developments in East Asian Art, Modernity), ARTH 234 (East West Encounters) ASIA 281 (Japanese Traditional Literature), ASIA 282 (Modern Japanese Novelists), ASIA 197 (Japan-related First Year Seminar) ASIA 480 (Senior Seminar)
Other required courses	A minimum of four courses from among the following (at least two of the four courses should be solely on a Japanese topic). ARTH 232 (Warrior Art Of Japan And The Ryūkyūs), ARTH 233(Monumental Art of Japan, 1550-1900: Splendor & Angst), ARTH 236(Eccentrics & The Exotic In 17th & 18th C. China & Japan), ARTH 331(Kyoto: A Cultural Metropolis), ARTH 332 (Representation In Japanese Visual Culture), ARTH 333 (The Supernatural in Japanese Art), ARTH 334 (Women and East Asian Art), ASIA 290 (when a Japanese topic), ECON 330 (Asian Economics), HIST 107 (China and Japan), HIST 108 (Modern China and Japan), HIST 252 (U.S.-East Asian Relations), JAPN 351 (Advanced Japanese—thematic course), JAPN 352 (Advanced Japanese—thematic course), JAPN 451 (Advanced Readings and Projects in Japanese), REL 130 (Introduction to Religion), REL 258 (Buddhism), REL 259 (East Asian Religions), an Extended Studies course about Japan A number of other courses may be applied toward the Japanese Studies program. See the Schedule of Classes each semester for a complete listing.
Number 300 and 400 level courses	Three including ASIA 480 (where Japan is substantial in the content) ARTH 331(Kyoto: A Cultural Metropolis), ARTH 332 (Representation in Japanese Visual Culture), ARTH 333 (The Supernatural in Japanese Art), ARTH 334 (Women and East Asian Art), JAPN 351 (Advanced Japanese—thematic course), JAPN 352 (Advanced Japanese—thematic course), JAPN 451 (Advanced Readings and Projects in Japanese), approved courses from off-campus studies
Senior requirement and capstone experience	All Japanese Studies Majors must complete the Asian Studies Senior Seminar (ASIA 480), which includes a substantial essay, with a grade of “C” or above. All students are expected to give a public presentation of their work.
Additional	A maximum of 3 courses per term (and 5 in total) may be counted toward the major

information

from semester-long study abroad programs.

All Japanese Studies Majors are strongly encouraged to experience Japan through a semester or year-long study abroad program, an approved summer language program, an Extended Studies course in Japan, or an internship in Japan.

A maximum of 6 language courses can count toward the Japanese Studies major.

Writing in the Major

Majors in Japanese Studies complete the writing in the major requirement by preparing a portfolio of their writing from courses taken in Japanese Studies. The portfolio should include the following items: 1) an analysis of a cultural product, perception or practice, 2) a thesis or research paper, 3) an essay written in Japanese, 4) an essay reflecting on the intellectual trajectory in Japanese Studies. Students complete items 1 and 2 in their normal courses, and 3 in JAPN 252 or an advanced Japanese language course. The only additional writing for the portfolio is item 4. Students should consult with their advisor or the director for details about the portfolio.

Japanese Studies Minor**TOTAL COURSES
REQUIRED**

Five

CORE COURSES

Two Japanese language courses at any level.

**OTHER REQUIRED
COURSES**

Approved courses chosen from those listed for the major.

A minimum of three courses in which Japan is an essential part of the curriculum.

At least one of the three courses must be solely on a Japanese topic.

**NUMBER 300
AND 400 LEVEL
COURSES**

One

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

(The following list includes the three history courses that are listed for the academic year 2018-2019. Even without these history courses, we are confident that students will have sufficient number of courses to finish the major.)

Core courses: Four Japanese language courses at any level and a Senior Seminar (Note: Students can also select these courses as “other required courses”).

JAPN 151 (Elementary Japanese I): Introduction to the Japanese language with emphasis on development of proficiency in speaking, listening, reading, and writing. JAPN 151 is open only to beginners in Japanese or those with two years or fewer of high school Japanese.

JAPN 152 (Elementary Japanese II): A continuation of the study of JAPN 151. Open to students who have successfully completed Japanese I or who are placed into this level by test results. *Prerequisite: JAPN 151 or qualifying score on the placement test.*

JAPN 251 (Intermediate Japanese I): Further study of Japanese language and practice in speaking, listening, reading and writing. *Prerequisite: JAPN 152 or qualifying score on the placement test.*

JAPN 252 (Intermediate Japanese II): Readings and discussion of advanced Japanese materials. Exercise in

speaking the language and in writing compositions. *Prerequisite: JAPN 251 or qualifying score on the placement test.*

ASIA 480 (Senior Seminar): Required of majors in Asian Studies. *Normally taken in the fall semester of the senior year.*

One of the following courses on Japanese Culture

ARTH 133 (East Asian Art, Bronze to the Moguls): 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): 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, 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 234 (East West Encounters): This course examines cross-cultural artistic encounters between the Western world (Europe and the United States) and Asia (India, China, and Japan) from ca. 1500 to the mid-twentieth century, concentrating on the role of art objects and visual culture, broadly speaking, in the cultural exchange between East and West over the past five hundred years. Topics include the impact of Western realism on traditional Asian art forms; the role of commodities and empire in artistic production; Japonisme and Chinoiserie in 19th century Europe and America; early photography; collections of Asian art objects in the West; issues of cultural identity in Asian modernism; and post-World War II abstract art.

ASIA 281 (Japanese Traditional Literature): A survey of Japanese literature, in English translation, from the eighth to the 18th century. Works from a variety of genres (poetry, plays, novels, diaries) are examined.

ASIA 282 (Modern Japanese Novelists): A study, in translation, of major Japanese novelists of the 19th and 20th centuries, including Natsume Soseki (*Kokoro*), the Nobel Prize winner Kawabata Yasunari (*Snow Country*), Murakami Haruki (*Sputnik Sweetheart*) and Hoshimoto Banana (*Kitchen*).

ASIA 197 (Japan-related First Year Seminar): A seminar focused on a theme related to the study of Asia. *Open only to first-year students.*

Other required courses: A minimum of four courses from among the following (at least two of the four courses should be solely on a Japanese topic.)

ARTH 232 (Warrior Art of Japan and the Ryūkyūs): 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 233(Monumental Art Of Japan, 1550-1900: Splendor & Angst): This course explores large-scale art and architecture produced in Japan from 1550 to 1900. These years encompass the last turbulent decades of warfare and the first two centuries of an era of peace, witnessing the construction (and destruction) of resplendent castles, villas, religious complexes, and their accompanying interior decoration. Powerful and pervasive artistic ateliers, which were responsible for the decoration of these structures, also left an indelible artistic stamp on the nation during this period. What role did such resplendent monuments play in the struggle for power, both politically and culturally? For whose eyes was such splendor intended and what hidden, underlying angst pervades these efforts? What aesthetic values are expressed and did they extend beyond the elite, ruling class? Students will consider these questions and more, ultimately investigating the larger role of "art" in society.

ARTH 331(Kyoto: A Cultural Metropolis): This course examines the rich visual culture of Kyoto, the imperial capital of Japan from 794 until 1868. During its long history, the city witnessed astounding growth, cultural flowering first under the emperors and then under various warlords, devastation by wars, fires, and famine, and multiple rebirths. Kyoto presided over some of the nation's greatest artistic achievements including the construction of sumptuous palaces, get-away villas, grand temples, and the production of the paintings and decorative flourishes within these structures. In the early modern period, Kyoto silk weavers, lacquer-ware specialists, book illustrators, calligraphers, and especially, painters commanded the respect of consumers throughout Japan, spreading Kyoto's artistic "style" to other urban centers and to the villages at the peripheries of power. The class will proceed chronologically, beginning with the founding of the city in 794 and ending with the city's role in the restoration of imperial power in 1868. Each week we will focus on specific case studies, monuments, art objects, illustrated works of literature, and maps, as well as translated primary sources and pertinent studies by art historians of Japan. Besides gaining a familiarity with Kyoto's pre-modern visual culture, the class aims to impart an awareness of Kyoto's role in the formation of Japanese 'nationhood' and national identity.

ARTH 332 (Representation in Japanese Visual Culture): This course examines the concept of "representation" in Japanese visual culture, engaging with subject matter from contemporary times, as well as from Japan's modern and pre-modern periods (12th through the early 20th centuries). We will proceed along thematic lines. Balancing theoretical readings with scholarly articles and a sprinkling of translated primary sources, the class will address issues relating to the representation (or re-representation) of landscape and the environment, the body and gender roles, canonical narratives as performance, and national identity at three crucial periods in Japan's history. At times we will reference Japanese monuments and works of art produced prior to the early modern era, as well as the Chinese sources that influenced some of the Japanese topics at the locus of our investigation. What lies at the heart of representation--subjectivity, political aims, societal concerns, emotional responses--and the complexity this question reveals are the central concerns of this course.

ARTH 333 (The Supernatural in Japanese Art): This course explores the theme of the supernatural in Japanese visual culture from the 12th century to the present. With origins in religion, folklore, and literature, otherworldly creatures and their powers have captured the imagination of the Japanese and consequently inspired creative visualizations of them. Students will not only analyze works ranging from traditional painting mediums to contemporary manga, as well as anime, but also will engage with texts that have supernatural worlds and beings as a central element. Moreover, this course will ask students to place these exhilarating and cautionary tales in context: what do these narratives say about the societies that created them, believed in them, and produced visualizations of the supernatural creatures featured within them?

ARTH 334 (Women and East Asian Art): This course examines the role of women in the arts in pre-modern East Asia and the negotiation of women's concerns, by female artists, in modern and contemporary East Asian art. Did women have no sense of empowerment at all in pre-modern China, Korea, and Japan? What about Chinese, Korean, and Japanese women artists today? What are their interests and agendas? Students will engage with historical works of art and artists, while concurrently gaining an understanding of gendered female roles as determined by religious, philosophical, and societal conceptualizations of the past. Then,

students will study feminist discourses originating from the West in their analysis of modern and contemporary East Asian art by and about women. Ultimately, the aim of this course is to demystify and to complicate understandings about women as the subject of art, as well as women as the producers of art, in East Asia. This course counts towards the WIM (Writing in the Major) requirement for art history majors.

ASIA 290 (when a Japanese topic): Usually a course on aspects of one of the societies and cultures studied in the Asian Studies program (India, China and Japan) or a comparative treatment of aspects of these cultures.

ECON 330 (Asian Economics): Provides an overview of key economic developments in the Asia-Pacific region. Students will have an opportunity to apply economic theories and models to understand the divergent development paths of countries in this region. Topics include the rise of the East Asian economies, the challenges that emerged from the Asian financial crisis, development obstacles of East and South Asian economies and prospects for regionalization. *Prerequisites: Econ 100, Econ 295*

HIST 107 (Introduction to China and Japan): An interdisciplinary introduction to Chinese and Japanese civilizations from their beginning through the mid-19th century, stressing cultural ideals and the social relations of families and classes, including peasants and townsmen, bureaucrats, beggars and bandits, warlords and women.

HIST 108 (Modern China and Japan): An introductory examination of East Asia in the modern world, beginning with the Western impact in the mid-19th century and focusing on Japanese industrialization and empire, Chinese revolution, World War II in Asia and trends to the present.

HIST 252 (U.S.-East Asian Relations): This course will examine the interactions between the United States and the major countries in East Asia - China, Japan, and Korea - from the 19th century to the present. The topics that will be explored include cultural interactions and changing mutual images, the impact of imperialism, Asian nationalisms, the Pacific War, communism in Asia, the Japanese developmental state, and, more recently, China's rise as a capitalist state with Chinese characteristics.

JAPN 351 (Advanced Japanese—thematic course): Further study of the Japanese language. *Prerequisite: JAPN 252 or qualifying score on the placement test.*

JAPN 352 (Advanced Japanese—thematic course): Further study of the Japanese language. *Prerequisite: JAPN 351 or qualifying score on the placement test.*

JAPN 451 (Advanced Readings and Projects in Japanese): *Open to advanced students in Japanese. May be repeated for credit.*

REL 130 (Introduction to Religion): A cross-cultural survey course of major religious traditions, with emphasis upon the theoretical and methodological issues at stake in the discipline of Religious Studies. The course provides a balanced treatment of Asian and Western/Abrahamic traditions in order to explore the concept of 'religion' within a comparative humanistic context. Most important will be a close reading and discussion of primary texts in English translation. By the end of the course students will have developed a vocabulary for understanding religious phenomena cross-culturally and a sensibility for engaging with religious others in our globalizing world.

REL 258 (Buddhism): Examines the development of Buddhist thought, scriptures, practices and institutions in India and the religion's spread to China and Japan.

REL 259 (East Asian Religions): This course serves as an introduction to the religious beliefs and practices of East Asia. The course proceeds in chronological order, but it will also focus on broader themes of East Asian religions. Emphasis will be placed on the diversity and unity of religious expressions in China, Korea, and Japan, with readings drawn from a wide-range of texts: religious scriptures, philosophical texts, popular literature, and ethnographic studies. Special attention will be given to those forms of religion common to both the elite and popular culture: cosmology, afterlife, morality, and mythology. The course also raises more general questions concerning gender, class, political patronage, and differing concepts of religion.

ASIA 197 (Extended Studies courses about Japan)

Appendix C. Complete Description of the Proposal for a New Major and Minor in Chinese Studies

Proposal: The Asian Studies program is proposing two new tracks (i.e., new majors) under its own program

and organizational rubric. The conversation leading to the decision to open up the new tracks has been ongoing for several years. This is by no means the creation of a new studies program, as some other ML language programs are doing. The new Japanese Studies and Chinese Studies tracks reward students for their more focused studies in one of the two East Asian cultures that DePauw has offered since the late 1980s. The tracks are designed to supplement our current general Asian Studies track for the major. They are designed to allow interested Asian Studies majors to concentrate more intentionally on specific geographical regions within Asia if they so choose. These sorts of students are already getting Asian Studies degrees from DePauw. The new major track in Chinese Studies will allow students who concentrate on China to be rewarded for their focused efforts. In February of 2018 the Asian Studies Steering Committee unanimously voted to approve the new Chinese Studies major track within Asian Studies. The current proposal for a Chinese Studies major and minor is the result of an iterative process of development with Asian Studies, the VPAA, and the Curricular Policy and Planning committee.

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

Chinese Studies expands DePauw's diverse and inclusive learning and living experience to include the critical study of one of the oldest traditions in a new world context. China's change in the past four decades provides a fascinating story of human evolution in religious beliefs, political structures, economic growth, social reform, and technology. Roughly 1.2+ billion people in the world speak Mandarin Chinese, more than twice as many as the next two most popular languages together: Spanish (329+ million) and English (328+ millions). Driven by student interest, this major awards students who are determined to focus their learning on China—its language, culture, and literature. The major also helps students document their academic concentration within the plethora of Asian Studies offerings. Currently, economics, computer science, and communication remain the top three majors whose students take Chinese classes. A Chinese Studies major makes an ideal double-major pair with these traditional majors. The current Asian Studies curriculum fully supports this major, which requires no additional courses or staff.

Learning Goals:

The Chinese Studies major provides theoretical and historical insights as well as the practical and contemporary skills required for those who aspire to take on the challenges of a complex world that is shrinking in physical distance and expanding in intellectual possibilities. Students majoring in Chinese Studies will necessarily be engaged in rigorous intellectual exchanges with global contexts, as every topic places them between the East-West paradigm. Students taking Chinese language, culture, or literature will learn ways of managing impending issues concerning human conditions from fresh aspects: social conscience (altruism), human rights (humaneness), poverty and social justice (taxation, commerce, and land reform), governing styles (legalism, Daoism, and Confucianism), environmentalism (Daoism), religion (morality and self-cultivation), and more. Students will thus gain a good understanding of not only China's recent rise from a closed Communist society to a "government-controlled capitalist" country but also the thousands of years' traditions (i.e., Confucianism, Taoism, and Buddhism) that are still deeply rooted in contemporary Chinese psyche. Moreover, to be a self-reflective global citizen, students will develop the capacity to empathize with others through a deeper understanding of language and culture. These goals match the criteria for DePauw's Global Learning general education courses.

Questions:

1. *Why does the Chinese Studies major require two language courses?*

This requirement is designed to meet the learning goals described above. Pedagogically, an introduction to Chinese language is essential for understanding not only Chinese phonetics, grammar, syntax, and sound

system, but also the aesthetic, psychological, and other cultural effects it has on its speakers. A language without tense, conjugation, and gender will inevitably affect how its speakers construct a sentence or tell a story (e.g., if verbs stay in a permanent tense, the storyteller will need to establish the time right away). A minimum familiarity of the language therefore will enhance students' comprehension of its culture.

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

Yes. We have a steady set of courses offered every semester by the following colleagues: Pauline Ota (Art and Art History), Sunil Sahu (Poli Sci), Sujung Kim (Religious Studies), Yung-chen Chiang (History), and Sherry Mou (Chinese Literature). The courses that carry a "with a Chinese topic" label are mostly topics courses offered by more than one colleague in other departments. When an Asianist colleague offers it with a Chinese topic, it is counted toward our major. These courses will suffice for students to fulfill their major requirements.

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

Since the early 2010s, Asian Studies has been discussing both Chinese and Japanese Tracks. Both studies are interdisciplinary in nature, and all members of Asian Studies faculty have been on board from the beginning. A specific design was drafted by Sherry Mou, Jason Fuller, and Hiroko Chiba in consultation with all members of the Asian Studies Steering committee (*) and regular Asian Studies members: Andra Alvis, Hiroko Chiba*, Jason Fuller*, Danielle Kane*, Sujun Kim*, Sherry Mou*, Pauline Ota*, Sunil Sahu*, and Louis Smogor.

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

This is a new major and so it will not affect current majors.

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

If approved, the Chinese Studies major and minor will be available to students starting in the 2019---2020 academic year. Students who are already minoring in Chinese would have the choice of completing either the current Chinese minor or the new Chinese Studies minor.

6. Do the new Chinese major and minor carry staffing implications?

The new Chinese Studies major and minor do not carry staffing implications. They have been designed for the current staffing level. Asian Studies has the resources and the faculty commitment to make the Chinese Studies track work.

7. The Chinese language minor is more language-focused than the Chinese Studies major. Why?

The Chinese Studies minor awards students who want to concentrate on the Chinese language without getting a major. Nota bene: the Chinese Studies minor is designed to supplement (not replace) the Chinese Language minor.

Chinese Studies Major

Total Courses Required	Ten
Core Courses	Two courses in Chinese language course covering Chinese culture broadly: 1) ASIA 140 (Introduction to Chinese Culture); 2) ASIA 251 (Classical Chinese Literature); 3) HIST 107

	<p>(Introduction to China and Japan); 4) HIST 108 (Modern China and Japan); or 5) POLS 253 (China and India in the 21st Century)</p> <p>ASIA 480 (Senior Seminar): In consultation with the instructor, students should include a component of China in the substantial essay completed for the course. In exceptional cases, students may opt to complete an independent senior thesis with consultation and permission from the AS director.</p>
Other Required Courses	<p>A minimum of six courses from among the following (at least two of the six courses should be on a Chinese topic only): ARTH 133 (East Asian Art, Bronze to the Mongols), ARTH 135 (Developments in East Asian Art, Modernity), ARTH 234 (East West Encounters--from 1500 to the mid-20th century), ARTH 236 (Eccentrics & the Exotic in 17th & 18th Century China & Japan), ARTH 334 (Women and East Asian Art), ASIA 140 (Introduction to Chinese Culture), ASIA 190 (when a Chinese topic), ASIA 197 (when a Chinese topic), ASIA 250 (China on Screen), ASIA 251 (Classical Chinese Literature), ASIA 290 (when a Chinese topic), ASIA 390 (when a Chinese topic), ASIA 470 (when a Chinese topic), CHIN 161 (Elementary Chinese I), CHIN 162 (Elementary Chinese II), CHIN 261 (Intermediate Chinese I), CHIN 262 (Intermediate Chinese II), CHIN 269 (Topics in Chinese), CHIN 361 (Advanced Chinese I), CHIN 362 (Advanced Chinese II), CHIN 461 (Advanced Readings and Projects in Chinese), CHIN EXP (Chinese Conversation), ECON 330 (Asian Economies), HIST 100 (Historical Encounters), HIST 107 (Introduction to China and Japan), HIST 108 (Modern China and Japan), HIST 252 (East Asian Relations), HIST 290 (when a Chinese topic), HIST 351 (Women and Family in Modern China), HIST 353 (Industrial East Asia), HIST 490 (when a Chinese topic), HIST 491 (when a Chinese topic), POLS 253, REL 130 (Introduction to Religion), REL 258 (Buddhism), REL 259 (East Asian Religions), REL 290 (when a Chinese topic), REL 491 (when a Chinese topic), SOC 301 (when a Chinese topic). Honors Scholars can also take HONR 102 (when a Chinese topic) and HONR 300 (when a Chinese topic). A number of other courses may be applied toward the Chinese Studies program. See the Schedule of Classes each semester for a complete listing.</p>
Number 300 and 400 Level Courses	<p>Three, including ASIA 480 (where China is substantial in the content)</p>
Senior Requirement and Capstone Experience	<p>All Chinese Studies Majors must complete the Asian Studies Senior Seminar (ASIA 480), which includes a substantial essay, with a grade of "C" or above. All students are expected to give a public presentation of their work.</p>
Additional Information	<p>A maximum of 3 courses per term (and 5 in total) may be counted toward the major from semester-long study-abroad programs. A maximum of 6 language courses can count toward the Chinese Studies major.</p> <p>All students are encouraged, but not required, to participate in at least one study-abroad experience in China, Hong Kong, or Taiwan, whether through a study-abroad program, an Extended Studies course, an</p>

approved summer language program, or an approved internship program. Students should consult with their advisor or the Chinese Studies coordinator for other options.

Chinese Studies Minor

Total courses required

Five Credits (Three of the five must be taken at DePauw)

Core courses

Two Chinese language courses at any level.

Other required courses

- A minimum of three courses in which China is an essential part of the curriculum.
- At least one of the three courses should be solely on a Chinese topic.

Number 300 and 400 level courses

One course

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

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

The Core Courses:

Two Chinese language courses at any level. Note: Students can select these courses as "Other Required Course" as well.

- **CHIN 161:** *Elementary Chinese I*

The goals for this course are for students to master the pinyin Romanization system and to acquire basic communication skills of speaking, listening, reading, and writing Mandarin Chinese. *CHIN 161 is open only to beginners in Chinese or those with two years or less of high school Chinese.*

- **CHIN 162:** *Elementary Chinese II*

This course is a continuation of Elementary Chinese I. Students will continue to develop the language skills they acquired in Elementary Chinese I. Prerequisite: CHIN 161 or qualifying score on the placement test.

- **CHIN 261:** *Intermediate Chinese I*

Course work helps students to develop four linguistic skills (speaking, writing, listening and reading) in Chinese at a more advanced level. Course work emphasizes drills, conversation and grammar. The goals are for students to acquire the following skills: to pronounce modern standard Chinese, to write words using both characters and pinyin Romanization system, to converse in more complicated sentences based on grammatical structures introduced in this course and to write essays. Prerequisite: CHIN 162 or qualifying score on the placement test.

- **CHIN 262:** *Intermediate Chinese II*

A continuation of CHIN 216. Prerequisite: CHIN 261 or qualifying score on the placement test.

- **CHIN 269:** *Topics in Chinese*

Topics in the Chinese language. May be repeated with different topics for credit.

- **CHIN 361:** *Advanced Chinese I*

Reading and discussion of advanced Chinese materials. Exercise in speaking the language and in writing compositions. Prerequisite: CHIN 261 or qualifying score on the placement test.

- **CHIN 362:** *Advanced Chinese II*

A continuation of CHIN 361. Prerequisite: CHIN 361 or qualifying score on the placement test.

- **CHIN 461:** *Advanced Readings and Projects in Chinese*

Open to advanced students in Chinese. May be repeated for credit.

- **CHIN EXP:** *Chinese Conversation*

Designed to improve communication skills in Mandarin Chinese, with special focus on the four tones and on acquiring useful terms and phrases for daily conversation. Prerequisite: CHIN 262 or permission of instructor.

One of the following courses. Note: Students can select these courses as "**Other Required Course**" as well.

- **ASIA 140:** *Introduction to Chinese Culture*

This course introduces the elements of contemporary and traditional Chinese culture. It provides students with a fundamental yet diverse knowledge of China and its culture through examination of its manifestations: political, religious, social, cultural, and economic. Topics include history, traditional belief systems, society, languages, arts and literature, performance traditions, daily life and customs, ethnicity and gender issues, science and technology, business and government.

- **ASIA 251:** *Classical Chinese Literature*

This course outlines Chinese literature from the beginning to the Tang dynasty (618-907). From some of the most beloved and celebrated literary texts, we will glean the ageless enigmas of the Warring States sophists, the whimsical wisdom of Chinese hippies of the Bamboo Grove, and the anomalies and the fantastic from poetesses (both male and female) of China's Golden Age, the Tang dynasty. In seven themes, we will explore major genres and sub-genres of Chinese literature, including poetry (e.g., "the music bureau," "classical poetry," and "lyric meters"), prose (e.g., historical and philosophical), and fiction (e.g., "describing anomalies" and "romances"). We will learn and experience how politicians and common people in China over 2,500 years ago thought, felt, and lived. How did the ancient Chinese achieve immortality, behave in courtship, eavesdrop on a love affair, express their emotions, and criticize one another? Amazingly enough, many of the answers are as contemporary as scenes in a Hollywood movie today. No knowledge of Chinese is required.

- **HIST 107:** *Introduction to China and Japan*

An interdisciplinary introduction to Chinese and Japanese civilizations from their beginning through the mid-19th century, stressing cultural ideals and the social relations of families and classes, including peasants and townsmen, bureaucrats, beggars and bandits, warlords and women.

- **HIST 108:** *Modern China and Japan*

An introductory examination of East Asia in the modern world, beginning with the Western impact in the mid-19th century and focusing on Japanese industrialization and empire, Chinese revolution, World War II in Asia and trends to the present.

- **POLS 253:** *China and India in the 21st Century*

Why do the two Asian giants, India and China, with more than 38 percent of the population of the world, matter to the rest of the world at the beginning of the 21st century? What are China's superpower prospects? Will nuclear India attain great power status? What is the future of communism and the prospect of political freedom and democracy in China? Is Indian democracy stable? What are the sources of instability of Indian government? What does a weak central government mean to Indian federalism? The dynamics of ethnic minorities in China? The future of secularism in India? The nuclear dynamics in Sino-Indian relations? These questions and many others will be explored in this course.

Senior Seminar.

- **ASIA 480:** *Asian Studies Senior Seminar*

Required of majors in Asian Studies. Normally taken in the fall semester of the senior year.

Other Required Courses: A minimum of six courses from among the following list (at least two of the six courses should be on a Chinese topic only).

- **ARTH 133:** *East Asian Art, Bronze to the Mongols*

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*

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, 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 234:** *East West Encounters--from 1500 to the mid-20th century*

This course examines cross-cultural artistic encounters between the Western world (Europe and the United States) and Asia (India, China, and Japan) from ca. 1500 to the mid-twentieth century, concentrating on the role of art objects and visual culture, broadly speaking, in the cultural exchange between East and West over the past five hundred years. Topics include the impact of Western realism on traditional Asian art forms; the role of commodities and empire in artistic production; Japonisme and Chinoiserie in 19th century Europe and America; early photography; collections of Asian art objects in the West; issues of cultural identity in Asian modernism; and post-World War II abstract art.

- **ARTH 236:** *Eccentrics & the Exotic in 17th & 18th Century China & Japan*

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.

- **ARTH 334:** *Women and East Asian Art*

This course examines the role of women in the arts in pre-modern East Asia and the negotiation of women's concerns, by female artists, in modern and contemporary East Asian art. Did women have no sense of empowerment at all in pre-modern China, Korea, and Japan? What about Chinese, Korean, and Japanese women artists today? What are their interests and agendas? Students will engage with historical works of art and artists, while concurrently gaining an understanding of gendered female roles as determined by religious, philosophical, and societal conceptualizations of the past. Then, students will study feminist discourses originating from the West in their analysis of modern and contemporary East Asian art by and about women. Ultimately, the aim of this course is to demystify and to complicate understandings about women as the subject of art, as well as women as the producers of art, in East Asia. This course counts towards the WIM (Writing in the Major) requirement for art history majors.

- **ASIA 190:** *Topics in Asian Studies (when a Chinese topic)*

- **ASIA 197:** *First-Year Seminar (when a Chinese topic)*

A seminar focused on a theme related to the study of Asia. Open only to first-year students.

- **ASIA 250:** *China on Screen*

Through viewing and discussing cinematic films, students will learn to appreciate how China has been presented as a nation and a culture by generations of Chinese directors from China, Hong Kong, Taiwan, and other cultural enclaves and by current film critics, both Chinese and western. Topics include the history of the Chinese film industry, major genres in Chinese cinema, the issues of cultural hegemony, as well as cinematic constructions of "so-called" Chinese gender, nationhood and individuality.

- **ASIA 290:** *Topics (when a Chinese topic)*

Usually a course on aspects of one of the societies and cultures studied in the Asian Studies program (India, China and Japan) or a comparative treatment of aspects of these cultures.

- **ASIA 390:** *Topics (when a Chinese topic)*

Typically examines selected themes, genres or periods in Chinese, Japanese or Indian literature. May also explore issues and/or periods in Chinese, Japanese or Indian cultural and intellectual history. *Prerequisite: One of the following courses - ARTH 133, ARTH 134, ARTH 135, ARTH 234, ASIA 140, ASIA 197, HIST 107, HIST 108, POLS 253, REL 130, or REL*

- **ASIA 470: Topics (when a Chinese topic)**

Independent study for majors or, by permission of the instructor, for students with significant coursework in an aspect of Asian Studies.

- **ECON 330: Asian Economies**

Provides an overview of key economic developments in the Asia-Pacific region. Students will have an opportunity to apply economic theories and models to understand the divergent development paths of countries in this region. Topics include the rise of the East Asian economies, the challenges that emerged from the Asian financial crisis, development obstacles of East and South Asian economies and prospects for regionalization.

Prerequisites: Econ 100, Econ 295

- **HIST 100: Historical Encounters (when a Chinese topic)**

An introduction to historical analysis and argumentation. While individual sections will focus on different topics and time periods, in all sections students will investigate a range of sources, methods and historical approaches to the past. Hist 100 may be repeated for credit with different topics.

- **HIST 190: Topics (when a Chinese topic)**

An introductory study of a special topic with an emphasis on discussion and participation.

Descriptions of HIST 190 courses offered in a given semester are available on the History department Website or in the History department office prior to registration for that semester. May be repeated for credit with different topics.

- **HIST 252: U.S. - East Asian Relations**

This course will examine the interactions between the United States and the major countries in East Asia - China, Japan, and Korea - from the 19th century to the present. The topics that will be explored include cultural interactions and changing mutual images, the impact of imperialism, Asian nationalisms, the Pacific War, communism in Asia, the Japanese developmental state, and, more recently, China's rise as a capitalist state with Chinese characteristics.

- **HIST 290: Topics (when a Chinese topic)**

A study of a special topic with an emphasis on discussion and participation. Descriptions of HIST 290 courses offered in a given semester are available on the History department Website or in the History department office prior to registration for that semester. *May be repeated for credit with different topics.*

- **HIST 351: Women and Family in Modern China**

The role and status of women and the evolution of the Chinese family from the late imperial period to the present. It draws on materials from novels and biographical case studies.

- **HIST 353: Industrial East Asia**

An examination of the emergence of East Asia from a pre-industrialized backwater in the 19th century to a vibrant economic region by the 1980s.

- **HIST 490: Seminar (when a Chinese topic)**

The practice of history as a discipline through research, interpretation and writing a major paper.

Students are expected to take the seminar in their major area of concentration. Descriptions of seminar topics offered in a given semester will be made available prior to registration.

- **HIST 491:** *Topics (when a Chinese topic)*

A study of either a geographical area (East Asia, Russia, France, etc.), a period (Europe since 1789, early America, etc.) or a movement, division of history or institution (socialism, military history, feudalism, etc.). Reading and/or research.

- **HONR 102:** *First-Year Seminar (when a Chinese topic)*

A continuation of HONR 101 (An introductory exploration of some of the dominant themes of our intellectual heritage through the examination of texts selected from several disciplines).

- **HONR 300:** *Area Seminar (when a Chinese topic)*

A study of the historical and philosophical foundations of: A. the humanities; B. the sciences; and C. the social sciences. Each section of the seminar concentrates on an appropriate theme. Two sections are ordinarily taken during the sophomore year and one section during the junior year.

- **REL 130:** *Introduction to Religions*

A cross-cultural survey course of major religious traditions, with emphasis upon the theoretical and methodological issues at stake in the discipline of Religious Studies. The course provides a balanced treatment of Asian and Western/Abrahamic traditions in order to explore the concept of 'religion' within a comparative humanistic context. Most important will be a close reading and discussion of primary texts in English translation. By the end of the course students will have developed a vocabulary for understanding religious phenomena cross-culturally and a sensibility for engaging with religious others in our globalizing world.

- **REL 258:** *Buddhism*

Examines the development of Buddhist thought, scriptures, practices and institutions in India and the religion's spread to China and Japan.

- **REL 259:** *East Asian Religions*

This course serves as an introduction to the religious beliefs and practices of East Asia. The course proceeds in chronological order, but it will also focus on broader themes of East Asian religions. Emphasis will be placed on the diversity and unity of religious expressions in China, Korea, and Japan, with readings drawn from a wide-range of texts: religious scriptures, philosophical texts, popular literature, and ethnographic studies. Special attention will be given to those forms of religion common to both the elite and popular culture: cosmology, afterlife, morality, and mythology. The course also raises more general questions concerning gender, class, political patronage, and differing concepts of religion.

- **REL 290:** *Topics in Religion (when a Chinese topic)*

Topics such as religious phenomena, e.g., Millennialism, religious ethics and historical religious figures and movements. *May be repeated for credit with different topics.*

- **REL 491:** *Topics (when a Chinese topic)*

Directed studies in a selected field or fields of religion. *May be repeated for credit with different*

topics.

- **SOC 301: Topics (when a Chinese topic)**

An exploration of timely, often policy-oriented and/or interdisciplinary issues in sociology. A specific topic will be addressed each time the course is offered. Topics might include Principles of Population, Social Inequalities, and other topics. May be repeated with different topics. *Prerequisite: one course in SOC or permission of instructor.*

Appendix D. Complete Description of the Proposal for a New Major and Minor in Italian Cultural Studies

Proposal: The Italian Cultural Studies major and minor have been developed as part of the curricular restructuring of the Modern Languages program. Italian Cultural Studies courses introduce students to different aspects of contemporary Italy. While the curricular program focuses on developing communicative skills, it also develops the students' understanding of Italy within the larger contemporary context of the world in which they live. The current proposal for this major and minor is the result of an iterative three-year process of development with Prof. Francesca Seaman, the VPAA, the faculty members listed below, and the Curricular Policy and Planning committee. The curriculum will be sustained by the courses of Prof. Seaman, and the regular course offerings of faculty members who presently teach the courses listed as cognate courses in other departments. The questions listed below were designed by the Curriculum Committee.

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

The new major in Italian Cultural Studies is based on the essential fact that the study of language and culture are the foundations for developing intercultural competence and self-reflective global citizenship. The Italian program builds on these foundations through its strong interdisciplinary approach. Italy is important for its role in contemporary economics, in Renaissance history and art, in immigration studies and sociology, in food studies and anthropology, in the study of the ancient Mediterranean world, as well as in music and in education. This new major proposes an inclusive model, encouraging students to connect the study of the Italian language and culture to other disciplines. It aims to expand their horizons and strengthen their understanding of the world as a place of interaction. At the same time, students pursue their own intellectual interests on a plurality of levels: academic research, service learning, intercultural competence, and leadership. The structure of the major is designed to challenge students to think comparatively about their topic of interest, fostering an international perspective on their research and critical thinking skills.

Learning Goals:

Students majoring in the Italian Cultural Studies major gain an in-depth knowledge of a variety of themes in Italian current events that are significant to today's world and that present the complexity as well as the diversity of contemporary Italy. The methodological approach of the courses is student-centered and favors interaction while also promoting the development of critical thinking and growth toward linguistic autonomy and fluency. The major connects students' interest in Italian language and culture to personal experiences and academic interests while also stimulating the intercultural exchange of ideas. Intercultural competence is a central learning goal. The major aims to foster intellectual curiosity, tolerance of cultural difference, appropriate behavior in intercultural situations, and sensitivity toward other worldviews. Moreover, by understanding the significance of historical and social contexts for understanding Italy and its relationship to the world, students learn to interpret and to engage with ambiguity while gaining the capacity to respect and to value the diversity of other ways of thinking. These goals match the criteria for DePauw's global learning general education courses.

Questions:

1. Why does the Italian Cultural Studies major require four language courses?

This requirement is designed to meet the learning goals described above. Students first learn how to speak the language in the context of contemporary culture, and when they are able to access documents in the Italian language, they develop a critical perspective on the changes currently happening in Italian society and culture. Italian language and culture courses instigate intellectual curiosity and invite the students to analyze particular aspects of the language and different textual genres, focusing on a variety of language registers, idiomatic expressions, and cultural variations. Students need familiarity with the Italian language to increase their comprehension of Italian culture.

2. Will Italian Cultural Studies majors have enough course options to allow them to complete their majors in a timely fashion?

Yes. Allowing students to take up to four cognate courses offered in other departments that focus on Italian culture increases the number of course options for students. In addition, the DePauw Summer Immersion program provides students with the opportunity to gain two credits toward the major. The summer program offers courses at all levels.

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

In the spring 2018 semester, the following professors accepted my invitation to serve with me on the Steering committee of Italian Studies: Prof. Michael Mackenzie, Prof. Jeffrey Gropp, Prof. Matthew Balensuela, and Prof. Michael Seaman. The proposal for the new major has been discussed with this steering committee, re-drafted, shared again, and discussed until it took the present format.

We have also developed course collaborations with the School of Music. In addition, we have brought Dean Hilary Link of Temple University in Rome in conversation with the Media Fellows and Management Fellows programs, as well as with DePauw's Art History, Education, Global Health and Computer Science departments to create new opportunities for internships in Rome. We now have specific internships in Rome offered only to DePauw students who wish to work in the fields of Economics, Computer Science, Pre-Law, Sociology, and in STEM fields. The Italian program is particularly committed to the Department of Education through the Italian Enrichment Program, which gives our students the opportunity to practice teaching in the community's elementary schools.

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

This is a new major and so it will not affect current majors.

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

If approved, the Italian Cultural Studies major and minor will be available to students starting in the 2019---2020 academic year. Students who are already minoring in Italian would have the choice of completing either the current Italian minor or the new Italian Cultural Studies minor.

6. Do the new Italian Cultural Studies major and minor carry staffing implications?

The new major and minor do not carry staffing implications. They have been designed for the current staffing level.

7. The Italian Cultural Studies minor is more language-focused than the Italian Cultural Studies major. Why?

Given the learning goals above, particularly the development of critical thinking and growth toward linguistic

autonomy and fluency, the focus on language is appropriate.

ITALIAN CULTURAL STUDIES MAJOR

TOTAL COURSES REQUIRED

Eight

CORE COURSES

ITAL 171, ITAL 172, ITAL 271, ITAL 272 and additional courses in Italian to complete the major. Note that after the 100 level, courses are not necessarily sequential. Taking an upper level course without taking the 200 level courses needs permission of Program Director.

TOTAL OF FOUR OTHER REQUIRED COURSES

AT LEAST THREE COURSES AT 300 LEVEL OR ABOVE

Up to four, at least 3 at the 300 level or above: ITAL 371, ITAL 372, ITAL 375, ITAL 376, ITAL 471, ITAL 472, ITAL 470. Courses taught in English with emphasis on Italian culture may also apply. Only one at the 100 or 200 level. The list includes ARTH 131, ARTH 132, ML 164, ML 295, ML 183, CLST 154, CLST 256, CLST 264, CLST 310, ED 420, ENGL 261, HIS 111, HIS 112, HIS 342, MUS 191, MUS 390. Internships in Italy and/or courses taken during study abroad in Italy may count up to 2 credits toward the requirement for the major.

SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE

The senior requirement and capstone experience may have an interdisciplinary approach on a topic of interest to the students, including Global Health, Political Science, Sociology, Anthropology, International Relations, Economics, History, Art History, Music, Museum Studies etc. Alternative capstone experiences may include a service learning project directed to the dissemination of Italian Culture, or an innovative project of the student's design, with approval of the Program Director, as long as these projects include a component of scholarship and reflection.

ADDITIONAL INFORMATION

A student may elect an Italian major with a concentration in International Business.

Heritage speakers of Italian majoring in the language must complete a minimum of four courses at the 300 level or higher, including ITAL 375, ITAL 471, ITAL 472. When heritage speakers successfully complete their first three classes at the 300-level or higher, with a grade of C or better in each, they receive two retroactive credits for ITAL 271 and ITAL 272 toward completion of the eight-course major.

WRITING IN THE MAJOR

Students may satisfy the Writing in the Major requirement for Italian Cultural Studies either with ITAL 375, ITAL 376, ITAL 470, ITAL 471, ITAL 472 or by taking a senior seminar in English in the area of their specialization, where a member of the

steering committee will serve as co-advisor. This will open the opportunity for the students to develop their research skills within a community of learners, giving them the chance to discuss and present their work in the context of a seminar. Any course outside of the Italian program may be eligible, according to the student's project and with the approval of the Program Director.

ITALIAN CULTURAL STUDIES MINOR

TOTAL COURSES REQUIRED	Five
CORE COURSES	Four courses taught in the target language at any level. Taking an upper level course without taking the 200 level courses requires permission of Program Director.
OTHER REQUIRED COURSES	The minor requires one additional course from the following: ITAL 371, ITAL 372, ITAL 375, ITAL 376, ITAL 471, ITAL 472, ITAL 470 ARTH 131, ARTH 132, ML 164, ML 295, ML 183, CLST 154, CLST 256, CLST 264, CLST 310, ED 420, ENGL 261, HIS 111, HIS 112, HIS 342, MUS 191, MUS 390. Internships in Italy and/or courses taken during study abroad in Italy may count up to 1 credit toward the requirement for the minor. Only one course may be taken off-campus.
NUMBER 300 AND 400 LEVEL COURSES	

The current Italian language minor would be dropped.

Italian

Total courses required	Five
Core courses	
Other required courses	The minor requires a minimum of five courses, including either five courses taught in Italian, starting at the 200-level, or four courses taught in Italian, starting at the 200 level, and one course taught in English on Italian cinema, literature, and/or culture (ML 164C or ML 295). Only one of these courses may be taken off-campus.
Number 300 and 400 level courses	

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

CORE COURSES:

ITAL 171: ITALIAN THROUGH CULTURE I

First year Italian. First semester. Offered only in the fall semester. Designed for students with no previous knowledge of Italian, this course is based on interaction and promotes the development of speaking, listening-comprehension, reading and writing skills. The method fosters cultural awareness and understanding of Italian traditions in the greater context of contemporary culture. Italian 171 & 172 are usually taken in sequence. *No pre-requisites.*

ITAL 172: ITALIAN THROUGH CULTURE II

First year Italian. Second semester. This course expands on the acquisition of the Italian language within the cultural context. It further promotes the acquisition of listening, reading, speaking and writing skills, encouraging students to engage with authentic pedagogical material. Like first semester Italian, in this course all students actively participate in class and further pursue proficiency. At the end of the second semester, students are able to express themselves correctly in Italian on a variety of topics and to compare Italian traditions to their own. *Prerequisite: ITAL 171, placement test, or approval of the Program Director.*

ITAL 271: CULTURA E SOCIETA' ITALIANA. I

Second year Italian. First semester. The course focuses especially on developing proficiency in writing, reading and oral expression, and all work is contextualized in contemporary culture. The course is designed to widen knowledge of vocabulary, perfect structural use of the language, and prepare students who want to work or live in Italy for a semester or longer. Lessons will present a variety of authentic materials such as newspaper articles, listening-comprehension clips, and films to facilitate immersion in Italian culture and society. In this course students gain intercultural competence and grow to be global citizens by learning to be aware of cultural difference, developing skills to listen and observe, opening up to learning from other cultures, adopting new ways to learn, and adapting to new cultural environments. *Prerequisites: Language ITAL 171 & 172, or placement test, or approval of the 1 course Program Director.*

ITAL 272: CULTURA E SOCIETA' ITALIANA. II

Second year Italian. Second semester. Continuation of ITAL 271. *Prerequisites: ITAL 171 & 172, or placement test, or approval of the Language Program Director. Normally ITAL 271 & 272 are taken in sequence, but 271 is not necessarily a prerequisite of Ital. 272.*

OTHER ITALIAN CULTURAL STUDIES COURSES:

ITAL 371: CONTEMPORARY ITALY. CONFRONTI INTERCULTURALI I

This course focuses on the study of contemporary Italian society and culture. Students explore a variety of themes in current events that are significant to today's world, and that present the complexity and diversity of contemporary Italy. The methodological approach is student-centered and favors interaction, while also promoting the development of critical thinking and growth toward linguistic autonomy and fluency. This course connects students' interest in Italian language and culture to their personal life-experience and stimulates intercultural exchange of ideas. Students learn to interpret and relate, to engage with ambiguity, while learning to respect and to value diversity in ways of thinking, understanding the impact of historical and social contexts. The method fosters skills to analyze, interpret, and evaluate. The course stimulates intellectual curiosity, tolerance of cultural difference, appropriate behavior in intercultural situations, and sensitivity toward other worldviews. *Prerequisites: ITAL 171 & 172, or placement test, or approval of the Language Program Director. Normally students enroll in 200-level courses before enrolling in 300-level course, but the sequence is not strict or mandatory.*

ITAL 372: THE ITALIAN CONTEXT. CONFRONTI INTERCULTURALI II

Continuation of Italian 371. *Prerequisites: ITAL 171 & 172, or placement test, or approval of the Program Director. Normally students enroll in 200-level Language courses before enrolling in a 300-level course, but the course sequence is not strict or mandatory. ITAL 371 is not a pre-requisite of ITAL 372.*

ITAL 375: TOPICS IN ITALIAN LITERATURE AND CULTURE

This course provides an introduction to Italian Literature to students who already have an advanced knowledge of Italian. The curriculum invites students to a full immersion in Italian culture through the literary text, which is a passage to the discussion of ideas, values and experiences connected to specific historical periods. The encounter with some of the most celebrated Italian writers will open up to reflections on Italian culture and to comparisons with other cultural backgrounds. In this course, students will learn how to read between the lines, to question the power of the word, and to investigate the complexity of the human experience. *Pre-requisite: Italian 172 and approval of the instructor. May be repeated for credit with different topics.*

ITAL 376: ITALIAN THROUGH FILM

Italian 376 is an advanced-level course that offers an in-depth look at Italian history and culture through the

medium of film. This course on Italian Cinema presents a range of opportunities to discuss historical, literary, cinematic, sociological and cultural issues. While focusing on the Italian language and working on developing conversational fluency, students are encouraged to analyze the complexity of Italian society, investigating the Italian cultural heritage within both a national and international framework. Through films, students continue to work on refining writing skills, increasing vocabulary and perfecting listening-comprehension skills. As in a seminar, students will be asked to present on a variety of topics, lead discussion, debate, re-create dialogues, analyze scenes and interpret specific moments in the movies. *Prerequisites: ITAL 171 & 172, or placement test, or approval of the Language, GL, S Program Director. Normally students enroll in 200-level courses before enrolling in a 300-level course, but the sequence is not strict or mandatory.*

ITAL 470: READINGS AND PROJECTS IN ITALIAN

This course is an independent studies course for advanced students of Italian who wish to pursue an independently designed program of research or inquiry in Italian. *Open to advanced students in Italian with permission of chair. May be repeated for credit with different topics.*

ITAL 471: ITALIAN CULTURAL STUDIES I

This course has a thematic approach, offering a portrait of Italy through a discussion of work, food, literature, art, theater, history, geography, the economy, and famous intellectual figures of Italy. The course instigates intellectual curiosity, and invites the students to analyze particular aspects of the language and different textual genres, focusing on a variety of language registers, idiomatic expressions, and cultural variations. Students also focus on developing communicative skills of argumentation and negotiation. The course is designed to provide options for interdisciplinary work. It introduces students to different aspects of contemporary Italy. Students will look at the changes happening in contemporary Italian society and culture. *Prerequisites: ITAL 171 & 172, or placement test, or approval of the Language, GL, S Program Director. Normally students enroll in 200-level courses before enrolling in a 400-level course, but the sequence is not strict or mandatory.*

ITAL 472: ITALIAN CULTURAL STUDIES II

This course is a continuation of ITAL 471. Prerequisites: ITAL 171 & 172, or placement test, or approval of the Program Director. Normally students enroll in 200-level Language, GL, S courses before enrolling in 400-level course, but the 1 course sequence is not strict or mandatory. ITAL 471 is not a pre-requisite of ITAL 472.

COGNATE COURSES:

Additional courses available on campus that can count toward the major. These courses have been discussed with both the instructor and the chair of each program, and they have been selected because they have a prominent Italian component. Other courses may count toward the major, according to their connection to the major, and with the approval of the director of the Steering Committee.

ARTH 131

INTRODUCTION TO ART HISTORY ANCIENT TO MEDIEVAL

This course surveys the major developments in art and architecture from the Paleolithic period through the high Middle Ages. Emphasis falls on the ancient civilizations of the Near East, Egypt, the Aegean, Greece and Rome, the early Christian world, Byzantium, Islam and the Middle Ages in Western Europe. The approach is at once historical, in that visual forms and types of images are studied in their development over time and across cultures, and anthropological, in the sense that cultures are studied at isolated moments as a way of better understanding the significant roles art and architecture play within them.

ARTH 132: INTRODUCTION TO ART HISTORY RENAISSANCE TO MODERN

A survey of Western Art from the early Italian Renaissance to modern and contemporary art. We will view and discuss the major works of art from this period in chronological sequence, discussing their place in the larger historical developments of the west, including the political, social, economic, philosophical and theological. We will also discuss and practice some basic modes of art historical analysis.

M L 295: TOPICS IN MODERN LANGUAGES

Courses in specific topics, such as culture, literary movements or genres, linguistics or film. *Taught in English. May be repeated for credit with a different topic.*

M L 197: FIRST-YEAR SEMINAR IN MODERN LANGUAGES

A seminar focused on a theme related to the study of modern languages. *Open only to first-year students.*

M L 164: THE CINEMA

A. France; B. Spain/Latin America; C. Italy; D. Germany; E. Russia; F. Japan; G. China; H. World. Screening and study of representative masterworks of cinema, the film as art and a product of culture. No knowledge of the foreign language is required. *Credit toward a major or minor may be given at the discretion of the department.*

M L 183: OFF-CAMPUS EXTENDED STUDIES COURSE

May or Winter Term off-campus study course with a modern languages theme.

CLST 154: ANCIENT ROMAN WORLD

This course provides a broad survey of Roman history, society, and literature from its foundation until the fall of the Roman Empire. Students read widely from Roman primary sources such as Cicero, Vergil, and Tacitus. *Not open to students with credit in CLST 254.*

CLST 256: THE IMPACT OF EMPIRE: AUGUSTUS TO CONSTANTINE

This course will explore the following interconnected questions: How did Rome govern the enormous empire? How did Rome change the cultural and political map of the Ancient Mediterranean World? To what extent and how did the presence of the Roman rule transform the local and regional cultures? How did the expansion of the Empire have a reverse impact on the 'Roman Culture'? How were the 'barbarians' viewed at Rome?

CLST 264: HELLENISTIC AND ROMAN ART AND ARCHAEOLOGY

This course examines the artistic and architectural monuments of the Hellenistic kingdoms and the Roman world from the death of Alexander the Great through the end of the western Roman Empire (323 BC-AD 476). Issues may include: the archaeology of the economy and trade, the question of romanization (the archaeology of imperialism), iconography of political power, the material experience of everyday life, and the art of engineering. *Offered in alternate spring semesters.*

CLST 310: TOPICS IN MEDITERRANEAN ARCHAEOLOGY

A study of a specific topic in Mediterranean archaeology. Recent courses have treated such topics as Pompeii, the Archaeology of North Africa, and the Archaeology of Israel. *May be repeated for credit with topic changes. Information on upcoming topics courses can be found on the department web page.*

HIST 111: EUROPEAN CIVILIZATION I--1300-1800

A history of Europe from about 1300 to 1789, including the end of the medieval world, the Renaissance and Reformation, Scientific Revolution, the age of Enlightenment and the French Revolution.

HIST 112 EUROPEAN CIVILIZATION II--1789-PRESENT

A history of Europe from 1789 to the present, including French Revolution and Napoleon, Industrialization, the Age of the Nation States, the struggle among liberal, communist and fascist ideologies, World Wars I and II, postwar reconstruction, decolonization and European integration.

HIST 342: EUROPE OF DICTATORS

An examination of the social, economic, political and ideological conditions and processes that led to the establishment of single-party dictatorships in Italy, Germany and the Soviet Union.

ENG 261: MODERN CONTINENTAL LITERATURE

European writing from about 1885, stressing new directions in fiction and poetry from Zola to contemporary writers.

MUS 191: ITALIAN DICTION FOR SINGERS

A theoretical and practical consideration of pronunciation principles for singers of the Italian repertoire. Applicable to voice majors and their degrees in the School of Music. 1/2 course

MUS 230: HISTORY OF WESTERN ART MUSIC

This course is a one-semester survey of European art music from the ancient Greeks to the end of the Romantic era (ca. 1900). The course is designed to provide a solid grounding in the important historical, formal, aesthetic and stylistic developments in Western art music during this time. Topics include the development of important genres and forms, biographies of major composers, various theories of history and historical change and analyses of historically important musical works. *Prerequisites: Arts and Humanities MUS 130, MUS 114 & MUS 124, or permission of 1 course instructor.*
And other courses with permission of Program Director.

Appendix E. Complete Description of the Proposal for a New Major and Minor in Global French Studies

Proposal: The Global French Studies major and minor have been developed as part of the curricular restructuring of the Modern Languages program. The Global French Studies major and minor bring contemporary interpretative approaches to the study of the languages, cultures, literatures, and histories of French-speaking countries and regions. Students engage in dialogues on topics of high interest throughout the francophone world, including gender and sexual identities, post-colonial and urban identities, and women's political authority, while building the linguistic skills necessary to communicate confidently and effectively in French. The correspondence between critical modes of thinking and language study in Global French Studies courses provides an innovative and dynamic home for students wishing to explore or expand their knowledge of the French-speaking world. The option of incorporating courses taught in English or courses taught in another language of interest provides students with a flexible pathway to merge their passion for the francophone world with other related disciplines. The questions listed below were designed by the Curriculum Committee.

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

The university mission statement emphasizes a "diverse and inclusive learning and living experience" for our students. To this end, our program focuses on global learning and seeks to increase connections (both local and global) and rigorous, intellectual engagement through a diverse and inclusive curriculum. The Global French Studies major aims to actively promote linguistic, intercultural competence and understanding through a variety of course offerings. Starting at the 200-level, students examine and develop different perspectives on pressing contemporary questions in the francophone world, inviting them to consider the impact of their (existing or future) engagement as potential leaders in their own communities or elsewhere.

Learning Goals:

Students who major in Global French Studies will develop skills and knowledge for living and working in a global, multilingual, and multicultural world, as they prepare to engage with more than 220 million speakers of French. This program cultivates students' awareness of the linguistic and cultural processes that inform and shape their understanding of themselves, and of others. Global French Studies offers students varied opportunities to gain familiarity with the specificities of the languages and cultures of the francophone world. With the addition of approved courses in English or another language, students have the option to expand their perspective across multiple languages, literatures, and cultures.

Questions:

1. *Why does the Global French Studies major require seven language courses?*

Requiring seven language courses is pedagogically sound and also realistic for current staffing levels at DePauw. We seek to give our students a firm foundation in the French language. At the same time, the new major gives students more points of entry. Eliminating the sequential nature of the 200-level offerings allows students more flexibility in terms of scheduling and content choice. Previously, students had to take

201 before taking 202 and were therefore subject each semester to the timebank and content chosen for the course needed to start or complete the sequence. The new non-sequential structure helps to dismantle some of these barriers with regard to content and scheduling by giving students the option every semester between two different issues-based courses taught in two different timebanks.

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

There are enough cognate courses that are regularly offered to fulfill the Global French Studies major. We understand the incorporation of a curated list of courses in English or another language as an integral part of the new Global French Studies (GFS) major and minor, although we do not want to limit students' choices and do not view such a list as exhaustive. As both a supplement to and an enrichment of our program offerings, courses taught in English or another language and approved as part of the major/minor add needed flexibility to the GFS student's curricular experience through increased course listings and expanded timebank options. Moreover, these offerings will provide dynamic opportunities for students to place themselves at the intersection of multiple disciplines and discourses, modes of thinking and time periods. We understand these courses to be in dialogue with GFS offerings taught in French. The following courses, for example, would allow students to interrogate the geographical space of the francophone world by focusing on history, religion, politics, or culture: HIST110: Modern Africa; HIST111: European CIV 1300-1800; HIST 112: European CIV 1789-present; HIST 221: France from Charlemagne to Napoleon; HIST 332: European Union; HIST339: Imperial Europe; HIST 358: Gender and Sexuality in the Middle East; REL252: Islam; REL352: Modern Islam; REL354: Women and Islam. Students might also choose to include courses whose theoretical or disciplinary content intersects with or provides critical expansion of French-language GFS course offerings, such as WGSS140: Intro to Women's Studies; WGSS250: Queer Theory, Queer Lives; or WGSS332: Women's Culture and Identity. Courses in world literature would allow students to consider linguistic and literary questions from multiple perspectives: WLIT205: Introduction to World Literature; WLIT 215: Topics in World Literature; WLIT315: Advanced Topics in World Literature. Courses taught in languages other than French and English encourage students to make cultural and linguistic connections beyond French- and English-speaking frames of reference, so courses taught in other languages would also be considered for inclusion in the major or minor at the discretion of the Director.

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

Initial conversations aimed at reconfiguring the French major and minor took place in August 2016 among French faculty members CJ Gomolka, Carrie Klaus, and Cheira Lewis, with input from Marius Conceatu (who was in his fourth year of a term position). An initial proposal was shared with the ML department early in the fall of 2016 to consider colleagues' input as well as their own work in their respective language programs. Following a departmental retreat and ensuing ML meetings (discussions were wide-ranging, but not necessarily focused on our proposal), a collective decision was made to wait until late fall 2017 (11/22/2017) to submit our proposal jointly with the Spanish section. Both proposals were returned to us last spring (2018) with recommendations. With these recommendations in mind, the ML department convened in the spring (2018) to address concerns and detail the subsequent steps for finalizing our proposals to be re-submitted this fall. As of August 2018, the new proposal for the Global French Studies program is the work of French faculty members CJ Gomolka, Carrie Klaus, and Cheira Lewis.

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

Assuming these changes are approved in 2018-2019, we will implement them into the curriculum in 2019-

2020. Students entering DePauw in or after fall 2019 would complete the major in Global French Studies as described in the (revised) proposal. As for current students:

- Students do not generally declare a major in French before completing the 200-level courses, so we are unlikely to have students who need to complete these courses in order to complete a major in French (a quick review of advising transcripts of declared majors suggests that there may be one student in this situation).
- Given limitations in staffing, we would not propose to offer both “old” and “new” courses at the same time.

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

If approved, the Global French Studies major and minor will be available to students starting in the 2019--2020 academic year. Students who are already minoring in French would have the choice of completing either the current French minor or the new Global French Studies minor.

6. *Do the new Global French Studies major and minor carry staffing implications?*

The new Global French Studies major and minor do not carry staffing implications. The major does not require an addition to the number of courses offered in French each semester and can, therefore, be supported with current staffing (three tenure-stream faculty in French, with occasional supplemental staffing during sabbatical leaves). In addition, it draws specifically on the expertise of our current faculty members (CJ Gomolka, Carrie Klaus, and Cheira Lewis). Finally, the inclusion of courses taught in English (or another language) not only allows students to craft a major that supports their individual interests in French and francophone language, literature, and culture, but also provides for flexibility in staffing, since not all courses that will count toward the major must be taught by French faculty.

7. *How does the Global French Studies major differ from the current French major?*

- New major/minor name: *Global French Studies* (Previous major/minor name: *French*)
- The number of required courses to fulfill the major has changed to 9 courses (8 previously);
- French 305: French Conversation and Phonetics (previously required) will no longer be offered or required
- French 327: Introduction to Literature in French (previously required) will still be offered (under a new name) but no longer required
- French 316: French Civilization, French 318: Contemporary French Civilization, and French 320: Business French will no longer be offered
- French 413: Advanced French Stylistics will no longer be offered or required
- French 201 and 202, now taught as content-based courses, will be renamed. This renaming reflects changes that have already occurred in these courses.
- French 203, 204, 205, 206, 304, 306, 319 are new courses that will count as electives toward the major (see description below)
- 200-level: the 200-level courses are now non-sequential. Students can choose any two 200-level courses they wish to fulfill their requirements for the major or minor;
- 300-level: students no longer have to take a 300-level prerequisite course (previously, French 305) to enroll in any other 300-level courses;
- Students may now take two courses in English or another language at the 200-level or above by approval of the Director of Global French Studies OR two additional courses in French at the 300-level.

There are currently four required courses for the major beyond the 200-level: French 305 (French Conversation and Phonetics), French 327 (Introduction to Literature in French), French 413 (Advanced

French Stylistics), and French 420 (Senior Seminar). Two of these courses will still be offered in the new curriculum, although with slightly different names: French 327 (Literary Voices) and French 420 (Global French Studies Senior Seminar). The requirement to take French 305 will be waived for students who entered DePauw prior to 2019 and who have not yet completed this course. These students may choose to take another 300-level course in French in its place. The requirement to take French 413 will also be waived, and these students may choose to take one of the 300-level courses with the WIM designation.

GLOBAL FRENCH STUDIES MAJOR

Total Courses Required	Nine
Core Courses	<ul style="list-style-type: none"> • Two courses in French at the 200-level
Number 300 and 400 Level Courses	<ul style="list-style-type: none"> • Four courses in French at the 300-level • FREN 420: Global French Studies Senior Seminar
Other Required Courses	<ul style="list-style-type: none"> • Two courses in English or another language at the 200-level or above by approval of the Director of Global French Studies OR two additional courses in French at the 300-level.
Senior Requirement and Capstone Experience:	FREN 420 is the capstone course in the Global French Studies major. Students will engage in close study of a topic in French literature or culture and will complete a substantial research-based project in French on a related subject. They will present their work in English at a public panel.
Writing in the Major	One WIM-based 300-level course. In the 300-level WIM course, students will develop skills in research and writing as they prepare for their capstone project in French 420 (the Global French Studies senior seminar).

Additional Information:	<p><i>Off-campus courses</i></p> <ul style="list-style-type: none"> • Students majoring in Global French Studies may receive up to two credits for courses in French taken off-campus with approval by the director of Global French Studies. • Students minoring in Global French Studies may receive one credit for courses in French taken off-campus with approval by the director of Global French Studies. <p><i>Heritage speakers</i></p> <ul style="list-style-type: none"> • Heritage speakers of French may not enroll in courses below the 300-level.
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The current French major would be dropped.

FRENCH MAJOR REQUIREMENTS

<i>TOTAL COURSES REQUIRED</i>	<i>Eight (exclusive of FREN 101, 102 and 110)</i>
<i>CORE COURSES</i>	<i>FREN 305, FREN 327, FREN 413, FREN 420 and additional courses in French to complete the major.</i>
<i>OTHER REQUIRED COURSES</i>	
<i>NUMBER 300 AND 400 LEVEL COURSES</i>	<i>Six</i>
<i>SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE</i>	<i>The senior requirement consists of the completion of FREN 420 with a grade of C or better.</i>
<i>ADDITIONAL INFORMATION</i>	<i>A student may elect a French major with a minor in International Business, which must include FREN 316 or 318 and 320.</i>
	<i>Heritage speakers of French majoring in the language must complete a minimum of</i>

WRITING IN THE MAJOR

six courses at the FREN 315 level or higher, including FREN 327, FREN 413 and FREN 420.

When heritage speakers successfully complete their first three classes at the 300-level or higher, with a grade of C or better in each, they receive two retroactive credits for FREN 202 and FREN 305 toward completion of the eight-course major.

In order to satisfy the Writing in the Major requirement for French, students must complete French 413: Advanced French Stylistics in addition to the senior seminar (French 420). In both French 413 and French 420, students will have a variety of writing assignments and opportunities to revise and reflect on their writing. Upon completion of the major, students should be able to write in French clearly and elegantly for a wide range of audiences and in varied contexts, from informal correspondence through professional and academic discourse.

GLOBAL FRENCH STUDIES MINOR

TOTAL COURSES REQUIRED

Five

CORE COURSES

- Two 200-level French courses
- Two 300-level French courses.

OTHER REQUIRED COURSES

- one additional course in French at the 300-level or above OR one course in English or another language at the 200-level or above by approval of the Director of Global French Studies. Only one of these courses may be taken off-campus.

Minor for heritage speakers of French:

- When students successfully complete two courses at the 300-level or above, with a grade of C or better in each, they receive retroactive credits for two 200-level courses to complete the four French courses required for the minor. The fifth course remains as described above.

NUMBER 300 AND 400 LEVEL COURSES

- Two or Three

The current French minor would be dropped.

FRENCH MINOR

TOTAL COURSES

Five

REQUIRED	
CORE COURSES	<i>None</i>
OTHER REQUIRED COURSES	<p><i>The minor requires a minimum of five French courses, starting at the 200 level. Only one of these courses may be taken off-campus.</i></p> <p><i>Minor for heritage speakers of French: When students successfully complete three classes at the level of FREN 315 or higher, with a grade of C or better in each, they receive two retroactive credits for FREN 202 and FREN 305 to complete the five-course minor.</i></p>
NUMBER 300 AND 400 LEVEL COURSES	<i>Three</i>

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

FREN 201: Outsiders and Insiders: Immigration in Post-Colonial France

Who gets to be “French”? Who belongs and who doesn’t? Do “differences” matter? This course will address these questions and more through French young-adult fiction and film that explore the migratory experience as well as distinct perspectives on sociocultural integration in today’s France. This course will also serve as an introduction to literary and film analysis in French.

FREN 202: Sex, Gender, and Identity in Contemporary France

This course introduces students to non-normative expressions of gender, sexuality, and identity in contemporary France. Throughout the course, students explore (graphic) novels, films, shorts, as well as cultural and political content and campaigns with these three themes in mind. The course begins by interrogating the notion of identity through critical markers like gender, sexuality, race, class, ableism, and religion. Using these tools students scrutinize expressions of masculinity and homophobia in francophone high schools and the *banlieue*; critically analyze the representation of sexuality and gender in media; and are introduced to the concerns of French trans-identified citizens.

FREN 203: Recent Fiction in French

Through close study of novels and short stories by contemporary writers (e.g., Faiza Guène, Amélie Nothomb, Éric-Emmanuel Schmitt), students will gain familiarity with, and appreciation of, recent fiction published in France and across the francophone world, and they will develop skills for discussing and writing about literature in French.

FREN 204: Screening Borders in Contemporary French and Francophone Media

This interdisciplinary course examines the complex concept of “borders” as a critical space of inquiry through a wide range of contemporary media resources including, but not limited to, films, documentaries, blogs, podcasts, radio, television, music, and print media. This course will also serve as an introduction to media text analysis in French.

FREN 205: À la Une: France Today

Students will learn about issues and problems of high interest in contemporary France as they work with sources in the French press (including radio, television, and online newspapers) to explore current events and ideas from such fields as politics, business and the economy, energy and the environment, women's rights, religion, ethics, education, health, family, arts, entertainment, and sports. This course is designed to enrich vocabulary, strengthen students' grasp of the structures of the French language, and build oral and written proficiency.

FREN 206: Topics

An examination of a specific theme or issue in French and francophone literature and culture.

FREN 303: Spreading the Love?: LGBTQI+ Expression in the Francophone World

In this interdisciplinary course, students will be introduced to key themes and critical frameworks in the interrelated fields of LGBT and Queer studies within a francophone and anglophone context. Through graphic novels, topical magazines, journals, and media, as well as personal, fictional, and historical accounts of LGBTQI+ francophone expression, students will learn to interrogate conceptions of gender, sex, the body, and sexuality; will explore the politics of sexuality and sexual identity; will survey diverse expressions of sexuality, activism, and community; and will consider the reception/application of Queer studies in France. Particular attention will be paid to the ways in which sexual identities intersect with and shape other categories of identity, including gender, race, religion, class, culture and nationality.

FREN 304: Liberté, Égalité, et Autre(s): Non-Normative Identities and the Queer French Republic

This course explores how non-normative French communities are evolving the sacrosanct notions of French citizenship, universalism, and republicanism in contemporary France. Students will explore works focused on members of the LGBTQI+, Muslim, immigrant, *banlieue*, and feminist communities through readings, cultural *realia*, film, documentaries, conferences, and critical articles. We will question what it means to be a citizen in contemporary France; how the rise of communitarian practices is viewed by and is changing the French Republic; what form a "Queer" French Republic might take.

FREN 306: Advanced Topics

An examination of a specific theme or issue in French and francophone literature and culture, at the advanced level.

FREN 315: "Eux" et "nous": Francophone Peripheral Voices

A critical appreciation of the construction of individual and/or collective identities in Francophone literatures and cultures. Students examine the complex dynamics between "national identity" and cultural diversity through a variety of contemporary texts, each of which engages with questions of, among others, race, privilege, space(s), displacement of colonial ideology, representation, and freedom of religion.

FREN 319: Plural Histories

An unconventional and interdisciplinary look at French history that critically engages notions of dominance and power, and involves disciplines such as literature, philosophy, gender and media studies and film.

FREN 327: Literary Voices

Students will read, discuss, and write about a variety of literary works past and present, in multiple genres (including poetry, prose, and drama) and from multiple perspectives within France and throughout the French-speaking world. Students will consider how writers engage in aesthetic, intellectual, social, and political issues; they will assess the enduring value of writers and texts; and they may even do some creative writing of their own in French.

FREN 420: Global French Studies Senior Seminar

FREN 420 is the capstone course in the Global French Studies major. Students will engage in close study of a topic in French literature or culture and will complete a writing project in French on a related subject. They will present their work in English at a public panel.

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

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

I. TIMELINE

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

II. RATIONALE FOR CURRICULAR CHANGE

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

III. SUMMARY OF CURRICULAR CHANGES WITH TIMELINES

Language

Existing catalog offering

Proposed catalog offerings and changes

Asian Studies curricular possibilities:

Chinese Minor

Japanese Minor

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

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

French curricular possibilities:

French Major and Minor

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

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

German curricular possibilities:

German Major and Minor

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

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

Italian curricular possibilities:

Italian minor

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

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

Spanish curricular possibilities:

Spanish Major and Minor

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

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

Curricular Proposal Template:

Major: *Name of the major*

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

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

Status of Collaborative Conversations: *A list of faculty involved in the design of the major, and a description*

of conversations had with cooperating programs.

Requirements for A Major

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

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

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

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

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

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

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

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

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

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

Web sites – 4 new web sites

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

Directors – 1 course reassignment for Hispanic Studies

Director of Asian Studies - selected from the existing interdisciplinary committee

Interdisciplinary committee - already exists, participation of various disciplines

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

Interdisciplinary committee: French language faculty members and interdisciplinary colleagues

Director of German Studies - selected from German language faculty members

Interdisciplinary committee: German language faculty members and interdisciplinary colleagues

Director of Hispanic Studies - selected from Spanish language faculty member

Interdisciplinary committee: Spanish language faculty members and interdisciplinary colleagues

Director of Italian Cultural Studies - Italian language faculty member

Interdisciplinary committee: Italian language faculty member and interdisciplinary colleagues

Duties of Global Language Studies Directors

(course reassignment as of 8 language faculty members)

Schedule of Classes

Personnel Committees

Search Committees

Off-Campus Study Credit for the Major

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

Lead discussions of curriculum and pedagogy

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

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

Duties of one Languages Coordinator

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

Supervisor of Administrative Assistant

Requirement/Placement advising (at beginning of each semester)

Off-Campus Study Credit for the General Education requirement

Petitions (in coordination with Dave Berque and Registrar Office)

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

Changes to catalog copy about the General Education requirement

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

**Faculty Meeting Minutes
February 4, 2019**

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

The meeting was called to order at 4:05

The chair of faculty announced that Gene Schwartz and Bob Weiss, both professor emeritus, had passed away in the last week. A moment of silence was observed. The upcoming meetings will include tributes to these two individuals.

2. Announcement of quorum for Spring 2019 term

Quorum for spring semester is 82

3. Verification of quorum

Quorum met at 4:15pm

4. Consent agenda

A. Approval of the minutes of the December 3, 2018 meeting minutes.

B. Approval of Howard Pollack-Millgate and Jim Mills to serve on the Faculty Personnel Policy and Review Committee for the remainder of the academic year.

Rebecca Schindler and Pam Propsom shared the following statement with the faculty:

Colleagues,

We stand here today to say that many of us are uncomfortable with the current state of discourse on our campus, both at faculty meetings and in email exchanges. This has led to a sense of paralysis and fear among faculty and staff. We believe in Academic Freedom and everyone’s right to engage in critical debate on the issues that affect our institution and our community. However, effective discussion of important issues is stifled when the communication comes from a position of faculty privilege and exhibits patriarchal language, with little regard for empathy, context, or audience. The tone of the discussion has created a toxic environment for many of our colleagues, including our staff colleagues. As a faculty we should be modeling the kind of reasoned, civil discourse in which we want our students to engage.

We value constructive debate and, when warranted, reasonable critique. We believe that those conversations are enriched when more and varied members of our community feel welcome to participate. We invite our colleagues - both faculty and staff - to work together to find a new model for more productive (and empathetic) discourse on campus. This is our work environment and our community. We need to find a collaborative way to move forward and work together for the well-being and survival of the institution

Two Requests to the Faculty Priorities and Governance Committee:

1. Approximately a year ago, we were presented with data from the 2017 Campus Climate survey. Without running through all the numbers again, we remain concerned that those survey data indicated in general a fairly low level of morale on campus (only 26% of all respondents said it was high), and that the disparity between men and women is significant (37% compared to 20%); and that a 15-20% gap runs across other metrics as well, showing that overall men appear to be more satisfied with their situation than women. In addition, there are differences in how faculty and staff responded that deserve attention. What accounts for

the low morale overall (perhaps some of the data collected by FDC last fall could begin to answer that) but more importantly why the disparities between men and women, and staff and faculty? We ask that the faculty priorities and governance committee put this on their agenda and if necessary charge one of our other committees with a response.

2. It appears that one factor in the morale issue is the current state of faculty governance and committee organization. We respectfully request that the Faculty

Governance committee audit or review the current structures with these questions in mind:

- Does the current structure foster an equal distribution of faculty involvement and labor?
- Does the current structure move decision making along in a reasonable fashion?
- Does the current structure foster communication between committees, the faculty at large, the administration, and the board (when necessary)?

There were no objections to the consent agenda and it was approved.

5. Curricular Policy and Planning (David Alvarez)

A. Motion to be voted on a new major and minor in Global French Studies and to drop the French major and minor. A complete description of the new major and minor may be found in **Appendix A**.

David Alvarez(DA) opened the discussion on the motion with this statement:

“As announced in the Agenda for the December faculty meeting, the Curricular Planning and Policy committee brought forward a motion for a vote today on

1) a new major and minor in Global French Studies and to drop the French major and minor.

Full descriptions of these proposals were included in the December agenda and in the agenda for this meeting.

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

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

1) allowing for more points of entry for students to get exposed to learning about other cultures and languages, particularly by providing more lower-level cultural studies courses that we hope will inspire students to study these languages

2) Providing fuller autonomy to our colleagues in each program so that they can make the most of their scholarly and pedagogical expertise

3) connecting these programs to other disciplines by including cognate courses in other programs as requirements for these new majors.

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

I would like to thank our colleagues in the Modern Languages Department for their assiduous and inspiring work on these proposals, the VPAA for leading this process over the last three years, and my colleagues on this and last year’s curriculum committee, who have carefully contributed to the iterative process of developing these proposals.

Thank you.”

Without any discussion from the floor, the motion carried.

DA continued:

“I would also like to call your attention to the items on the committee’s agenda this semester and to reiterate the committee’s interest in hearing from you about agenda items that you would like to include.”

The committee’s primary agenda items for this term are to complete the Modern language restructuring process, continue work on revising general education requirements, begin articulating the relationship between centers and academic programs, evaluate the value of “themed minors,” and engage with the recommendations of the recent assessment report. The committee takes its representative function seriously and welcomes all suggestions for its agenda.

DA concluded his remarks:

“Also, I would like to share with you the committee’s work on the FYS program. First, the committee has scheduled a joint meeting with the Writing committee to discuss the place of writing in the FYS. In the meantime, we endorsed the approach of assigning FYS contributions from departments based on enrollments, and I’m pleased to report that according to the VPAA we have 37 FYSs confirmed or in development, a vast improvement over where we usually are at this point in the year for this core program. Third, we are seeking to reinvigorate the FYS program by encouraging groups of faculty—pods, to use the parlance of our times—to develop shared syllabi and courses. A brief note to remind you that this year’s shared syllabus faculty are offering a faculty development session on Wednesday, 2/20/2019, 11.30–1.00 in Hamilton (Hoover) including me Rebecca Schindler (Classics), Erik Wielenberg (Philosophy) about last year’s “Decus Seminar’: FYSPod-style!”

Finally, the Curriculum committee has received a report from the Admissions subcommittee on a test-optional admissions policy and will be making its recommendation on this policy after it has reviewed the report. Many thanks to the Admissions committee for its prompt and thorough work.
Thank you.”

Rich Cameron (RC) - Asked if the faculty had been consulted about the date change of drop/add week due to the cancellation of classes with the cold weather. Was procedure followed?

DA – Curriculum committee was not consulted, but that matter would be under the Calendar and Course Oversight committee.

Anne Harris (AH) – The decision was made by the registrar and herself as the announcement was going out that morning. Deemed that there wasn’t going to be time to assemble the committee to give students then the exact same amount of time.

RC. – Questioned the process due to concern that in our low trust environment, and even in a high trust environment, that the administration and the president, if they were too rushed at the time to consult, would reach out to the committee with what they would have done if there was time.

AH – Will look at policy itself, in time sensitive situations, the actions that were done. Will take the suggestion back.

Howard Brooks – I was made aware of the cancellation of classes and urged the extra time for drop/add decisions since students lost at least one class meeting period.

6. Strategic Planning Committee (Jeane Pope)

Jeane Pope (JP) - SPC brings forward a previously announced motion to revise the committee charge in the Academic Handbook.

Faculty discussion early this semester made it evident that there have been some discrepancies between the described function and actual operation of the Strategic Planning Committee that will be resolved through this motion. The new language removes some restrictive specificity that will allow for some flexibility in the committee's operation without losing sight of the primary purpose, which is to bring faculty and administrators together to address the long-term strategy of the university.

Geoff Klinger (GK) - Friendly amendment, the final wording add the word 'by' in the third line of the final version to read: "by the members of". More dialogue about the final wording seems open ended with "such as".

JP – Thank you. With respect to the open ended nature and that was discussed by the committee. It's intended to be and that's the original charge. They wanted to change as little as possible, while the entire faculty is looking at faculty governance and board governance. Removing some of the specificity of the original charge. Still writing a report but the timing will be appropriate to what the committee decides. Decided to keep the original language.

All of these examples relate to the operations at the University, consider the strategic planning of the University. Looking at what will keep the ship afloat. Enrollment challenges, what is the optimal goal. Presumably that would be something admissions would like at. Look at the size of class and what would make a financial model work. If changes need to be made for the long term viability of the university what would those changes be?

Melanie Finney – Top of page proposed language additions in bold indicates that "such topics as" was not part of the original language.

JP – We didn't want to strike that list but it need not be restricted to that list. Take away "such as" if that makes the faculty feel more comfortable.

GK – It makes it less open ended with that amendment.

JP – SPC role in that process moving forward will be developed happy to take "such as" out.

David Worthington – understand why you want to take out time frame of the reports, says it will be done annually, but that might not happen. Put in by June so that all reports can be sent out together.

JP – Happy to say annually by the close of the Academic Calendar Year, June 30.

David Alvarez – The president will respond in a timely manner. There should be a due date for the president.

JP – would clearly love to do that but is uncomfortable doing that without a discussion. If we don't pass this we are operating outside the handbook. That is why she would like to pass something.

DA – I ask the chair on the procedure for doing this.

Howard Brooks – When the president returns, he may supply the date that he would like. A change of handbook would come up one month and then vote the next one.

Final wording: 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 members of the President’s Cabinet and others as needed on potential available University resources, and will consider long-term needs, expenditures, and requirements of the University. After hearing reports on area needs and the status of new and proposed initiatives, the University Strategic Planning Committee will deliver an annual report to the President offering recommendations on University resource allocations and the status of funding for long-term needs and initiatives by June 30 of each academic year. 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. 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.

Motion carried with changes specified above.

(JP): Staff Council – This announcement follows up on a email message from President McCoy sent last month that announces the formation of a Staff Council. Both the function and membership of this group can be found on the “Office of the President” page of our website, which I won’t read now, but I mention because it is important for the faculty to know that there are two specific staff groups that are working on the coordination and implementation of university initiatives - the Administrative Council, which is chaired by Carol Smith, and the Staff Council, which is shared by Rob Harper. I would encourage the faculty to look to these structures to understand the important university operations that exist outside of the classroom and allow us to effectively do our jobs.

3) SPC report on recent BOT retreat.

- a. the general nature of BOT meetings (campus business meetings with committees, etc. versus the retreat/discussion format)
- b. the specific structure of this meeting (one day with us, a half day “in session”)
- c. the two topics on the agenda this year (financial comparisons/benchmarking and the BOT-hosted listening sessions),
- d. some additional information about the benchmarking and comparison process as a tool that can be used to evaluate different strategies,
- e. SPC’s involvement in the discussion – I invite comments from the other member of SPC
- f. and the two resolutions passed by the BOT.

i. The board asked the Chair of the Academic Affairs Committee of the Board and the Vice President of Academic Affairs, working with the Faculty Governance Committee, to make a recommendation to the Board of Trustees as to what faculty leadership will have regular opportunities to engage with the Board of Trustees. To do this, the Board will encourage and support all efforts of the faculty to organize its leadership to effectively engage with the Board

ii. In response to concerns about campus morale, the Board of Trustees asked the President to develop a plan to address campus climate and morale and develop expectations that faculty, staff, administration, and Trustees work together to create a culture of respect and civility

David Worthington – Use of benchmark schools is this the same group of Peer institutions that we looked at previously.

JP – Not entirely

Anne Harris – what we are finding out that there are multiple groups of schools to look at. Those are our curricular. Some of those groups of schools are in our expense and revenue aspirational schools. The difference is we cannot use GLCA because the variety is too great. Curricular Peers, Curricular Aspirations, Expense Aspirational, Revenue Aspirational. That would be useful to have that in a Venn Diagram, not sure that we will ever have the same list for all these.

Rich Cameron(RC) – It is negative to run a structural deficit. We heard distressing projections at a previous meeting. Are we taking out large loans and making our structural deficit worse?

JP – At the October meeting the board approved the plans for new housing. Board authorized the ability to take a loan, but have not yet exercised that option.

Bob Leonard(BL) – In our benchmarking we spent a great deal of time getting ready for the board meeting. Benchmarking was made with schools that have financial stability in their budgets. We could not borrow at that level to fund all of the housing construction. illustration only that if we could borrow this is what it would look like. Does it make sense to leverage our endowment and secure loan money at this time? There will be more to share as we go forward.

RC – What does it mean to lever the endowment more? Does it put it in higher risk?

BL – To undertake capital projects you can: 1. Fundraise, 2. Borrow, 3. Or take out of endowment. If we borrow we will be getting to debts that are not comfortable.

JP – year to year basis we cover this annually. Depreciation of our assets, if something collapses five years from now we are in trouble. Understanding is we have been living on short term help.

RC – Whatever we take to cover the loan puts pressure on whatever endowment draw that we are otherwise using to fund the University.

BL –We have a comfort level that guides us in how much to borrow. We may or may not be at the point that we can borrow. The Forty million we borrowed last spring to complete the campus energy plan, repairs to the GCPA, and build in the south quad a resident hall. There is a lot of work to do to bring our campus up to a solid operation level. That was taken last spring.

We use a 12 quarter rolling average to minimize the fluctuation in our endowment and we use that in models. Some of this is gauging risk and making the most informed decision that we can. We have several talented trustees that give good counsel.

JP – Bob says “we” and faculty are thinking of the cabinet. The actual “we” that votes on any action above this, any big threshold is discussed and voted on by the Board of Trustees. We need to take this opportunity to watch the way the board discusses this important information with us. The board may take the plan of the administration or they might not.

Gary Lemon – What are the assets in the endowment, how much debt to we have and what was the rate of our return in the endowment in the last year?

BL – 600 million in the endowment available for withdrawal with an additional 80-100 million in pledges.

Current debt is 100 million, and will be about 130 million when the 40 million is used. The return average is just above 8% for the last 5 years.

Derek Ford – If the endowment grows 8% why do we freak out about 6% endowment draw?

BL – We model about 6.5% growth over the long haul. To protect against the cost of inflation, if we pay out 4.5% and inflation is 2% we have the same purchasing power in the future. We presented a tremendous amount of detail to the board. It doesn't mean that all schools are doing that, but it is a guide.

JP – When the back and forth is done, one of the issues is, what is the rate of draw?

Geoff Klinger – more interested in campus climate. Fairly historic meetings in December. Collected comments by board that was presented to the board. Do we get access to this?

AH – addressing this

JP – Administration in the room are considered by the board to be the experts on campus. Faculty were treated the same way at the Florida board meeting. Faculty were engaged in a number of points. Trustees approached all of us at dinner and at the breaks. The board is very concerned about the campus climate. The vote of no confidence was not specifically discussed.

Christina Wagoner – Recognized that all of the people on the board love DePauw, they are first to recognize how much they love the faculty. Concerned that the board might be not appreciating what they received from the faculty. The bent over backwards on many occasions to let them know that they really care. They saw the date and feels like they are deliberating it very seriously.

JP – We need more access and more points of contact.

Julia Bruggemann – At least one board member said in the open meeting that he thought fixing the campus climate was more important than fixing the financial problems.

7. Faculty Priorities and Governance (David Worthington)

We need two members for governance to even fill out the semester, starting tomorrow there are 7 more meetings.

8. Student Academic Life (Doug Harms)

Written Announcements:

The SAL committee elected Doug Harms as chair for Spring semester 2019.

The committee is organizing the common read committee for the incoming class.

The committee received information about how the university handles student financial hardship cases.

Our agenda for spring semester includes religious holy days policy, demonstration policy, common read, retention report, athletics commitments, transportation options, and campus safety.

Doug Harms - One person short for committee

9. Faculty Personnel Policy and Review (Jeff Hansen) –

Written announcement: The Review Committee will be using the open faculty meeting on February 28 to

discuss the service component (Community contribution) of faculty members in the tenure and promotion process.

Jeff Hansen - Open Meeting will be in Julian 147 to talk about what we formally call "service" which we might change to "community contribution" or something else like that.

10. Faculty Development (Erik Wielenberg)

Tamara Beauboef, Dean of the Faculty shared these comments:

Global Learning Friday -- February 8, 2019

In parallel with the Fall 2018 PPD workshop, this week we're kicking off the Global Learning FDC workshop and there are two events open to the campus:

- an information luncheon by Simon Gray, the GLCA program director, regarding the **Global Crossroads grant opportunity**. That will be in Daeske at 11:30 p.m. and David Alvarez has sent an email with details and the RSVP.
- the keynote for our Global Learning Workshop, "**Global Learning and the Liberal Arts**," which will be delivered by Dr. Shuchi Kapila of Grinnell College where she is a professor of English and Director of their Institute for Global Engagement. Dr. Kapila will speak at 4:15 in Wallace-Stewart, and a poster is attached.

2. Faculty Achievements

Thank you for utilizing [the Faculty Achievements Lib Guide](#) for submitting your achievements. This is the form I use to populate the Lib Guide as well as to inform my emails to you about recent achievements. It's also a great place to see how our faculty are shaping conversations in their fields!

As you respond to Carol's [request](#) for updated CVs, please provide full citational information about your 2018 peer-reviewed and juried works. This detail will help Nahyan out immensely as he pulls together the Faculty Achievement Booklet.

3. Upcoming FDC deadlines

• [Student-Faculty Summer Research](#)

–March 6, 2019

• [Faculty Summer Stipends](#)

–April 10, 2019

• [Asher Funds for Undergraduate Research](#) in Science, Humanities, Social Sciences

–April 17, 2019

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

Written announcement: Honorary Degrees and University Occasions will make a call for nominations for Honorary Degrees to be awarded at commencement May 2020 beginning on Feb. 15. This year's committee members are: Deborah Geis, Brooke Cox (chair), David Worthington, Keith Nightenhelser), Mark McCoy; two students Charlene Benitez and Haysten Perez. Ex Officio, Ken Owen, Mike Seaman.

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

1. For now, a report out on the Board response to the forums - some compilations of the 2205 comments on post-it notes (which, per request, will be kept confidential)

1. Overall: Better sense of what is not working than of what makes us unique
2. Q1: Environmental = external challenges; identify demographics, fiscal pressures
3. Q2: Distinctive Opportunities (WT, H&F) and Relationships (esp. ard. students)
4. Q3: Climate, Communication (inter-personal), Leadership (all kinds)
5. Q4: Miscellaneous was #1 answer of uniqueness; after that comb. of curr/co-curr
6. Q5: Finances (working), BoT (connection, decision-making), Misc. (e-mail)
7. Inter-personal relationships and Decision-Making – with communication for both

1. Service research and report to be discussed with Review Committee on Wed. Feb. 6 and in an open faculty meeting on Th. Feb. 28

1. Peer Study – some of the different nomenclatures for service
2. Change as of 2004-05 hiring: from “effective” to “adequate” service
3. Won’t get into the report, as want Review to edit/ask questions, but will distribute

1. Also starting work with the Governance Committee on assessment of student learning and accreditation reports due August of 2020.

1. Registrar + faculty committee
2. Other models

1. Two transitions: Ruth Myers will be retiring Wednesday February 13 – an open house has been scheduled from 9-11 a.m. that morning. At the same time, we are thrilled to announce that Erna Nobles has joined the team in Academic Affairs, as Academic Projects Co-ordinator (you’ll recognize some of Ashley Dayhuff’s portfolio in there, as well as expanded support for Academic Projects for all kinds).

1. Tamara Beauboeuf will be stepping down as Dean of Faculty on June 30; I have notified the chair of the Governance Committee, David Worthington, and Dave Berque and I are meeting with the Governance Committee on Tues. Feb. 5 to initiate the process for the next Dean of Faculty, which will entail a call and a position description. We will also want to talk about the Dean of Academic Life position – some good conversations ahead.

1. Transition plan for Dave Berque and me (DB with me as of spring break) and announcement of VPAA @ depauw e-mail address to be used. And many thanks.

Offer to answer questions.

Geoff Klinger – Does the board have access to the raw data from the December listening sessions?

AH – Yes, some people have access and are looking at the big patterns in the comments.

12. Communications from the President (Mark McCoy)

The President was out town and his comments were read by VPAA Harris. The text will be inserted into the minutes, when a copy is received.

13. Old Business

None

14. New Business

None

15. Announcements

A. There is a vacancy in the at-large position on Faculty Priorities and Governance Committee for the term that expires at the end of the AY 2019-20.

B. There is a one semester vacancy on the Student Academic Life Committee.

HB – There are challenges in filling the Faculty Priorities and Governance Committee vacancies because of the conflict between curricular areas and departments. The vacancy on Student Academic Life, could be almost anyone whose department is not represented.

Review committee is full for the spring.

16. Adjournment

The meeting was adjourned at 5:50pm.

Appendix A. Complete Description of the Proposal for a New Major and Minor in Global French Studies

Proposal: The Global French Studies major and minor have been developed as part of the curricular restructuring of the Modern Languages program. The Global French Studies major and minor bring contemporary interpretative approaches to the study of the languages, cultures, literatures, and histories of French-speaking countries and regions. Students engage in dialogues on topics of high interest throughout the francophone world, including gender and sexual identities, post-colonial and urban identities, and women’s political authority, while building the linguistic skills necessary to communicate confidently and effectively in French. The correspondence between critical modes of thinking and language study in Global French Studies courses provides an innovative and dynamic home for students wishing to explore or expand their knowledge of the French-speaking world. The option of incorporating courses taught in English or courses taught in another language of interest provides students with a flexible pathway to merge their passion for the francophone world with other related disciplines. The questions listed below were designed by the Curriculum Committee.

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

The university mission statement emphasizes a “diverse and inclusive learning and living experience” for our students. To this end, our program focuses on global learning and seeks to increase connections (both local and global) and rigorous, intellectual engagement through a diverse and inclusive curriculum. The Global French Studies major aims to actively promote linguistic, intercultural competence and understanding through a variety of course offerings. Starting at the 200-level, students examine and develop different perspectives on pressing contemporary questions in the francophone world, inviting them to consider the impact of their (existing or future) engagement as potential leaders in their own communities or elsewhere.

Learning Goals:

Students who major in Global French Studies will develop skills and knowledge for living and working in a global, multilingual, and multicultural world, as they prepare to engage with more than 220 million speakers of French. This program cultivates students’ awareness of the linguistic and cultural processes that inform and shape their understanding of themselves, and of others. Global French Studies offers students varied opportunities to gain familiarity with the specificities of the languages and cultures of the francophone world. With the addition of approved courses in English or another language, students have the option to expand their perspective across multiple languages, literatures, and cultures.

Questions:

1. *Why does the Global French Studies major require seven language courses?*

Requiring seven language courses is pedagogically sound and also realistic for current staffing levels at DePauw. We seek to give our students a firm foundation in the French language. At the same time, the new major gives

students more points of entry. Eliminating the sequential nature of the 200-level offerings allows students more flexibility in terms of scheduling and content choice. Previously, students had to take 201 before taking 202 and were therefore subject each semester to the timebank and content chosen for the course needed to start or complete the sequence. The new non-sequential structure helps to dismantle some of these barriers with regard to content and scheduling by giving students the option every semester between two different issues-based courses taught in two different timebanks.

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

There are enough cognate courses that are regularly offered to fulfill the Global French Studies major. We understand the incorporation of a curated list of courses in English or another language as an integral part of the new Global French Studies (GFS) major and minor, although we do not want to limit students' choices and do not view such a list as exhaustive. As both a supplement to and an enrichment of our program offerings, courses taught in English or another language and approved as part of the major/minor add needed flexibility to the GFS student's curricular experience through increased course listings and expanded timebank options. Moreover, these offerings will provide dynamic opportunities for students to place themselves at the intersection of multiple disciplines and discourses, modes of thinking and time periods. We understand these courses to be in dialogue with GFS offerings taught in French. The following courses, for example, would allow students to interrogate the geographical space of the francophone world by focusing on history, religion, politics, or culture: HIST110: Modern Africa; HIST111: European CIV 1300-1800; HIST 112: European CIV 1789-present; HIST 221: France from Charlemagne to Napoleon; HIST 332: European Union; HIST339: Imperial Europe; HIST 358: Gender and Sexuality in the Middle East; REL252: Islam; REL352: Modern Islam; REL354: Women and Islam. Students might also choose to include courses whose theoretical or disciplinary content intersects with or provides critical expansion of French-language GFS course offerings, such as WGSS140: Intro to Women's Studies; WGSS250: Queer Theory, Queer Lives; or WGSS332: Women's Culture and Identity. Courses in world literature would allow students to consider linguistic and literary questions from multiple perspectives: WLIT205: Introduction to World Literature; WLIT 215: Topics in World Literature; WLIT315: Advanced Topics in World Literature. Courses taught in languages other than French and English encourage students to make cultural and linguistic connections beyond French- and English-speaking frames of reference, so courses taught in other languages would also be considered for inclusion in the major or minor at the discretion of the Director.

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

Initial conversations aimed at reconfiguring the French major and minor took place in August 2016 among French faculty members CJ Gomolka, Carrie Klaus, and Cheira Lewis, with input from Marius Conceatu (who was in his fourth year of a term position). An initial proposal was shared with the ML department early in the fall of 2016 to consider colleagues' input as well as their own work in their respective language programs. Following a departmental retreat and ensuing ML meetings (discussions were wide-ranging, but not necessarily focused on our proposal), a collective decision was made to wait until late fall 2017 (11/22/2017) to submit our proposal jointly with the Spanish section. Both proposals were returned to us last spring (2018) with recommendations. With these recommendations in mind, the ML department convened in the spring (2018) to address concerns and detail the subsequent steps for finalizing our proposals to be re-submitted this fall. As of August 2018, the new proposal for the Global French Studies program is the work of French faculty members CJ Gomolka, Carrie Klaus, and Cheira Lewis.

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

Assuming these changes are approved in 2018-2019, we will implement them into the curriculum in 2019-2020. Students entering DePauw in or after fall 2019 would complete the major in Global French Studies as described in the (revised) proposal. As for current students:

- Students do not generally declare a major in French before completing the 200-level courses, so we are unlikely to have students who need to complete these courses in order to complete a major in French (a quick review of advising transcripts of declared majors suggests that there may be one student in this situation).
- Given limitations in staffing, we would not propose to offer both “old” and “new” courses at the same time.

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

If approved, the Global French Studies major and minor will be available to students starting in the 2019---2020 academic year. Students who are already minoring in French would have the choice of completing either the current French minor or the new Global French Studies minor.

6. *Do the new Global French Studies major and minor carry staffing implications?*

The new Global French Studies major and minor do not carry staffing implications. The major does not require an addition to the number of courses offered in French each semester and can, therefore, be supported with current staffing (three tenure-stream faculty in French, with occasional supplemental staffing during sabbatical leaves). In addition, it draws specifically on the expertise of our current faculty members (CJ Gomolka, Carrie Klaus, and Cheira Lewis). Finally, the inclusion of courses taught in English (or another language) not only allows students to craft a major that supports their individual interests in French and francophone language, literature, and culture, but also provides for flexibility in staffing, since not all courses that will count toward the major must be taught by French faculty.

7. *How does the Global French Studies major differ from the current French major?*

- New major/minor name: *Global French Studies* (Previous major/minor name: *French*)
- The number of required courses to fulfill the major has changed to 9 courses (8 previously);
- French 305: French Conversation and Phonetics (previously required) will no longer be offered or required
- French 327: Introduction to Literature in French (previously required) will still be offered (under a new name) but no longer required
- French 316: French Civilization, French 318: Contemporary French Civilization, and French 320: Business French will no longer be offered
- French 413: Advanced French Stylistics will no longer be offered or required
- French 201 and 202, now taught as content-based courses, will be renamed. This renaming reflects changes that have already occurred in these courses.
- French 203, 204, 205, 206, 304, 306, 319 are new courses that will count as electives toward the major (see description below)
- 200-level: the 200-level courses are now non-sequential. Students can choose any two 200-level courses they wish to fulfill their requirements for the major or minor;
- 300-level: students no longer have to take a 300-level prerequisite course (previously, French 305) to enroll in any other 300-level courses;
- Students may now take two courses in English or another language at the 200-level or above by approval of the Director of Global French Studies OR two additional courses in French at the 300-level.

There are currently four required courses for the major beyond the 200-level: French 305 (French Conversation and Phonetics), French 327 (Introduction to Literature in French), French 413 (Advanced French Stylistics), and French 420 (Senior Seminar). Two of these courses will still be offered in the new curriculum, although with slightly different names: French 327 (Literary Voices) and French 420 (Global French Studies Senior Seminar). The requirement to take French 305 will be waived for students who entered DePauw prior to 2019 and who have not yet completed this course. These students may choose to take another 300-level course in French in its place. The requirement to take French 413 will also be waived, and these students may choose to take one of the 300-level courses with the WIM designation.

GLOBAL FRENCH STUDIES MAJOR

Total Courses Required	Nine
Core Courses	<ul style="list-style-type: none"> • Two courses in French at the 200-level
Number 300 and 400 Level Courses	<ul style="list-style-type: none"> • Four courses in French at the 300-level • FREN 420: Global French Studies Senior Seminar
Other Required Courses	<ul style="list-style-type: none"> • Two courses in English or another language at the 200-level or above by approval of the Director of Global French Studies OR two additional courses in French at the 300-level.
Senior Requirement and Capstone Experience:	FREN 420 is the capstone course in the Global French Studies major. Students will engage in close study of a topic in French literature or culture and will complete a substantial research-based project in French on a related subject. They will present their work in English at a public panel.
Writing in the Major	One WIM-based 300-level course. In the 300-level WIM course, students will develop skills in research and writing as they prepare for their capstone project in French 420 (the Global French Studies senior seminar).
Additional Information:	<p><i>Off-campus courses</i></p> <ul style="list-style-type: none"> • Students majoring in Global French Studies may receive up to two credits for courses in French taken off-campus with approval by the director of Global French Studies. • Students minoring in Global French Studies may receive one credit for courses in French taken off-campus with approval by the director of Global French Studies. <p><i>Heritage speakers</i></p> <ul style="list-style-type: none"> • Heritage speakers of French may not enroll in courses below the 300-level.

The current French major would be dropped.

FRENCH MAJOR REQUIREMENTS

TOTAL COURSES REQUIRED	Eight (exclusive of FREN 101, 102 and 110)
CORE COURSES	FREN 305, FREN 327, FREN 413, FREN 420 and additional courses in French to complete major.
OTHER REQUIRED COURSES	
NUMBER 300 AND 400 LEVEL COURSES	Six
SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE	The senior requirement consists of the completion of FREN 420 with a grade of C or better.
ADDITIONAL INFORMATION	<p>A student may elect a French major with a minor in International Business, which must include FREN 316 or 318 and 320.</p> <p>Heritage speakers of French majoring in the language must complete a minimum of six credits at the FREN 315 level or higher, including FREN 327, FREN 413 and FREN 420.</p> <p>When heritage speakers successfully complete their first three classes at the 300-level or higher with a grade of C or better in each, they receive two retroactive credits for FREN 202 and 305 toward completion of the eight-course major.</p>
WRITING IN THE MAJOR	In order to satisfy the Writing in the Major requirement for French, students must complete French 413: Advanced French Stylistics in addition to the senior seminar (French 420). In French 413 and French 420, students will have a variety of writing assignments and opportunities to revise and reflect on their writing. Upon completion of the major, students should be able to write in French clearly and elegantly for a wide range of audiences and varied contexts, from informal correspondence through professional and academic discourse.

GLOBAL FRENCH STUDIES MINOR

TOTAL COURSES REQUIRED	Five
CORE COURSES	<ul style="list-style-type: none"> • Two 200-level French courses • Two 300-level French courses.
OTHER REQUIRED COURSES	<ul style="list-style-type: none"> • one additional course in French at the 300-level or above OR one course in English or another language at the 200-level or above by approval of the Director of Global French Studies. Only one of these courses may be taken off-campus. <p><i>Minor for heritage speakers of French:</i></p> <ul style="list-style-type: none"> • When students successfully complete two courses at the 300-level or above, with a grade of C or better in each, they receive retroactive credits for two 200-level courses to complete the four French courses required for the minor. The fifth course remains as described above.
NUMBER 300 AND 400 LEVEL COURSES	<ul style="list-style-type: none"> • Two or Three

The current French minor would be dropped.

FRENCH MINOR

TOTAL COURSES REQUIRED	<i>Five</i>
CORE COURSES	<i>None</i>
OTHER REQUIRED COURSES	<p><i>The minor requires a minimum of five French courses, starting at the 200-level. Only one course may be taken off-campus.</i></p> <p><i>Minor for heritage speakers of French: When students successfully complete three classes level of FREN 315 or higher, with a grade of C or better in each, they receive two retroactive credits for FREN 202 and FREN 305 to complete the five-course minor.</i></p>
NUMBER 300 AND 400 LEVEL COURSES	<i>Three</i>

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

FREN 201: Outsiders and Insiders: Immigration in Post-Colonial France

Who gets to be “French”? Who belongs and who doesn’t? Do “differences” matter? This course will address these questions and more through French young-adult fiction and film that explore the migratory experience as well as distinct perspectives on sociocultural integration in today’s France. This course will also serve as an introduction to literary and film analysis in French.

FREN 202: Sex, Gender, and Identity in Contemporary France

This course introduces students to non-normative expressions of gender, sexuality, and identity in contemporary France. Throughout the course, students explore (graphic) novels, films, shorts, as well as cultural and political content and campaigns with these three themes in mind. The course begins by interrogating the notion of identity through critical markers like gender, sexuality, race, class, ableism, and religion. Using these tools students scrutinize expressions of masculinity and homophobia in francophone high schools and the *banlieue*; critically analyze the representation of sexuality and gender in media; and are introduced to the concerns of French trans-identified citizens.

FREN 203: Recent Fiction in French

Through close study of novels and short stories by contemporary writers (e.g., Faïza Guène, Amélie Nothomb, Éric-Emmanuel Schmitt), students will gain familiarity with, and appreciation of, recent fiction published in France and across the francophone world, and they will develop skills for discussing and writing about literature in French.

FREN 204: Screening Borders in Contemporary French and Francophone Media

This interdisciplinary course examines the complex concept of “borders” as a critical space of inquiry through a wide range of contemporary media resources including, but not limited to, films, documentaries, blogs, podcasts, radio, television, music, and print media. This course will also serve as an introduction to media text analysis in French.

FREN 205: À la Une: France Today

Students will learn about issues and problems of high interest in contemporary France as they work with sources in the French press (including radio, television, and online newspapers) to explore current events and ideas from such fields as politics, business and the economy, energy and the environment, women’s rights, religion, ethics, education, health, family, arts, entertainment, and sports. This course is designed to enrich vocabulary, strengthen students’ grasp of the structures of the French language, and build oral and written proficiency.

FREN 206: Topics

An examination of a specific theme or issue in French and francophone literature and culture.

FREN 303: Spreading the Love?: LGBTQI+ Expression in the Francophone World

In this interdisciplinary course, students will be introduced to key themes and critical frameworks in the interrelated fields of LGBT and Queer studies within a francophone and anglophone context. Through graphic novels, topical magazines, journals, and media, as well as personal, fictional, and historical accounts of LGBTQI+ francophone expression, students will learn to interrogate conceptions of gender, sex, the body, and sexuality; will explore the politics of sexuality and sexual identity; will survey diverse expressions of sexuality, activism, and community; and will consider the reception/application of Queer studies in France. Particular attention will be paid to the ways in which sexual identities intersect with and shape other categories of identity, including gender, race, religion, class, culture and nationality.

FREN 304: Liberté, Égalité, et Autre(s): Non-Normative Identities and the Queer French Republic

This course explores how non-normative French communities are evolving the sacrosanct notions of French

citizenship, universalism, and republicanism in contemporary France. Students will explore works focused on members of the LGBTQI+, Muslim, immigrant, *banlieue*, and feminist communities through readings, cultural *realia*, film, documentaries, conferences, and critical articles. We will question what it means to be a citizen in contemporary France; how the rise of communitarian practices is viewed by and is changing the French Republic; what form a “Queer” French Republic might take.

FREN 306: Advanced Topics

An examination of a specific theme or issue in French and francophone literature and culture, at the advanced level.

FREN 315: “Eux” et “nous”: Francophone Peripheral Voices

A critical appreciation of the construction of individual and/or collective identities in Francophone literatures and cultures. Students examine the complex dynamics between “national identity” and cultural diversity through a variety of contemporary texts, each of which engages with questions of, among others, race, privilege, space(s), displacement of colonial ideology, representation, and freedom of religion.

FREN 319: Plural Histories

An unconventional and interdisciplinary look at French history that critically engages notions of dominance and power, and involves disciplines such as literature, philosophy, gender and media studies and film.

FREN 327: Literary Voices

Students will read, discuss, and write about a variety of literary works past and present, in multiple genres (including poetry, prose, and drama) and from multiple perspectives within France and throughout the French-speaking world. Students will consider how writers engage in aesthetic, intellectual, social, and political issues; they will assess the enduring value of writers and texts; and they may even do some creative writing of their own in French.

FREN 420: Global French Studies Senior Seminar

FREN 420 is the capstone course in the Global French Studies major. Students will engage in close study of a topic in French literature or culture and will complete a writing project in French on a related subject. They will present their work in English at a public panel.

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

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

I. TIMELINE

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

II. RATIONALE FOR CURRICULAR CHANGE

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

III. SUMMARY OF CURRICULAR CHANGES WITH TIMELINES

Language

Existing catalog offering

Proposed catalog offerings and changes

Asian Studies curricular possibilities:

Chinese Minor

Japanese Minor

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

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

French curricular possibilities:

French Major and Minor

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

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

German curricular possibilities:

German Major and Minor

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

- *Add German Studies Major*

- *Add German Studies Minor*

Italian curricular possibilities:

Italian minor

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

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

Spanish curricular possibilities:

Spanish Major and Minor

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

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

Curricular Proposal Template:

Major: *Name of the major*

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

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

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

Requirements for A Major

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

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

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

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

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

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

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

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

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

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

Web sites – 4 new web sites

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

Directors – 1 course reassignment for Hispanic Studies

Director of Asian Studies - selected from the existing interdisciplinary committee

Interdisciplinary committee - already exists, participation of various disciplines

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

Interdisciplinary committee: French language faculty members and interdisciplinary colleagues

Director of German Studies - selected from German language faculty members

Interdisciplinary committee: German language faculty members and interdisciplinary colleagues

Director of Hispanic Studies - selected from Spanish language faculty member

Interdisciplinary committee: Spanish language faculty members and interdisciplinary colleagues

Director of Italian Cultural Studies - Italian language faculty member

Interdisciplinary committee: Italian language faculty member and interdisciplinary colleagues

Duties of Global Language Studies Directors

(course reassignment as of 8 language faculty members)

Schedule of Classes

Personnel Committees

Search Committees

Off-Campus Study Credit for the Major

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

Lead discussions of curriculum and pedagogy

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

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

Duties of one Languages Coordinator

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

Supervisor of Administrative Assistant

Requirement/Placement advising (at beginning of each semester)

Off-Campus Study Credit for the General Education requirement
Petitions (in coordination with Dave Berque and Registrar Office)
Queries and petitions regarding the Language Requirement (old and new)
Changes to catalog copy about the General Education requirement
Call divisional meetings on initiatives and issues that shape all language programs

**Faculty Meeting Minutes
March 4, 2019**

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

Called to order 4:02 pm

2. Tribute to Bob Weiss, Professor Emeritus of Communication Arts and Sciences – (Geoff Klinger)

Prof. Klinger shared reflections of his interactions with Bob Weiss as his former professor, advisor, mentor and friend.

3. Verification of quorum

Quorum Verified

4. Consent agenda

A. Approval of the minutes of the February 4, 2019 meeting minutes.

B. Approval of Barbara Whitehead to serve on the Student Academic Life Committee for the remainder of the academic year.

C. (From Curricular Policy and Planning) Proposed CHANGES to the current major requirements in Sociology and Anthropology:

Delete:

- SOC 240, Pro-Seminar in Anthropology and Sociology (.25 credit), is required for the major, effective 7/1/2014.

Proposed **ADDITIONS** to the current major requirements:

- Two courses in anthropology may apply toward the sociology major, but not toward the 300-level course.
- Two courses in sociology may apply toward the anthropology major, but not toward the 300-level course.

Rationale: The Proseminar course was introduced in response to the department's self-study conducted in 2008-09. The suggestion was made to find ways to integrate the sociology and anthropology curriculum more meaningfully. This was in response to the combined sociology/anthropology major that we offered at the time. We concluded that students were pulling together courses to craft a combined major without being very deliberate about how the cross-courses fit together. Ultimately it was determined that there was lack of purpose, rigor, and deliberation in the structure of the combined major. Following in-depth discussion, the department decided to eliminate the sociology/anthropology combined major. We also decided to eliminate the cross-counting of courses across majors that was also an option. We did this because we thought that this would create less confusion for students with the elimination of the combined major at the same time. In its place, we introduced the Proseminar course (in 2014-15) as an alternative. It was designed to integrate faculty research by familiarizing students across disciplines with faculty research happening in the department as a means to better integrate the two disciplines within one department. After five years of offering the Proseminar, we have assessed its impact and determined that it is not working as envisioned. It has offered only a very fleeting engagement with the two disciplines based on short sessions in one semester and without a definitive outcome from students that could be meaningfully assessed. Therefore, we now propose to both increase rigor and ensure meaningful engagement across the disciplines within the department and to ensure a more integrated departmental community by proposing cross-field courses. Enabling students to choose up to two courses in the other discipline to apply towards the electives necessary in their major will ensure integration and rigor. It will also provide opportunities for more

directed advising since faculty can encourage their advisees to actively be thinking about how these disciplines interface in these cross-field courses.

D. (from Course and Calendar Oversight Committee) New Courses to be approved by faculty vote:

Course Code and Name	Course Description
CLST 110 – Greek and Latin Roots of English	Nearly 2/3 of English derives from the two principal languages of the ancient Mediterranean: Greek and Latin and the figure nears 90% for scientific terminology. This course examines the extensive linguistic and cultural roots of English in those historical languages. It begins with a review of the structure and evolution of English, followed by treatments of how Greek and Latin work. The heart of the course studies noun, adjective, and verb stems, as well as prefixes, suffixes, and prepositions. We also carry out a contextual review of those Greek and Latin words in the sciences, social sciences, humanities, and arts. By the end of the course, students should know core morphemes, and be able to recognize, decipher, and use unfamiliar terms simply by reference to their Greek and Latin parts. Finally, as part of the linguistic learning process, students also receive a broad-based review of classical Mediterranean civilization. The course is taught in English and has no pre-requisites.
PACS 197 – First Year Seminar	This will be the Peace and Conflict Studies First Year Seminar course, and focus on writing, advising, the first year experience, and specific topics within Peace Studies and Conflict Resolution.
ENG 141 - Reading World Literature	This course explores literature in translation across national and geographic boundaries. It focuses on fiction, drama, and poetry as a way of gaining a critical understanding of perspectives, voices, and aesthetics of people and places outside of the U.S. In engaging the reader’s literary sensibilities, the course aims to develop students’ self-reflection on cultural difference and their own globally-situated identities and responsibilities. Cross-listed with WLIT 105.
English 359: Anglo-Saxon Language and Literature	This course introduces students to the literature composed in Anglo-Saxon England between roughly 700 CE - 1066 CE. We will learn the basics of Old English pronunciation, grammar, and vocabulary so that we can begin translating texts right away, and we will also consider the act of translation as both a creative and intellectual process. We will cover the literary devices and themes that characterize Anglo-Saxon literature, and survey a range of representative genres, including poetry, letters, and historical accounts. Readings will be in both Old English and in translation, and may include the Anglo-Saxon Chronicle, <i>Beowulf</i> , <i>The Wanderer</i> , <i>The Wife’s Lament</i> , and <i>The Dream of the Rood</i> .

E. (from Course and Calendar Oversight Committee) Motion to drop a course to be approved by faculty vote

Course Code and Name	Course Description	The Reason for Application
ENG 250 – World Literature	A study of literature from both Western and non-Western traditions. Readings may focus on a theme that runs across cultures, a specific historical period or an event that affects a number of cultures.	If approved by faculty, this course will be replaced by ENG 141 – Reading World Literature (please see its course description above)

Chair notes that announcements have been moved to the announcement section of agenda. Consent Agenda approved as presented.

5. Curricular Policy and Planning (David Alvarez)

A. The Curricular Policy and Planning committee gives advance notice of intent to ask the

faculty to approve a new major and minor in German Studies at the April 2019 faculty meeting. A complete description of the new major and minor may be found in **Appendix A.** (For an overview of the restructuring process of the Modern Languages department, please see **Appendix B.**)

B. The Curricular Policy and Planning committee gives advance notice of intent to ask the faculty to approve a new minor in English Writing at the April 2019 faculty meeting. A complete description of the new minor may be found in **Appendix C.**

C. The Curricular Policy and Planning committee gives advance notice of intent to ask the faculty to eliminate the minor in Global Health at the April 2019 faculty meeting. A complete description of the request may be found in **Appendix D.**

D. The Curricular Policy and Planning committee has unanimously approved the following recommendation of the Admissions subcommittee to formally implement a test-optional admissions policy at DePauw University:

"Based on our research over the latter part of the Fall 2018 semester (and given unwritten, but already established, DePauw Admission practices), the Admissions Committee recommends that DePauw formally implement a test-optional admissions policy. We suggest that, at a minimum, such an "experiment" might follow a cohort from enrollment to graduation (i.e., at least four years)."

Based on this recommendation, should the administration decide to implement a test-optional admissions policy, the Curricular committee requests that the administration provide a report about its impact to the Curriculum committee at the end of the fourth year of the new policy. The Curriculum committee would also like to highlight that the report notes that **"a test-optional policy may enroll students that have greater need for financial aid, student life, and/or academic support, requiring additional financial resources."** Accordingly, the Curriculum committee has provided a copy of the report to the Student Academic Life committee so that it is aware of how this change in policy might affect the needs of DePauw's student body.

The Admissions subcommittee report can be found at:

<https://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/curricular-policy-and-planning/>

Written Announcements:

A. The Curricular Planning and Policy committee will meet with Center directors and staff on March 11 to begin discussions about the relationship between the academic programs and the Centers. The committee invites faculty members, staff, and administrators to share with the committee any questions they would like posed.

B. The Curricular Planning and Policy committee met on February 11, 18, and 25. In addition to the items above, the committee continued its work on revising our general education requirements, the formation of themed minors, selected two committee members to attend a conference on "The Future of Gen Ed,"

requested the Admissions subcommittee to provide recommendations for DePauw's transfer credit policies, and met with RAS to implement the review process for faculty hiring proposals.

C. Announcement from Resource Allocation Subcommittee and the Curricular Policy and Planning Committee

Dear colleagues,

The Resource Allocation Subcommittee met on Friday, March 1, to discuss the recent administrative actions to cut staff positions and implement a voluntary faculty retirement program. The subcommittee's consideration of these matters was guided by its unanimous endorsement of the principle that **staff cuts and potential faculty retirements should be planned so that DePauw's liberal arts mission is preserved.** With this endorsement, RAS affirms President McCoy's frequently stated commitment to DePauw University's liberal arts

curriculum.

RAS members expressed concern, however, that the staff cuts and potential faculty retirements have not yet been planned in consultation with relevant faculty governance committees. Committee members were confused and dispirited by the lack of opportunity to provide input to the potential curricular impacts of the staff cuts and potential faculty retirements while the programs were being framed. When the labor of committee work is sidestepped and the charges of faculty governance committees are not acknowledged, faculty members grow skeptical about the value of such work. When faculty members cannot share their concerns and insights through appropriate channels, morale is undermined and mistrust grows towards the institution and its planning processes. During this period of cutbacks, we are therefore eager to work together to preserve the mission critical elements of DePauw's liberal arts curriculum--the quality of which 93% of recent graduates report that they are satisfied with--through intentional, coordinated, and carefully implemented planning.

In particular, RAS members raised concerns about the lack of consultation so far on:

- the process by which those who were to be offered voluntary faculty retirements would be identified (e.g., Why the "65 rule"?);
- the criteria that will be used to evaluate which voluntary faculty retirement requests will be accepted;
- the impact on DePauw's curriculum of the reduction in force of administrators with part-time teaching duties;
- the process for replacing at least a subset of potential retirements so that the preservation of DePauw's liberal arts mission is ensured.

RAS has shared these concerns with the VPAA and the President. We also want to inform our colleagues that the subcommittee is moving forward to address these issues in coordinated ways. As part of this effort, RAS is considering two recommendations:

1. A policy of automatically providing some form of replacement hire for departments/programs that have 50% or more of their members retire. We also broached the idea of additional replacement hires prorated at 50% of the number of voluntary retirements over 50%. The goal of these early discussions is to identify a policy that would enable us to maintain DePauw's liberal arts curriculum while allowing for the nimbleness needed to assess its future direction. It is similar to the policy that was in place during the previous call for voluntary retirements.

2. A request for an update on the progress made so far on establishing formal lines of communication between faculty governance committees and corresponding Board of Trustees' committees and a call to accelerate and enhance these efforts.

We welcome input from our colleagues about RAS' work. We seek your suggestions, and we welcome your questions. RAS is scheduled to meet next on March 18 and the Curriculum committee will meet again on March 11. Please email me or any member of these committees with your concerns and/or recommendations.

These are difficult times for DePauw. To prevent the mistakes of the past will require careful planning for the future. RAS and the Curriculum committee look forward to working with the administration to achieve our shared goals.

RAS committee members,
David Alvarez (chair)
Mona Bhan
Jeff Dunn
Tim Good
Bridget Gourley

Curriculum committee members,
David Alvarez (chair)
Mona Bhan
Jeff Dunn
Tim Good
Zhixin Wu

Jeane Pope
Emmitt Riley
Zhixin Wu

6. Faculty Priorities and Governance (David Worthington)

A. Advanced notice of a motion to be voted on at the April 8, 2019 faculty meeting.

Adding Handbook Language for Recruitment, Review, and Retention of Senior Administrators with Significant Role in the Academic Mission of the University

To amend the Academic Handbook in two places:

Under the Ad Hoc Committees in the By Laws Section XI. of the Academic Handbook add:

H. Administrative Review Committee

1. Function: The committee conducts reviews of administrators in accordance with the principles and procedures in the Personnel Policies Section IX, Section B.
2. Membership: The committee will consist of five tenured members of the faculty with priority given to those with experience on the Faculty Priorities and Governance Committee, the Faculty Personnel Policy and Review Committee, or previous service in one of the administrative positions subject to review under this policy. At least one member will be a current member of the Faculty Priorities and Governance Committee and at least one member will be from the Faculty Personnel Policy and Review Committee. The remaining three members will be selected by the Faculty Priorities and Governance Committee.

Under Personnel Policies add:

Section IX. Faculty Participation in Recruitment, Review and Retention of Senior Administrators

This policy applies to the following senior administrators: President; 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 and positions change. The Faculty Priorities and Governance Committee has the primary function of amending this list, in consultation and agreement with the administration.

In general, the following items define the scope of shared governance for each step in an administrator's cycle:

A. *Recruitment:* Policy passed by faculty at September 2018 faculty meeting.

B. *Review*

Periodic and regular reviews are the norm. The timing of the review is defined in the appointment letter. A review normally takes place in the year prior to a decision about renewal. In special circumstances agreed upon by Faculty Priorities and Governance Committee and the President (or Board of Trustees in the instance of a Presidential review) a review can be undertaken outside the normal timeline.

The Administrative Review Committee solicits input from the faculty, and students through the following process.

1. The committee solicits letters from all faculty, which follow the university's open file policy. The candidate may review the letters.
2. The committee conducts an anonymous opinion survey of the faculty. The survey is generated and revised by Faculty Priorities and Governance Committee in consultation with Faculty Personnel and Review Committee. Candidates are entitled to see and respond to the surveys.
3. Student Academic Life Committee conducts an anonymous opinion survey of the student body. The survey is generated and revised by Student Academic Life. Candidates are entitled to see and respond to the surveys.
4. The candidate provides a short reflective statement highlight goals, successes, and challenges.

5. The committee interviews the candidate in order to ask questions emerging from the evidence collected.
6. The committee provides a written report that summarizes the evidence collected and makes a recommendation. The report is both developmental and evaluative. The appointment letter is used as benchmark criteria for development and evaluation. Additional criteria may be developed which might include: integrity, communication, transparency, respect, problem solving, ability to balance institutional interests, or the pace of administrative work. The candidate has the right to respond to the report. The report is confidential and provided to the President and Board of Trustees for all Cabinet level positions (President, VPAA, VP of Student Academic Life, and Dean of School of Music). Reports for non-Cabinet positions (Dean of Faculty, Dean of Libraries and Dean of Student Academic Life) go to the position's supervisor.
7. A brief executive summary of the committee's findings, including recommendation, is provided to the faculty. The summary should follow confidentiality policy.

The Administrative Review Committee has access to previous review reports. The Administrative Review Committee can consult with previous and present chairs of committees, department chairs, program coordinators, and leaders of centers for their insight. The Administrative Review Committee has access to confidential information, and follows strict confidentiality guidelines.

C. Retention

The Administrative Review Committee's report serves as part of the retention process for senior administrators. The retention recommendation options include: continuation, non-continuation, and continuation with conditions. In instances of continuation with conditions, the administrator provides an explanation for how the conditions were resolved for the next review. The Administrative Review Committee may recommend a shortened review period or progress check for the administrator receiving an evaluation of continuation with conditions. The process follows a 360-degree review model, with other parts of the review falling within the administration's jurisdiction.

The President and/or Board of Trustees decision ought to align with the recommendation of the Administrative Review Committee. When disagreement occurs, the administration meets with the Administrative Review Committee and Faculty Priorities and Governance Committee to provide the reasons for the disagreement. Faculty Priorities and Review Committee along with the administration report the disagreement and its resolution to the general faculty.

D. Dismissal not subject to a review process

Senior administrators are administrative appointments, either made by the VPAA, President, or the Board of Trustees. Administrative prerogative makes senior administrative positions "at will" appointments. The administration has the authority to dismiss a senior administrator without the normal, formal review process. These situations are exceptional. With exception of an emergency situation requiring an expedited dismissal, the administration or Board of Trustees consults with the Faculty Priorities and Governance Committee prior to the dismissal. It is preferable that Faculty Priorities and Governance Committee is notified and consulted about concerns with an administrator early in the process. The administration and Faculty Priorities and Governance Committee are to reach an agreement about appropriate actions. The Faculty Priorities and Governance Committee reports a decision to dismiss the faculty member from his or her administrative position to the faculty in coordination with the administration's reporting out. In event an agreement cannot be reached, the Faculty Priorities and Governance Committee through the Chair of the Faculty reports to the Chairmen of the Board of Trustees.

Dismissals that take place during Winter Term, summer, or semester breaks follow the above

guidelines, except a pool of senior faculty from the eligible members of the Administrative Review Committee substitute for unavailable members of the Faculty Priorities and Governance Committee.

E. Interim appointments

When occasion arises that require an interim appointment where a time factor prevents full search processes, the administration consults with the Faculty Priorities and Governance Committee about appointment process, including job description and search method. The administration also consults with Faculty Priorities and Governance Committee about the final appointment. The Faculty Priorities and Governance Committee, in coordination with the administration, reports to the faculty.

F. Processes pertaining to the President

The appointment and dismissal of the President is within the authority of the Board of Trustees. Faculty, however, play an important role in the selection, review, and retention process.

1. Recruitment

Searches are open searches for the final, "on-campus" phase. Faculty will have access to the finalists for presentations and questions directed to the candidate about his or her positions on higher education and issues facing DePauw. Faculty participate in presidential recruitment, in part, through serving on the Presidential Search Committee. The faculty has significant representation on the Presidential Search Committee. Faculty Priorities and Governance Committee issues a call for faculty volunteers to serve on the search committee and selects representatives from the resulting pool. Faculty participates in the formation of the job description.

2. Review

The review process follows the procedures defined above.

3. Retention

The retention process follows the procedures defined above.

4. Dismissal not subject to a review process

The retention process follows the procedures defined above.

G. Appeals Process

Candidates have the right to appeal the retention recommendation. Candidates with faculty status appeal through the Handbook's Personnel Policy VIII. C. Petition for Faculty Personnel Policy and Review Committee Review of Actions That Were Not Previously the Subject of a Faculty Personnel Policy and Review Committee Recommendation.

Candidates without faculty status appeal through Human Resources.

Rationale:

The Board of Trustees, President, and Vice President of Academic Affairs each have prerogatives and authority regarding appointment, renewal, and dismissal of senior administrators. Best practices in shared governance, however, include faculty participation in the decision-making processes. With regard to university practices and processes for the recruitment, review, and retention of senior administrators with significant role in the academic mission of the university, the following principles apply: a spirit of shared governance guides policies; reviews are periodic, regular, and known; these policies are referenced in appointment letters; alignment of prerogatives between faculty and administration is desired; and except for confidential information transparency is to be maintained. Faculty participation in review and retention is part of the larger, "360" review and retention process. We are guided

by AAUP policies, including: *Statement on Government of Colleges and Universities (1966); Faculty Participation in the Selection, Evaluation, and Retention of Administrators; Statement on Presidential Searches (November, 2015).*

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 on Presidential Searches (November, 2015)

https://www.aaup.org/sites/default/files/AAUP_Statement_on_Presidential_Searches_0.pdf

Governance talking with AAAS about demands from last year. Replacement of Dean of Academic Programs will have a call for self-nominations.

Questions from the floor:

Nahyan Fancy (NF) - Has Governance started working with administration on the VPAA Search?

David Worthington (DW) - No.

NF – Was the same Consulting firm hired for many executive level positions, for President Casey, for VP Stimpert, and President McCoy. Is that accurate?

President McCoy(MM) - Two of them.

DW -It is not unusual for presidents to hire the same company that they were hired through.

NF – Was the same firm used for the Dean of the School of Music search?

MM - No

NF - Suggests not using a consulting firm. Consultancy was at a minimum redundant and in the worst incompetent.

NF - Is there in the board of trustees handbook a conflict of interest policy in the by-laws?

Anne Harris - Accreditation requires a conflict of interest policy be signed by board members, and one is sent out annually.

MM - The search firms don't choose the candidates. The choice is always made by the search committee. We have used many different search firms other than the ones mentioned.

NF - It's about the sourcing part of it that there are questions. Committee can only make a decision based on what they receive.

Melanie Finney (MF) - Can you tell me when Governance was contacted by President McCoy concerning the restructuring?

DW – The chair of the committee and the Chair of the Faculty were called to a meeting at 1pm on the Tuesday that the announcement was made.

MF - Was there any prior consultation?

DW – No.

MF – Was the compensation package that part of the Voluntary Early Retirement Incentive Program discussed?

DW – I asked questions of lump sum or spread out, criteria for determining job cuts.

MF - Wooster was also offered a voluntary package of 62 with 10 years of service.

MF - Why were we told last week that DePauw was not allowed to do monthly payments?

MF - Why is DePauw refusing to provide TIAA contributions when Wooster is allowing this to happen?

Peter Graham (PG) - What is Wooster endowment?

Renee Madison(RM) – I want to see Wooster's plans first to provide a written response. The decisions at DePauw were based on the opinion of legal counsel.

MF - Asked that Renee or VPAA contact the provost at Wooster to get this complete document.

MF - Is this public information for the packet? Or is it confidential?
 RM - We do not have a confidentiality clause, except for specific individuals who did not want it disclosed.
 MF - Anne has VPAA as cohort, share the non-confidential information about your VEIRP?
 PG - How was this interpreted to be against the law?
 RM - Tax code compliance and our benefits code compliance. Engage in substantive duties, indicates the type of program we are in.
 PG - These should be reconsidered, if Wooster is doing something different we should look at this. The enormous tax burden which is huge.
 MF- This issue impacts the faculty. Given legal precedence from another University, our institutional decision is offensive.
 McCoy - Happy to take back for legal review
 MF - Would that change it?
 McCoy - It could.
 PG - Like the administration and trustees to reconsider the monthly versus annual, and the TIAA CREF benefit.
 Anne Harris – Returning the motion concerning the Handbook and adding a Review of administrators section. This is a part of the Handbook that requires joint approval of the faculty and administration. There are concerns with changes to the Handbook that have not been vetted by legal counsel and HR and worked through by administration.
 DW - If faculty approves this motion, then the administrative review can take place afterward
 AH - Language might change after being voted on.
 DW - Yes
 McCoy - Presidential search is not within our power. That is a board problem. Handbook some is determined by the faculty and some of the administration, and some joint work. This comes out before we reach a joint agreement already.
 DW - Okay
 Howard Brooks - Committee can note this going forward.
 Student - Will you consider packages offered to faculty based on Wooster? As students we were told that the university did a comparative survey, was Wooster not included
 McCoy - This is a legal question, we are going to look into the difference of two pieces of legal advice.
 Student - Dates of when to look into it?
 Howard Brooks - Student questions are not allowed at this time.

7. Student Academic Life (Doug Harms)
 Setting up common read committee, looking at demonstration policy and meeting with Dorian Shager, looking at Holy Days policy. Let us know anything else you want to consider.
 Kelly Hall – The Common Read, will it be done in the same way since staff positions that have worked with the program during Orientation have been eliminated?
 Doug Harms (DH) – I will send that information to the sub-committee
 Nahyan Fancy - Was Student Academic Life consulted about the lay-offs in Student Services?
 DH - No

8. Faculty Personnel Policy and Review (Jeff Hansen) –
Written announcement:
 The Review Committee continues to consider cases. We are also continuing to work on Service, Student Opinion Surveys, and guidelines for preparing a file.
 The Review Committee will be looking at the direct impact on course offerings of any staff who are losing their job that were scheduled to teach a class next academic year.
 No Questions

9. Faculty Development (Erik Wielenberg)

Thanks to the generosity of several alumni donors, we have expanded support for funding Summer 2019 projects.

1. FDC Student-Faculty Summer Research

- Due Wed, March 6

2. Danks Fund for Student-Faculty Multidisciplinary Research

- Due Wed, March 13 (please see Dave Berque's emails from 2/12 and 2/25)

3. FDC Faculty Summer Stipends (pedagogical and scholarly projects)

- Due Wed, April 10
- Additional project funding is available for technology-related course development projects. Mike Boyles, Tenzer Technology Center Director, and eronica Perjil, Director of Faculty Instructional Technology Support, are available for consultation.

4. Asher Funds for Undergraduate Research in the Sciences, Social Sciences, and Humanities

- Due Wed, April 17
- \$116K to award among the three divisional funds

In the interests of equity that departments with their own endowed funds for summer work utilize those before applying to these University sources of support.

Mike Boyles & Veronica Pejril – Shared that they want to help faculty to leverage new technologies. They are here to assist. Interested in working with faculty over the summer. Please reach out to them to see how then can help.

10. Diversity & Equity Committee – (Karin Wimbley Interim director of CDI)

Continue listening sessions for BIRT, open session occurred on 2/13. Tamika Smith reached out to department chairs and program. If anyone would like to set up an appointment they can contact her.

All student session coming up 3/14.

Questions about BIRT get in touch with Myrna Hernandez

DEC Update: updating 5 year plan, go online. Reaching out to everyone as determined by each online goal. Hope is to create more transparent tracking on the web rather than a .pdf document

Matt Abtahi, Assistant Director for the CDI - Showed model for doing these initiatives.

DEC – Has provided recommendation for VP for Diversity and Inclusion. Alan Hill is in charge of search committee.

Karin Wimbley (KW) - Uncomfortable number of bias incidents in classroom are being reported formally and informally at an alarming rate. It's happening everywhere. Encourage you to reflect and become more informed. Cultural Competency is not going to be an option it's going to be a viable skillset.

Rich Cameron - If there were student BIRT complaints against a faculty member, would the faculty member know this?

Myrna Hernandez – If there is a BIRT report from the classroom, that report gets forward to the VPAA and Dean of Faculty and then their office runs the report.

KW - Informal reports takes to coaching students on how they may or may not engage with the professor to have meaningful relationships.

VPAA - Work with the student directly because they are in the classroom, because of the power structure. It's mediated in many different ways, some students will say let's wait until

the end of the semester.

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

Written announcement: Honorary Degrees and University Occasions continues to invite nominations for Honorary Degrees to be awarded at commencement May 2020. Details about the process were sent via email on February 15. Nominations should be sent to the committee by March 15. This year's committee members are: Deborah Geis, Brooke Cox (chair), David Worthington, Keith Nightenhelser, Mark McCoy; two students Kamal Apatira and Kayden Lichtenauer. Ex Officio, Ken Owen, Mike Seaman.

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

I appreciate the time to make comments about specific issues that I've been asked to share by different constituencies of the institution. I will then have a few comments about the restructuring that was announced and begun last Tuesday as we all continue to discern our relationship (and the relationship of those things we care about) to the changes that the restructuring will bring. I then look forward to answering your questions.

I. Free speech executive order for federal funding

☑ FIRE (Foundation for Individual Rights in Education) will get involved

☑ # of federal grants currently awarded (7) and in application (3)

II. Bias incidents in the classroom

21 total this year thus far; 13 Semester I, 8 this semester.

2017-2018 has 25 total reports, 11 Semester I, 14 Semester II.

Tamara Beauboeuf and I are partnering with Myrna Hernandez, Karin Wimbley, and Matt Abtahi in meeting with faculty and students to provide resources. As we act on specific and systemic issues, we encourage everyone to continue to participate in faculty development programs that address inclusive pedagogies so that all students feel that they can belong to our learning spaces. Tamara and I will be working with FDC for the future of PPD and GL programming as well as inclusive pedagogy programming. On that note, I wish to thank David Alvarez and his colleagues for the award of a \$21,887.04 for a Global Learning Workshop to be held at DePauw in 2019.

III. Danks and Percy Julian Anniversary

I also want to remind you about two new and related, opportunities that have been shared in several emails from Dave Berque.

First, is the availability of a new fund that supports multi-disciplinary student-faculty research projects that relate to contemporary societal problems. While proposals are still accepted on all topics (due date: March 13th), members of DePauw's Howard Hughes Medical Institute Grant Team have expressed interest in proposing or coordinating summer student-faculty collaborative multidisciplinary projects related to the life and work of Percy Julian.

In particular, members of the HHMI team are interested in projects that develop materials (e.g., videos, narrations, visualizations, simulations, physical displays, etc.) that showcase Percy Julian's life and work as a way of supporting groups that are underserved by STEM education. The HHMI grant team imagines developing materials that would become available to DePauw students and/or local K12 students. In addition, some materials would ideally be developed for online use nationally.

Next year is the 100th anniversary of Percy Julian's graduation from DePauw, so the timing seems right to shine a light on his work. We also encourage departments, programs and Centers to look for ways to incorporate this theme into their programming next year.

If you want more information, see Dave Berque's email from February 25th or contact him and ask him to resend you the email.

IV. Restructuring

The principle:

Doing less – “What do we stop doing?”

- less programming (conversations with chairs and departments)
- less outreach (reconfigure programs and programming)

Specific cases:

Re: library

- Changes will come in the summer of 2021 when renovations will be complete
- In the meantime, consultation with Library and Technology Committee about Prevo

Re: Nature Park

- Nature Park is not closing – meeting with Nature Park Committee in the coming weeks
- Other faculty members do research in the Nature Park – focus on academic program

The very important matter of privacy:

- Please do not discuss or pressure anyone to learn the identity of impacted individuals
- While an eagerness to restructure is understandable, impacted individuals have the right to their narrative out of the institution.

Going forward:

Committee work for spring 2019 and 2019-20

- Work with RAS and Curriculum – process and criteria of rehires following VRIP –
- Work with Review – service and standards – not budget, but equity
- Work with Faculty Development – course reassignments are not endowed, how do we reconfigure course reassignments (for research but also beyond) for curricular stability, student access to courses, and equity among faculty members)

What to expect after the voluntary retirement incentive program

- **March 29** - deadline for eligible faculty to return their completed **Notice of Interest** form. Note: They can still decline participation after this deadline. However, if they do not submit a notice of interest form by this date they will be ineligible to participate. Soc. Sec., TIAAA-CREFF
- **May 31** - deadline for eligible faculty to return the **Separation and Release Agreement** form. Note: If they do not submit this form, they will not be eligible to participate. They have 7 days after they submit to revoke their election.
- Shift in student-faculty ratio from current 9:1 to 11:1 (separate SOM and CLA)
- Conversion of courses with fewer than 8 students (300 level with 5: find solution)
- Distribution of advising across the faculty (embedded in faculty position at institutions)

Questions for the VPAA

HB - Tuition Remission. Will this be taken away in general?

Renee Madison – It is part of the retirement eligible package, that is a benefit. Overall current employees and ongoing, that benefit removal has not been discussed at all. Provide tuition remission through 2024 particularly for employees that were interested in receiving that benefit. Identified a way for them to continue this.

HB – Winter Term compensation will that be dispersed as stipend or be included in the salary?

AH - All deferred compensation is in the first payout after June 30 of this year.

HB - Can we quantify the number of staff positions with teaching responsibilities that were cut?

AH - it's a small number. She is concerned with outing people. Provide an answer, the way

people are configured for our accreditation process. When it comes to part time teaching models, some are administrative with occasional teaching duties they are considered staff with part time teaching duties. It is different every semester, some it's 10, 12, 5, 3 etc. We are talking about three positions at this time.

HB - What about Faculty Development funds? Reduction or elimination of course release, conference travel money?

AH - If it's endowed it's not a pressure on the budget such as Fisher and Asher. In terms of faculty development conference funds there has been no discussion of looking at those.

Course assignments are not endowed only the salary increase is endowed, but the course reassignment is not. This conversation will be taken to the Faculty Development Committee. 60% of the faculty can teach less than 3/3. Could it be a 3/2 every year when teach a winter term? Everything has to be approved by the board. We know we have course reassignment in the institution. 60% of faculty enjoy some type of benefit knowing it's not endowed, How do we figure this out? Invited by FDC in their next meeting.

Jeff Kinney (JK)- Address the other part of FDC funding, such as Professional Development Funds?

AH - Neither PDF or conference funds have been cut. Nothing has been discussed or been asked to look there at faculty development monies.

JK - Is everyone going to be on a 3-3 load?

AH - That has not been looked at.

Nahyan Fancy - It's not the same 60% with course release from 3-3, it's not the 120 faculty that never teach 3-3. That is a rotational basis. The small cohort who have never ever received it and how can we change it. It is disingenuous to use the phrase 60% don't teach a 3-3.

AH - It is not the same 60%

Karin Wimbley - You haven't been asked to look into professional development funds particularly those that are not endowed. Is it possible to look into endowing those funds?

President McCoy - Yes it is.

AH - Provide FDC a full inventory of endowed faculty development funding. We know we have some at the departmental level as well. Maybe we could change things around.

HB -The historic current retirement arrangement where people get three course release and the buyout of adjunct will that continue to be available?

AH - Yes, voluntary incentive on one side of the table and the phase out we are looking it at as well. 5 year window.

Jeff Kinney - Earlier reference to conversations about the restructuring. For those of us considering this offer, without know if we don't take the offer we don't know what we are coming back to. If I am trying to consider what option that I have here I'm also waiting wishing/hoping that it will work. No idea what is on the other side. What is the image the school likes after the restructuring?

AH - Looking at other institutions that have a gap surplus. What are they doing differently? Library, IT that research has begun in earnest. Meeting with different committees that work will happen as well. Absurd things to some are we going to become a regional, nursing, cyber security etc. President McCoy has said the liberal arts mission remains the same. Concrete things we can expect the student/faculty to change from 9:1 to 11:1 continue to separate the school of music from the CLA, fewer courses with 8 students or less, and if they are 300-level with 8 or less, look at the curriculum. Some of these schools that are ranked higher than we are have 12 fewer majors, 20 fewer minors, and 20 fewer faculty. What is happening at those place? Expect a higher student/faculty ratio a look at department curriculum. August 2020 we owe our first report. Review committee meeting about service. Rethinking about advising, finding out a lot of staff to advising. Many years ago at Faculty Institute you got six names and that's who you advised. New structure of advising. Mission of Liberal Arts is there.

Ask what Liberal Arts means? A regional masters school, Marion or Butler. Having the departments that we have and provide a BA.

HB - What is the future of honors and fellows program?

AH - Three different areas for academic affairs. Libraries, IT, and Other. We had to take a look at what we are doing. School of Music, Centers, Honors and Fellows. Absolute a need to talk about these three entities. Some are endowed and will stay. Endowing professional development, endow centers. Honors and fellows programs, conversations with the six directors of those areas. 5 siloed and 2 science 3 fellows based on internships. Can we have two? Future of honors and fellows is a conversation about structure really important for faculty involvement and labor. Curriculum contribution that these programs require. Honor Scholar classes open to more than Honor Scholar students. No sweeping away of honors and fellows. Most liberal arts colleges do not have these programs. Right now they will stay in existence, good conversation to be had about their structure. 5 different ones might not be the same.

Doug Harms - Prevo library closing, concerned about it. Was the library technology committee consulted on this?

AH - Moving the collection to the renovated space and requiring less space, converting the space to high density storage, peer tutoring rooms, having reserves there. That will come before the library and technology committee. The collection remains intact. Moving the collection was not brought up to the committee.

13. Communications from the President (Mark McCoy)

Howard Brooks (HB) Reading Questions from faculty

HB - What is happening to improve communication for Board and Faculty

President McCoy - Reach out to governance, board is interested in increasing that communication, scheduled extra time during the next board meeting. Starting with governance move forward from there.

HB - Were any faculty committees consulted about the restructuring plan?

MM- Strategic Planning Committee was consulted in Florida

HB - What alternatives were considered?

MM- Everything was on the table. The board asked the administration in October to do a serious benchmarking look. Presented data in January. The board voted to delegate the remainder to the executive board. Benchmarking Data showed the number of faculty and the number of staff. Staff was around 125 more staff than schools that have balanced budgets. As for faculty, DePauw has between 20 and 60 more than the balanced schools. DePauw 25 years ago, had fewer faculty, fewer staff and more students. With that information the administration and the board worked through the options. Some chose to close departments, others chose different things. We instead offered a voluntary plan to faculty and then we looked at voluntary plan to staff. Did a deeper dive and that was not possible to make it possible on staff side. We were not just doing a blind cut we looked at other institutions that balanced their budget. How we could make the most beneficial package for everyone involved. Probably better to wait until May, thought it would be better to announce in February. Felt that was the best method forward. Worked until finally this is what was implemented.

HB – This plan focuses exclusively on the expense side. Could you provide some detail about the plans for maintaining and increasing revenue?

MM - Many things were brought forward from committees and faculty. Look into those as we go, changes in marketing and where we are marking. What makes us distinctive, FYS, general studies curriculum. Continue to develop.

HB - Capital Projects freshman quad how much is already borrowed?

Bob Leonard - Last spring we borrowed 40 million that covers first hall in south quad, campus

energy master plan and GCPA repairs.

David Worthington - How much are we in debt right now?

Bob Leonard - Reinvesting \$110 million of the \$130 million bonds. We are fairly close to maybe \$200 million in total liabilities. Net assets just over \$850 million.

HB - What number in the voluntary early retirement do we consider a success?

MM - Depends on which people will accept it, and we will replace some of the retirees. high demand course work, majors, hard for us to put a number on. Thinking 25 or 20-30 we will know more in time. There are 144 eligible for the plan.

Rich Cameron (RC) – On what factors would rehiring be made? Handbook puts those decisions under RAS. Tradition is that the administration follows the RAS recommendations.

MM - That is not exactly true, we have not followed the RAS proposals every year.

RC - Administrators will be telling the faculty which areas get the rehires? This won't be a faculty prerogative?

MM- RAS will continue to operate, they met already to discuss this.

HB - If someone does not take the early retirement and then we don't reach that number so we cut departments and programs. Will that individual receive any compensation?

MM - Our goal is and our conservative estimate is that we will do this once and it will work. We will come back to faculty and see where we stand. Are we intending to offer additional voluntary retirement? No we are not.

AH - Conversation with RAS, multiple ways it is structured academic programs and fellows. What is that differentiate, do we use the spring semester to come up to this. Can we get a summer RAS process going?

MM – Since the plan makes next year the final year of service, we have another year to work with RAS.

Dave Guinee - We should have a Voluntary Retirement Plan in place all the time. It would serve as a good way to encourage some people who are close to retirement. It could also encourage people to transition to a new career. What are other opportunities for me that make it very attractive to leave and start a different career? Faculty and staff we might be available to affect the overall demographics in a positive way.

Melanie Finney – Is 11:1 student to faculty is it long term goal?

MM – No. The models range from 9-1 to 11-1 or 12-1.

HB - When will we know if this plan works?

MM - We won't know until June 7, although we will have a first idea at the end of March. The June 7 results will be communicated via email.

Nahyan Fancy (NF) - Clarify we are 9:1 now because our student body shrunk. That is always a moving target, how are you addressing the larger points? Why are we delaying the timing of the annual salary letters?

Bob Leonard – Faculty salaries and benefits account for 25% of our total budget. The bottom line is our 1% raise is the equivalent of \$400,000 to DePauw. We need to feel strong about our revenue and our cost estimates. We don't have weekly sales, month sales, we have a revenue number that we are confident with after the students show up. We are trying to give ourselves more certainty.

MM- No one loses anything because it goes back, melt increases each year. Multiple deposits are influencing melt. Moving it to October it will backfill. That's when we know we can give the best raise that we can.

Doug Harms – I admit I was a crappy teacher when I started, and am much better now. We have a lot of full professors that are damn good teachers. Don't make us feel like we are just a drain on the budget.

MM - We do appreciate the quality of our faculty. Students aren't willing to pay the difference to come to DePauw.

Carrie Klaus - feels frivolous to talk about campus climate now. Measure of success of this program that 25-30 faculty take and we've invited 100 faculty to retire early. Yet the message that my knowledge and expertise is valued so little by the university that is hard lesson to take.

MM- I am moved by your point. I would not want faculty to look at it that way. Another University just cut faculty and DePauw is trying to find a way to honor their faculty.

Sharon Crary- If I choose to stay here, how am I going to have my trust in this institution? How many things we do for free, and I don't know that I will continue to do for free. Then you will have to hire more people to replace what I do. I don't know that I want to continue to do those things for free.

MM – We have been under financial duress for a very long time. We cannot hide it any longer. Idea that somehow we have to address this perennial problem. Trying to put DePauw in a better financial place.

Geoff Klinger (GK) – This is not supported by anecdotal evidence. Health care benefits cut last semester, We were told our plan was Cadillac compared to other schools. However, there is evidence that we were not up to par. Separation packages being offered, but now we hear that Wooster has better package. Institutions over higher education have adjusted and made changes, have not only survive but thrive. Can you name some of these schools?

MM- we can do this in the kindest way that we can.

GK - What are these schools that we are trying to be like?

MM – We are trying to put DePauw on a footing where we can be like these other schools.

GK - So there are not a list?

MM – We compared ourselves financially to Rhodes College, which has a stringent policy on how they hire people and what they have to have before they build.

Joe Heithaus – I am upset with university communications. We received a letter dated 2/26, which began as DePauw prepares to move into its third century. Burying the lead, and that is what we did. That letter makes me the most sad. Alumni that read that letter and see the bullshit first four paragraphs before they get to the real news. We need to communicate better. Embarrassed that that letter went out. Who is looking at these letters before they go out?

MM - Thanks for bringing it up. That letter was reviewed by dozens of people, recognize by the research we had one. All different people read these letters. The ones that did this had the better impact for what we wanted. All of the communications experts who did this put this foot forward. People wrote thank you for the way you are handling this. We've gotten the opposite response.

David Alvarez – The letter included a statement that Board of Trustees communicated their care or love. After a bewildering style on the roll out for healthcare, why was it repeated? Lack of consultation with any faculty governance committee? How is that care? How the form of communication that the board of trustees and you are using is an expression of care?

MM- The letter was written by a group of people who do this all the time. We did research on how these things work what works well what doesn't work well. There are horrible ways that this is done. Most important thing is not to let them know it in social media or from someone else. The entire challenge became how do we do this so we can communicate this the best way. Research, board members all came together with timing. Timed down to the minute. A lot of professionals and experts involved with how to roll this out.

NF - You followed the corporate model for doing it in a University setting.

MM – There were conversations with other universities. This was the best way forward.

NF - Wooster shows us how to do this. Oberlin letter from earlier this year was a community model. It's about which benchmarks we pick.

HB - Did we consider eliminating the gold commitment? The letter said we were 97% successful.

MM - We haven't staffed up, we are just putting it out there. One reason we were successful is because we do put outcomes out there.

HB - Did you benchmark the number of VP, Deans, Associate Deans - the cuts are inordinately administrative. The percentage with administrator title was greater than the average.

HB - Did members of cabinet take a pay cut to reduce staff lay-offs?

MM - The Board sets salaries for top administrators, they do the benchmarking. The salaries of administrators were not out of line but the number of staff was out of line.

Rachel Goldberg - Clearly done a lot of thinking and we have grown. If you bring us along with you so we are gaining an understanding with you even if we are making terrible decisions we won't have the feeling of betrayal.

MM- Debated at board level and administrative level on how to do this and how we do this so the word doesn't spread. You can't delegate this kind of pain. You have to own this yourself and move forward and do this.

GK - comment that you said about comparative schools that have made similar changes that have not only survived but thrived.

President McCoy - I misunderstood question earlier. Schools are striving through thriving.

GK- The VPAA has been quite insistent and consistent in remaining confidentiality with those cuts. Did those people who were cut receive a list of people?

MM- Have been working with every bright mind with every person that we could in making this process happen. Far be better to get paid in a monthly payout. We will look into that thank you for looking into it. This has been 24/7 for a lot of people. It is required by law for every impacted person in the involuntarily that they get a list of titles and ages. If you are in a giant school it is not problematic in a small school it is problematic. Legally we were required to do this. We don't share publicly. Violating the care we were trying to impact when it went out on social media.

Brian Wright - If this doesn't work have you started discussion on plan B?

President McCoy - Built conservatively with every intention that it will work. If that works we don't need a plan B if this doesn't work. We are not talking about what happens next. If it doesn't solve it then we will start immediately.

Mary Kertzman - Concerned numbers for student faculty ratio and numbers of hopeful volunteers. is 25-30 going to take us to the ratio of students that we are needing?

MM - Faculty student ratio is not driving us, the budget is. Depends on what areas this impacts, we won't know until after we see who retires. There are positions that might accept the retirement but they won't make an impact.

Rachel Goldberg (RG)- Changes, please make them with us. Bring proposals to us,

MM - This is on our campus and we have to be very careful. These were decisions about staff positions based on a benchmark based on decisions by who those people report to. This decision was made in an ownership way on best advice that we had.

RG - Concern that none of the relevant faculty governance committees have been involved.

The faculty are officers of the university. Have not addressed that faculty that this needs happen that your administration in particular has fall down in their responsibility in making decisions in legitimate faculty control such as the curriculum. That is not shared governance.

MM- We need to work as a collective in shared governance. The efforts have been to do this as graciously as possible. All the positions we reviewed to a Vice President who could make the decision to cut under them.

David Alvarez - Board of Trustees were interested in an overhaul with faculty governance.

What are the problems and what are the proposals?

MM - The trustees want it clearly made known who makes what decisions and is involved in the process. Who is responsible for every decision that is made? Sit down collectively and figure out how this works.

Melanie Finney (MF) - HR have you been told how many people are negatively affected by this change in insurance.

Jana Grimes - Yes

MF - Can this be reported to the board?

Jana Grimes - HR is having lots of conversations, individuals are coming to this that they have increases. For a large number of individuals we were able to look at other options to help them. It is working both ways. If you know of a colleague that is struggling, send them to HR for help.

MF - Please still make a report.

Jana Grimes - Yes will put together a report.

MM- Point well taken, assumption I will not make again.

Jonathan Nichols-Pethick - Thank you to Jana for your help. Can the University intervene on our behalf? I am already experiencing an amazing amount of dishonest actions from the insurance company?

MM - Yes, go to HR.

14. Old Business None

15. New Business None

16. Announcements

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

Course Code and Name	Change(s) Asked	Committee Decision
HIST 338 – The Enlightenment: Europe and the Other	Name change	Approved
UNIV 183 – Scientific Revolutions	Adding GL designation	Approved
ENG 149 - Introduction to Creative Writing	Adding AH designation	Approved
WLIT 105 – Introduction to World Literature	Replacing WLIT 205 Cross-listing with ENG 141	Approved
ENG 141 - Reading World Literature <i>and</i> WLIT 105 – Introduction to World Literature	Adding GL designation	Approved

B. Course Calendar Oversight Committee announces off-campus courses approved for GL designation

Name of the Course	Institute Offering the Course	Committee Decision
Swedish Language and Culture I	DIS Stockholm	Approved
Principia Consortium	University of Glasgow	Approved
Visualizing Scotland	University of Edinburgh	Approved
Celtic Civilization: Continuity and Change	University of Limerick	Approved
Irish Traditional Music	University of Limerick	Approved
Irish Traditional Music 2	University of Limerick	Approved
Sociology of Globalization	University of Limerick	Approved
Irish Folklore	University of Limerick	Approved
Gaelic Games	University of Limerick	Approved
Global Literatures of Conflict	Edinburgh Napier University	Approved
Espanol Avanzada 1	Pontificia Universidad Católica Madre y Maestra	Approved

C. The process of filling vacancies on elected faculty committees continues. An update of the filled and unfilled positions will be provided this week.

17. Adjournment

Adjourned at 7pm.

Appendix A. Complete Description of the Proposal for a New Major and Minor in German Studies**Proposal:**

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

maneuver our increasingly intercultural world and open doors to many professions.

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

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

Learning Goals:

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

Questions:

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

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

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

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

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

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

Julia Bruggemann (History)

Angela Flury (English)

Matthew Balensuela (Music)

Karin Wimbley (English)

Amity Reading (English)

Henning Schneider (Biology)

Mahdis Azarmandi (Conflict Studies)

Carrie Klaus (Modern Languages / Global French Studies)

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

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

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

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

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

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

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

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

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

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

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

MAJOR / MINOR

German Major and Minor Templates

Total courses required	Eight
Core courses	<ul style="list-style-type: none">● Introduction to German Studies 115, 116, 117, or 118● Intermediate German I (211), Intermediate German II (212)● A course in German history (HIST 244 "Modern Germany," HIST 245 "The Holocaust")● One 300-level German course GER 307 "Introduction to German Literature", or 314 "German Cultural Studies" and a Bridge Course (German Studies 306, "German Studies Through the Disciplines"). The bridge course is an independent-study seminar, with treatment of texts in German, in which students learn deeply about a German aspect of one of their other courses.)● A Senior Thesis (GER 448, "Advanced Readings and Projects in German.")
Other required courses	<ul style="list-style-type: none">● One cognate course taught in English, or an additional German course, or an additional bridge course
Number 300 and 400 level courses	<ul style="list-style-type: none">● Three
Other required courses	<ul style="list-style-type: none">● One cognate course taught in English, or an additional German course, or an additional bridge course
Number 300 and 400 level courses	<ul style="list-style-type: none">● Three
Cognate Courses	<ul style="list-style-type: none">● ART 225 ("Modern Art and Modernity", ART 275 ("First World War and Modernist Culture"), ARTH 290 ("Art & Lit / Paris & Berlin"), ENG 255 ("The Literature of Existentialism," "German Jewish Literature," "German Romantic Literature," "Reality, Fantasy, and In-Between: Fiction and Modernity,"), ENG 261 ("Modern Continental Literature"), ENG 392 ("The Bildungsroman"), GER 115, GER 116, GER 117, GER 118 ("Introduction to German Studies"), HIST 244 ("Germany from Unification to Unification, 1870-1989"), HIST 245 ("The Holocaust"), HIST 342 ("Europe of Dictators"), HONR 300 (The Legacy of Nietzsche and Kafka), MI 295 ("Holocaust and Exile in Film," "20th-Century German Through Film," "Beyond Good and Evil: Romanticism and Radicalism in German Culture," "Wor(l)ds of German Music: Text and Tones in Opera, Lied, and Song," "Deep Thinking: Psychoanalysis and the Search for a More Meaningful Life"), MUS 265 ("History of Western Music I"), MUS 266 ("History of Western Music II", MUS 390 ("Bach and the Baroque", "Mozart", "Beethoven", "The Early Romantics"), PHIL 220 ("Existentialism"). Topics courses with German content with the approval of the program.

Senior requirement and capstone experience	<ul style="list-style-type: none"> • A Senior Thesis (German 448, “Advanced Readings and Projects in German.”)
Additional information	<ul style="list-style-type: none"> • Semester-long internships in Germany and/or courses taken during study abroad in Germany may count up to 2 credits toward the requirement for the major.
Writing in the Major	Students may satisfy the Writing in the Major requirement for German Studies either with German Studies 306, “German Studies Through the Disciplines” or German 448, “Advanced Readings and Projects in German.”
German Studies Minor Proposal	
Total courses required	Five
Core courses	<ul style="list-style-type: none"> • Introduction to German Studies 115, 116, 117, or 118 • Two semesters of German language above the 100-level
Additional courses	<ul style="list-style-type: none"> • Two cognate or German courses or a combination (one at the 300-level) • ART 225 (“Modern Art and Modernity”, ART 275 (“First World War and Modernist Culture”), ARTH 290 (“Art & Lit / Paris & Berlin”), ENG 255 (“The Literature of Existentialism,” “German Jewish Literature,” “German Romantic Literature,” “Reality, Fantasy, and In-Between: Fiction and Modernity,”), ENG 261 (“Modern Continental Literature”), ENG 392 (“The Bildungsroman”), GER 115, GER 116, GER 117, GER 118 (“Introduction to German Studies”), HIST 244 (“Germany from Unification to Unification, 1870-1989”), HIST 245 (“The Holocaust”), HIST 342 (“Europe of Dictators”), HONR 300 (The Legacy of Nietzsche and Kafka), ML 295 (“Holocaust and Exile in Film,” “20th-Century German Through Film,” “Beyond Good and Evil: Romanticism and Radicalism in German Culture,” “Wor(l)ds of German Music: Text and Tones in Opera, Lied, and Song,” “Deep Thinking: Psychoanalysis and the Search for a More Meaningful Life”), MUS 265 (“History of Western Music I”), MUS 266 (“History of Western Music II”), MUS 390 (“Bach and the Baroque”, “Mozart”, “Beethoven”, “The Early Romantics”), PHIL 220 (“Existentialism”). Topics courses with German content with the approval of the program.
Additional information	Internships in Germany and/or courses taken during study abroad in Germany may count up to 1 credit toward the requirement for the minor.
Description of Required Courses:	
<i>A list of the Department Course Number, Title, and description for all required courses,</i>	

including optional courses and courses in other programs or departments.

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

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

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

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

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

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

German Studies 118. Germany today

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

German 211: Intermediate German I

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

German 212: Intermediate German II

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

German Studies 306. German Studies Through The Disciplines

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

German 307: Introduction to German Literature

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

German 314: German Cultural Studies

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

German 447: Advanced Readings and Projects in German

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

German 448: Advanced Readings and Projects in German

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

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

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

History 245: The Holocaust

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

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

Over the past three years, faculty members of the Modern Languages department have engaged in a sustained examination and study of their curricula following a self-study in 2014-15 and external review and report in 2015-16. Two prominent goals of this work were to 1) acknowledge and valorize the distinct disciplinary identity of the study of each language and 2) to provide students with engaging and issues-based analytical frameworks for language study. The resulting curricular proposals researched and designed in 2016-17 and fall of 2017 have

been reviewed by the Curriculum Committee starting in the spring of 2018, when a template for the curricular changes of each language program was designed by the Committee (see below). Each of the six language programs (Chinese, French, German, Italian, Japanese, Spanish) have presented a new curriculum to the Committee, which has engaged in in-depth discussions and repeated revisions with all language programs throughout the fall of 2018. The Curriculum Committee is bringing the proposals forward to the faculty, with its endorsements, over a period of three months as proposals are finalized. The distinct identity of each language studies program will necessitate administrative changes, which are described below, and, following University precedent, will be voted upon after curricular proposals have been approved by the faculty.

I. TIMELINE

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

II. RATIONALE FOR CURRICULAR CHANGE

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

III. SUMMARY OF CURRICULAR CHANGES WITH TIMELINES

Language

Existing catalog offering

Proposed catalog offerings and changes

Asian Studies curricular possibilities:

Chinese Minor

Japanese Minor

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

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

French curricular possibilities:

French Major and Minor

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

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

German curricular possibilities:

German Major and Minor

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

- Add German Studies Major
- Add German Studies Minor

Italian curricular possibilities:

Italian minor

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

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

Spanish curricular possibilities:

Spanish Major and Minor

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

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

Curricular Proposal Template:

Major: *Name of the major*

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

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

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

Requirements for A Major

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

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

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

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

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

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

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

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

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

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

Web sites – 4 new web sites

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

Directors – 1 course reassignment for Hispanic Studies

Director of Asian Studies - selected from the existing interdisciplinary committee
 Interdisciplinary committee - already exists, participation of various disciplines

Director of Global French Studies - selected from French language faculty member
 Interdisciplinary committee: French language faculty members and interdisciplinary colleagues

Director of German Studies - selected from German language faculty members
 Interdisciplinary committee: German language faculty members and interdisciplinary colleagues

Director of Hispanic Studies - selected from Spanish language faculty member
 Interdisciplinary committee: Spanish language faculty members and interdisciplinary colleagues

Director of Italian Cultural Studies - Italian language faculty member
 Interdisciplinary committee: Italian language faculty member and interdisciplinary colleagues

Duties of Global Language Studies Directors
 (course reassignment as of 8 language faculty members)
 Schedule of Classes
 Personnel Committees
 Search Committees
 Off-Campus Study Credit for the Major
 Schedule meetings of the steering committees (once a month or twice a semester based on need)
 Lead discussions of curriculum and pedagogy
 Coordinate with Administrative Assistant (programming, commercial cards, etc.)
 Support of non-tenured faculty (observations, responses to annual reports, etc.)

Duties of one Languages Coordinator
 (need to assess whether requires 10-12 hours a week; more likely as service assignment)
 Supervisor of Administrative Assistant
 Requirement/Placement advising (at beginning of each semester)
 Off-Campus Study Credit for the General Education requirement
 Petitions (in coordination with Dave Berque and Registrar Office)
 Queries and petitions regarding the Language Requirement (old and new)
 Changes to catalog copy about the General Education requirement
 Call divisional meetings on initiatives and issues that shape all language programs

Appendix C. Description of Proposed English Writing Minor

The English department proposes a minor in English Writing. We have regularly offered a minor in English Literature, and due to requests from students and in response to declining enrollments in Arts and Humanities courses, we would now also like to offer a minor in English Writing. DePauw students want to engage with writing. But not all of them can commit to a major, and English would like to offer those students an additional option. An English Writing minor could provide a clear complement to other academic programs (e.g. Studio Art major/English Writing minor, Philosophy major/English Writing minor, etc.) or supplement work in STEM fields (e.g. Computer Science major/English Writing minor, Biochemistry major/English Writing minor). Also, for School of Music students, a consistent number of whom would like to engage more fully with writing but for whom a double-major is a significant challenge, the proposed minor will offer a more viable alternative. Proposed English Minor requirements: 1 (one) Literature course (at any level) 1 (one) ENG 149, Introduction to Creative Writing 1 (one) ENG 349, Form and Genre 2 (two) 300-level writing workshops (from):
 ENG 232, News Writing and Editing
 ENG 301, Creative Writing II: Fiction Workshop
 ENG 302, Creative Writing II: Fiction Topics
 ENG 311, Creative Writing II: Poetry Workshop

ENG 312, Creative Writing II: Poetry Topics
ENG 321, Creative Writing II: Nonfiction Workshop
ENG 322, Creative Writing II: Nonfiction Topics
ENG 331, Creative Writing II: Advanced Reporting Workshop
ENG 332, Creative Writing II: Advanced Reporting Topics
ENG 341, Creative Writing II: Playwriting Workshop
ENG 342, Creative Writing II: Screenwriting Workshop
ENG 343, Creative Writing II: Dramatic Writing Topics

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

Total Courses: 5 (five) Through these five courses, the English Writing minor will engage students in literary study through the course requirement in literature (taught by a member of the Literature faculty), the "Form and Genre" course (an upper-level literature course taught by members of the Writing faculty), which explores various stylistic forms within two genres (e.g., fiction and screenplays, poetry and fiction, screenplays and plays), and the literary works taught as models in each of the required writing courses. The three required writing courses include an entry-level creative writing course (149, "Introduction to Creative Writing"), which introduces students to a writing workshop setting and asks them to begin reading and then writing poems, short stories, and short plays or creative nonfiction essays. At the upper level, students deepen their level of exploration and the development of their writing skills by taking two intensive writing workshops that focus on one genre, which can be chosen from courses in fiction, screenwriting, poetry, creative nonfiction, or playwriting.

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

Appendix D. Request to eliminate the Global Health Minor

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

The Current Global Health Minor

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

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

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

Rationale for Elimination of the Global Health Minor

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

Introduction to Global Health (GLH 101) sets the stage for thinking about global health for students in the GLH program at DePauw. Students who major in GLH have incentive to take GLH 101 early in their academic careers, as it is a prerequisite for two upper level courses

required in the major: the global health practicum course (GLH 301) and the global health senior seminar course (GLH 401). During these courses, student majors are required to consider and tie together material from all their major courses in light of global health. This is essential because their major courses are by definition not global health courses per se. In contrast, none of the courses that comprise the GLH minor require Introduction to Global Health (GLH 101) as a prerequisite. Therefore, while GLH 101 should help students conceptualize global health, many students who are minoring in GLH do not take this course until the end of their academic careers. In practice, we have found that too many students are not gaining new insights from participating in the GLH minor, but rather are able to claim a minor too easily by piecing together courses they have previously taken without considering them in light of global health.

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

Summary

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

Faculty Meeting Minutes
April 8, 2019

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

Called to order at 4:03 pm.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3. Verification of quorum

Quorum verified by chair.

4. Consent agenda

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

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

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

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

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

German Studies 118 - *Germany Today*

German Studies 306 - *German Studies Through The Disciplines*

PHYS 210 - *EM Waves, Relativity & Thermal*

ITAL 197 – *First Year Seminar*

Consent agenda was approved.

5. Curricular Policy and Planning (David Alvarez)

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

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

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

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

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

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

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

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

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

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

Peter Graham - Why?

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

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

Motion approved.

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

Thank you.

Written Announcements:

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

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

6. Faculty Personnel Policy and Review (Jeff Hansen)

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

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

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

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

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

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

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

JH - Yes, Yes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

7. Faculty Priorities and Governance - Angela Flury

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

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

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

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

Jeane Pope - Explain what this means to us.

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

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

Howard Brooks - Develop mutual language mutually with the administration/

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

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

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

Angela Flury - Quoted from minutes.

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

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

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

8. Student Academic Life (Doug Harms)

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

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

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

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

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

9. Faculty Development (Erik Wielenberg)

Written announcement:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

AH - None

KW - That is equity.

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

Carrie Klaus - Thank you for working on this issue. Equity issue is very important. Faculty Fellowship serve

an important mission in getting work accomplished. Suggest that course reassignments for faculty fellowships should be eliminated. Funding might still exist but course reassignment might not exist which is pointless.

EW - FDC agrees.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

EW - Yes we are looking into this.

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

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

MK - More accountability on the scholarship side.

EW - Looking at many different aspects.

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

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

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

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

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

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

Tamara Beauboef

Faucly summer stipend deadline this WEdnesday and additional Tenzer funds.

4/17 Asher applications dues

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

10. Strategic Planning Committee (Jeane Pope)

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

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

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

11. Diversity and Equity Committee (Karin Wimbley)

Announcements

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

Update on BIRT listening sessions.

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

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

13. Athletic Board (Kent Menzel)

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

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

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

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

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

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

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

Retirements and Tenure-Lines

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

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

- First, any colleagues that view the process of considering retirement institutionally, or at least

departmentally, are welcome to speak with me and/or their colleagues about questions of continuity and legacy – but not the other way around. Do not ask your colleagues of their intent about retirement; please afford them the privacy to make this important decision.

- Secondly, it means that, until the 45-day consideration period is over, the institution and its representatives will continue to protect the privacy of the individuals considering retirement and necessarily speak in generalities.

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

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

FDC and Course Reassignment (for Research)

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

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

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

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

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

I am happy to take any questions.

No Questions

16. Communications from the President (Mark McCoy)

I would like to thank everyone who wrote and called legislators and those who supported our shared work

on the hate crimes bill that was recently signed into legislation. While not as detailed as we had hoped, it is a significant step forward and it took a collective effort to get the state farther than it has ever been with legislation like this.

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

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

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

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

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

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

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

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

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

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

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

Joe Heithaus - How are our recruiting effort for students?

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

JH - Is retention okay?

MM - Retention is from many different situations.

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

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

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

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

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

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

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

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

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

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

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

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

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

17. Old Business None

18. New Business None

19. Announcements

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

Course Code and Name	Change(s) Asked
CLST 101 – Introduction to Ancient Greek I	Name change
CLST 102 – Introduction to Ancient Greek II	Name change
German Studies 115 - Science and Society in Modern Europe: Germany	Adding GL designation
German Studies 116 - Modern European Culture from a Global German Perspective	Adding GL designation

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

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

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

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

ART 236 - Eccentrics & the Exotic in 17th & 18th c. China & Japan

ART 256 - Intermediate Painting: The Contemporary Figure
ART 356 - Advanced Painting: The Contemporary Figure
COMM 210 - Performance Studies I
GLH 101 - Introduction to Global Health
HIST 245 - The Holocaust
HIST 257 - Ethnicity and Conflict in South Africa
ML 302 - Discussing Difference: Diversity in Post-Colonial France
ML 333 - Spanish for Heritage Speakers

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

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

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

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

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

Curricular Policy and Planning - Humanities and Social Sciences

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

Student Academic Life – 2 At-Large

20. Adjournment

Adjourned 6:21 pm

Appendix A. Course descriptions for new courses

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

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

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

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

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

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

German Studies 118 - *Germany Today*

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

German Studies 306 - *German Studies Through The Disciplines*

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

PHYS 210 - *EM Waves, Relativity & Thermal*

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

ITAL 197 – *First Year Seminar*

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

Proposal:

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

Rationale:

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

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

Learning Goals:

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

Questions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MAJOR / MINOR

German Major and Minor Templates

Total courses required	Eight
Core courses	<ul style="list-style-type: none">● Introduction to German Studies 115, 116, 117, or 118● Intermediate German I (211), Intermediate German II (212)● A course in German history (HIST 244 “Modern Germany,” HIST 245 “The Holocaust”)● One 300-level German course GER 307 “Introduction to German Literature”, or 314 “German Cultural Studies” and a Bridge Course (German Studies 306, “German Studies Through the Disciplines”). The bridge course is an independent-study seminar, with treatment of texts in German, in which students learn deeply about a German aspect of one of their other courses.)● A Senior Thesis (GER 448, “Advanced Readings and Projects in German.”)

Other required courses

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

Number 300 and 400 level courses

- Three

Cognate Courses

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

Senior requirement and capstone experience

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

Additional information

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

Writing in the Major

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

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

Description of Required Courses:

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

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

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

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

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

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

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

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

German Studies 118. Germany today

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

German 211: Intermediate German I

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

German 212: Intermediate German II

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

German Studies 306. German Studies Through The Disciplines

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

German 307: Introduction to German Literature

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

German 314: German Cultural Studies

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

German 447: Advanced Readings and Projects in German

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

German 448: Advanced Readings and Projects in German

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

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

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

History 245: The Holocaust

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

Appendix C. Description of Proposed English Writing Minor

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

Proposed English Minor requirements:

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

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

Total Courses: 5 (five)

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

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

Appendix D. Request to eliminate the Global Health Minor

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

The Current Global Health Minor

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

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

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

Rationale for Elimination of the Global Health Minor

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

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

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

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

Summary

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

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

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

I. TIMELINE

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

II. RATIONALE FOR CURRICULAR CHANGE

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

III. SUMMARY OF CURRICULAR CHANGES WITH TIMELINES

Language

Existing catalog offering

Proposed catalog offerings and changes

Asian Studies curricular possibilities:

Chinese Minor

Japanese Minor

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

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

French curricular possibilities:

French Major and Minor

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

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

German curricular possibilities:

German Major and Minor

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

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

Italian curricular possibilities:

Italian minor

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

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

Spanish curricular possibilities:

Spanish Major and Minor

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

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

Curricular Proposal Template:

Major: *Name of the major*

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

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

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

Requirements for A Major

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

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

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

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

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

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

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

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

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

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

Web sites – 4 new web sites

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

Directors – 1 course reassignment for Hispanic Studies

Director of Asian Studies - selected from the existing interdisciplinary committee

Interdisciplinary committee - already exists, participation of various disciplines

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

Interdisciplinary committee: French language faculty members and interdisciplinary colleagues

Director of German Studies - selected from German language faculty members

Interdisciplinary committee: German language faculty members and interdisciplinary colleagues

Director of Hispanic Studies - selected from Spanish language faculty member

Interdisciplinary committee: Spanish language faculty members and interdisciplinary colleagues

Director of Italian Cultural Studies - Italian language faculty member

Interdisciplinary committee: Italian language faculty member and interdisciplinary colleagues

Duties of Global Language Studies Directors

(course reassignment as of 8 language faculty members)

Schedule of Classes

Personnel Committees

Search Committees

Off-Campus Study Credit for the Major

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

Lead discussions of curriculum and pedagogy

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

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

Duties of one Languages Coordinator

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

Supervisor of Administrative Assistant

Requirement/Placement advising (at beginning of each semester)

Off-Campus Study Credit for the General Education requirement

Petitions (in coordination with Dave Berque and Registrar Office)

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

Changes to catalog copy about the General Education requirement

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

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

Proposal:

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

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

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

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

The University Mission states:

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

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

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

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

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

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

declared a major, but then chose not to make the commitment to Spanish as a second major (students rarely major in Spanish alone). We believe that a revision of existing course content, along with inclusion of courses from affinity departments and programs, will render greater accessibility to interested majors.

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

Learning Goals:

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

Questions:

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

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

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

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

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

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

A student who tests into the intermediate level:

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

A student who tests into the 300-level:

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

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

A student who identifies as a heritage learner:

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

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

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

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

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

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

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

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

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

On December 4, 2018 members of the Spanish section met with Latin American & Caribbean Studies (LACS) affiliates, the chair of Curricular Policy and Planning committee, and the VPAA (with some overlap) to discuss the relationship between LACS and a future Hispanic Studies Program. The Spanish section clarified that there would be ample opportunity for LACS courses that aren't part of a Spanish language curriculum to count towards the new major, and they would be more vital than ever, given the new scheme for a 10 credit

major with cognate options.

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

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

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

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

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

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

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

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

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

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

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

HISPANIC STUDIES MAJOR

Total Courses Required	Ten
Core Courses	<ul style="list-style-type: none">HISP 330 (Spanish Conversation & Phonetics), HISP 332 (Spanish Reading and Grammar) or HISP 333 (Spanish for Heritage Learners, see below), HISP 335 (Introduction to Hispanic Literature), HISP 430 (Advanced Grammar and Composition), HISP 456

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

Additional Information:

Off-campus courses:

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

Heritage speakers

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

Writing in the Major Requirement

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

HISPANIC STUDIES MINOR

**TOTAL COURSES
REQUIRED**

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

CORE COURSES

- None

**OTHER
REQUIRED
COURSES**

Minor for heritage speakers of Spanish

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

**NUMBER 300
AND 400 LEVEL
COURSES**

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

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

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

HISP 131

Introduction to the Spanish-Speaking World I

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

HISP 132

Introduction to the Spanish-Speaking World II

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

HISP 140

The Spanish-Speaking World: Intensive Level

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

HISP 231

Topics of the Spanish-Speaking World I

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

HISP 232

Topics of the Spanish-Speaking World II

A continuation of HISP 231.

HISP 330

Orality in the Spanish-Speaking World

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

HISP 332

Literacy in the Spanish-Speaking World

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

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

HISP 333

Spanish as a Heritage Language

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

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

HISP 335

Introduction to Hispanic Literature

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

HISP 338

Latin American Civilization

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

HISP 339**Spanish Civilization**

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

HISP 340**Business Spanish**

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

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

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

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

HISP 430**Advanced Composition**

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

HISP 442**Literature of Spain**

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

HISP 444**Spanish American Literature**

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

HISP 456**Hispanic Seminar**

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

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

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

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

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

Appendix G. Restructuring the Modern Languages Department

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

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

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

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

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

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

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

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

Directors

Director of Asian Studies - selected from the existing interdisciplinary committee

Interdisciplinary committee - already exists, participation of various disciplines

Director Hispanic Studies - selected from Spanish language faculty members

Interdisciplinary committee: Spanish language faculty members and interdisciplinary colleagues

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

Interdisciplinary committee: French language faculty members and interdisciplinary colleagues

Director of Italian Cultural Studies - Italian language faculty member

Interdisciplinary committee: Italian language faculty member and interdisciplinary colleagues

Director of German Studies - selected from German language faculty members

Interdisciplinary committee: German language faculty members and interdisciplinary colleagues

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

Personnel Committees

Search Committees

FTPRCs (Faculty Tenure Proposal Request Committee)

Off-Campus Study Credit for the Major

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

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

Lead discussions of curriculum and pedagogy for language studies program

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

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

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

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

service assignment on rotation among language faculty

Supervisor of Administrative Assistant

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

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

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

Changes to catalog copy about the General Education requirement

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

Appendix H. Proposed Academic Handbook Changes to Service

Rationale.

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

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

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

Process.

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

Summary.

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

V. CRITERIA FOR DECISIONS ON FACULTY STATUS

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

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

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

Service

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

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

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

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

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

Faculty Meeting Minutes
May 6, 2019

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

Called to order 4:09 pm.

2. Tribute to Richard Kelly, Professor Emeritus of Psychology – (Pam Propsom) Tribute written by Professor Emeritus Steve Raines is found in Appendix E.

3. Verification of quorum

4. Consent agenda

A. Approve minutes of March 4, 2019 faculty meeting.

B. Approve minutes of April 8, 2019 faculty meeting.

C. New Course to be approved by the faculty (from Course and Calendar Oversight Committee)

UNIV 316 – Inclusive Excellence Practicum

Course description: This course provides students with the tools necessary to excel as a subject tutor. Students will develop an understanding of inclusion and its necessity in the instructional process as we seek to value and engage one another in a way that recognizes and celebrates our diversity. The assignments are selected to help reflect on crucial issues and apply understanding of the course content in real and tangible ways. The primary modes of instruction include class discussion and reflective writing. Students who have applied for and been accepted as a STEM Guide, department tutor, or other student assistant in instruction will meet every other week to learn and reflect on best practices in peer instruction. Topics addressed include: the peer tutoring model, effective tutoring strategies, working with groups, problem-solving, cultural competence (working with international students, first-generation students, and others), implicit bias, and effective communication.

D. Changes to the Writing in the Discipline (WD) Requirement for All Majors in the Department of Geosciences (from Curricular Policy and Planning) Remove *GEOS 300: Writing in the Geosciences* (0.5 cr) course and replace with expansion of WD courses in 300-level courses (*GEOS 310, 350, 315, 330, 370*).

E. Changes to the Geology Major (from Curricular Policy and Planning) Addition of two courses as electives for the Geology major: *GEOS 105: Earthquakes & Volcanoes* and *GEOS 107: Geology of America's National Parks*.

Modification of the elective requirement from “At least 3 course credits from the following (at least 1 must be at the 300 or higher level):” to “At least 3 course credits from the following (at least 2 must be at the 200 or higher level AND at least 1 of the 2 must be at the 300 or higher level):”.

Consent Agenda Approved

5. Curricular Policy and Planning (David Alvarez)

A. Motion to be voted on a new major and minor in Hispanic Studies. A complete description of the new major and minor may be found in **Appendix A**.

Kelly Hall - Is this the only area of studies that is counting a 100-level of placement into the 200 level?

Alex Puga - Currently mirrors the policy that is already in place.

Kelly Hall - Questioned if that was for a 200-level course, they are getting credit for an elementary first year

of study.

Alex Puga - No. Students will begin at the 100-level they will end up with 10 courses.

Kelly Hall - They will end up with two credits if they test in at that level.

Dave Berque - No intent to change the retroactive credit policy. Compares to computer science and other departments at DePauw.

Motion Carries

B. Motion to be voted on to restructure the Modern Languages department to a group of Global Studies programs. A complete description of the request may be found in **Appendix B**.

Anne Harris - Context for process. Modeled on reconfiguration of computer science and mathematics.

Derek Ford - How much more service does this create? Do we need people to serve on this from other programs and disciplines?

David Alvarez - Since each new major has its own steering committee more people are involved in that.

Derek Ford - Will this be hard to fill?

David Alvarez - Cognate courses that will be taught from other departments, required people to come be part of the new major. Point taken on maintaining faculty for this service.

Motion Carries

Written Announcements:

A. For an overview of the restructuring process of the Modern Languages department, including a response to a faculty member's query during the April 2019 faculty meeting about the number of administrative course releases in the current and restructured ML program, please see **Appendix C**.

B. After a joint meeting with the Writing Curriculum Committee, the Curricular Policy and Planning Committee agreed not to recommend that the teaching of writing be removed from the First-Year Seminar program.

C. The Curricular Planning and Policy committee met on April 15, 22, and 29. In addition to the items above, the committee met with RAS. It also held a joint meeting with President McCoy and Center Directors and Commitment leadership to discuss a proposal for "Streamlining Commitment Requirements and Bridging them to the Curriculum" that included ways to increase faculty student-research opportunities through the Centers. The committee reviewed a proposal for a new major in "Applied Statistics and Operation Research," is continuing its analysis of allowing students to double major in dual departments, reviewed an administrative proposal for a new Emeriti faculty position, began implementing a process for revising DePauw's General Education requirements, started to address issues of consistency in granting academic credit for student internships, and initiated an assessment of the results of the "Enhancing Global Learning at DePauw through the Global Liberal Arts Alliance (GLAA)" poll.

Geoff Klinger - Tell more about the proposal and where it came from.

David Alvarez - Met on March 18, a joint meeting with centers council and leadership of committee. To

begin discussion on articulating academic programs and centers and how this contributes to the gold commitment. Using centers to further faculty student research. Attempt to begin clarification of the relationship between academic programs and the centers. Met on April 29 and the administration brought forth the proposal of bridge idea, thought it best to continue with a summer working group.

Melanie Finney - Joint meeting with writing curriculum committee. Explain or provide a report on why that is the recommendation. FYS was one resource because of advising not the writing component.

David Alvarez - New process for assigning FYS that it wasn't as difficult to fill them. Also seeking to re-energize the FYS through the POD idea. Will need to consult the committee and can explain more at a later time.

Rebecca Schindler - Conducted faculty survey last year and had data from that and an open meeting. Based on both that survey and the open meeting our sense on the writing curriculum, there was not a overwhelming voice from the faculty to move the writing section. The data collected was because there departments were not asking them to do this. VPAA now works more closely with chairs on this. The other issue is that the WCC strongly agrees that there should be a writing experience for every FY student and that is the best place to do this. Provided in the annual report, contact her if you would like to see this.

Geoff Klinger - Six faculty members going to serve on the summer working group? Will other administrators and staff be on this? Majority of the members should be faculty.

David Alvarez - Number not set yet, yes there will be a majority of faculty.

D. The Chair of the Curricular Policy and Planning Committee will be meeting with the Academic Affairs Committee of the Board of Trustees on May 9 to address an issue that relates to the faculty member's committee work.

E. The committee seeks your questions, suggestions for its agenda, and input on the proposals it is considering.

6. Faculty Personnel Policy and Review (Jeff Hansen)

A. Motion to change the handbook in regards to the Service Criteria for Decisions on Faculty Status, to be voted on. See **Appendix D** for the changes in the Handbook language.

Amendment to Motion Institutional Review Board and other committee work that the???Add IRB to the list of activities that would count for a singular service activity. Allow for additional things if people bring them before the review committee for their consideration.

Howard Brooks - We can treat as a friendly amendment

Nahyan Fancy - IRB would consider equal to something standing already?

Jeff Hansen - Yes

Derek Ford - Question on last sentence of first paragraph. What does complement mean?

Jeff Hansen - Looked at the language and felt that it was not a good idea to allow a larger amount of service to your profession to result in a less amount of service to the University or the department. Not for sure that it would be appropriate to take it out entirely?

Derek Ford - Example

Jeff Hansen - Not at this time

Anne Harris - Compensating language was troublesome, complement is "in addition to" A and B in addition to C. Anchor department service and university service and professional service is complimentary.

Nahyan Fancy - Remove language on adequate service, tenure and promotion criteria are not listed in this.

Every faculty member in their period of review. Needs to be clarified for review process.

Anne Harris - Significant would be beyond what is clearly listed as the adequate requirement. This establishes a bottom line. This does not change the tenure and promotion standards of service it defines them.

Jeff Hansen - Significance is not just the process of counting it is the quality.

Derek Ford - Just say that A & B is required.

Jeff Hansen - Friendly amendment of changing "Complement" to "Supplement".

Dave Guinee - Provided definition. Must fulfill A and B and C can be used to start moving towards significant. Take out full line that says complement.

Pam Propsom - Applauds the committee. An additional movement to go to something of annual reviews of all faculty. This only affects those under probation. This has no consequence for many people.

Jeff Hansen - We should be clear that this intended to define service for every member of the faculty. The question is how that might be assessed and who looks at that after someone receives tenure and promotion.

Chris White - University service it mentions honors and fellows, steering, and mentoring. Was any question talked about independent studies? Similarities in working with independent studies? How are we looking at figure that into this?

Anne Harris - Final sentence helps clarify other things that can work. Term faculty do receive compensation when there is a critical mass of Independent Studies. Could be listed under University if it is outside of your department, and it is listed under department otherwise.

Joe Heithaus - Supplement is a better term than complement. Friendly amendment from complement to supplement.

Michele Villinski - University service used to be effective advising of FY students. Where is the committee thinking that falls now? Used to be singled out under University Service.

Jeff Hansen - Mentioned under departmental service, we don't only advise students in our department.

Howard Brooks - Not stated, but falls under the last sentence.

Anne Harris - Evidence might include, now falls under department service. Whatever tenure requirements exist should define the faculty in every year of their tenure. Annual report, could be a listing of activities, and then this could be caught earlier. Chair can intervene and if necessary to the VPAA.

Nahyan Fancy - Tenure side worried. The way it lists it, it doesn't suggest how many years they have to do this or just done it once. Not listed with pre-tenure leave. If someone is away for part of a year they would not be able to serve. 4 out of 6 years they have to every year serve on a University committee to meet adequate.

Anne Harris - Distribute the work better. There are 99 positions on university committees.

Rich Cameron - Section B on University service, adequate was between periods of review one of major committees and two of other committees. Is it every single year or overall?

Jeff Hansen - Defining what service is for a faculty member at DePauw, it is not just for people in their period review for tenure. It is for all faculty members, every faculty member should be doing this every year.

Anne Harris - In the same way that the handbook specifies that the handbook lists that faculty must teach 3-3 or 12 hours or 18 hours in the school of music. Many institutions call this governance and not service. We are at the point of non-function. We have exhausted female faculty members, this is what it is going to take for operating now.

Sarah Rowley - Making informal mentoring as part of the standard?

Jeff Hansen - This is under departmental service, and covered under university service. The last statement provides a lot of latitude for any faculty member to demonstrate their service.

Nahyan Fancy - Protect tenure candidates and promotion candidates. We need something that says during the leave year (even partial leave) that they are excused.

Howard Brooks - Already in the handbook

Anne Harris - Exempt faculty members on one semester leaves from University service but not from

departmental or other.

Jeff Hansen - Add a sentence to end of Faculty members on leave during an academic year are exempt from University service.

Jacob Hale - Definition of service, should this be put into something that how people are reviewed?

Jeff Hansen - Changes be made to handbook dealing with the criteria in dealing with tenure and promotion. Define service and tackle that criteria at another point in time.

Anne Harris - Our leave policy is on the faculty development website not as part of the handbook. We can add the new language to the website.

Geoff Klinger - Summer working group, health care was significantly changed. Now we are being asked to revise the curriculum, the third piece is net increase for all faculty members.

Jeff Hansen - Does not see this as saying the lazy faculty need to do more. Many members of faculty this is not increase, this is a net decrease. Equitable distribution, not adding work.

Jeanne Pope - This is a net increase for some and that is the issue that is being addressed. Welcome net decrease for others. Would like to put it to a vote if the committee is willing to add a line about pre-tenure leave. It's never been a challenge to find opportunities for University service especially with the broad description.

Jeff Hansen - Not add a line that would state that people on leave would not do University service.

Anne Harris - We have 20-25 faculty members that go on leave for a semester or full-year. Would not be onerous to exempt semester leaves.

Jeffrey Dunn - If this is our guiding document it should be in the full document so we all understand it.

Jeff Hansen - Making a motion to bring back refined language for this?

Motion is made to reconsider.

Dave Guinee - It would not go into effect for hires for the following year. Language that might work: in semesters that they teach, in years in which a faculty member is not on leave.

David Alvarez - Consider the part time faculty members or administrative folks with teaching duties?

Jeff Hansen - This is just for faculty members that are full-time tenure track.

Melanie Finney - Argue against the motion to reconsider if people would have gone to the open meetings they would have gotten the information on this already. We can make these adjustments in the language and we don't have to send back to the committee.

David Harvey - Clarify section 5 applies to term faculty as well, it's all full-time faculty. Term review is there as well.

Marcia McKelligan -Not understanding how this would apply to a certain case. The word adequate is implied but it does not appear here. Not clear to me why people should be excused from University service. Think it's controversial why more professional service can't make up for sections A & B.

Howard Brooks - Vote on motion to reconsider to send back to committee.

Motion to reconsider fails. 31 - 47

Dave Guinee – add new language: All members of a department or program “during semesters in which they teach” and “faculty without a leave in a given academic year are expected to fulfill University service obligations”.

Jeanne Pope - seconds

Motion to add two points of clarification about the timeliness of eligibility of service is up for vote.

Motion Carries

Inga Aures - Serving on personnel committees are optional

Jeff Hansen - It is listed elsewhere that covers this.

Michael Roberts - Chairs of departments? Is that under University service or singular activities.

Jeff Hansen - Chair of department is a compensated service, depending on size of department. Included in catch all at the bottom.

Meredith Brickell - This would go into effect now?

Jeff Hansen - This would take effect not for your next review but for the next review after that.

Meredith Brickell - Discouraged to see that advising of FYS students not listed there. FYS advising is quite

different than academic advising. What does RAS count us? If we feel like other department might not consider "other" things. Encouraging more service and maybe even more year, does it shake out that everyone could have adequate service every year?

Jeff Hansen - There is plenty of work to be done, not everyone will be on a major committee but there are enough other things to be done to further the good work of the community. Review committee when he served the past two years that is something that they value.

Bridget Gourley - Balance between describing activities and being too descriptive. If we would put FYS in there everyone might see that as they have to do it. This language can be fixed again if it doesn't work. Debate is closed.

Amended Motion Vote - Friendly amendments are read. Complement to Supplement. Other language change already voted on.

Motion carries. Here is the final text for the service section:

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given academic year are expected to fulfill university service obligations. Faculty members engaging in the following activities will fulfill their University service through one of these activities: Faculty Personnel Policy and Review Committee, Curricular Policy and Planning Committee, Faculty Priorities and Governance Committee, University Strategic Planning Committee, Student Academic Life Committee, Faculty Development Committee, Institutional Review Board (IRB), and other single committee work that the review committee assesses to fulfill university service. Faculty members not serving on one of those committees will instead fulfill their University service through any combination of two or more of the following activities: all other faculty committees, interdisciplinary program committees, Q, W, S competency committees, Honors and Fellows program steering committees and mentoring of student work in these programs, DePauw Dialogue planning committee, any ad hoc committee, participation in community outreach programs affiliated with the university; and similar activities that show a commitment to the good of the university.

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7. Faculty Priorities and Governance (Angela Flury)

Priorities and Governance would like to share with you our annual report. It itemizes issues and topics that next year's Priorities and Governance Committee may take up to continue the work.

1. The first one is an important one. We have been charged by various people and entities this year with examining the current university-wide governance structure.
 - At the beginning of fall semester, one Priorities and Governance committee member proposed to the committee that it audit governance structure in view of equity and diversity.
 - Two students from the Association of African American Students (AAAS) met with us to discuss the Power, Privilege, and Diversity Committee, and we informed them that a PPD committee as such doesn't exist. Instead, as we explained, the Course and Calendar Oversight Committee decides which courses count as PPD courses. The Course and Calendar Oversight Committee has one student representative. We also informed AAAS representatives about the ongoing faculty development workshops addressing PPD issues, like the one in the fall of 2018. We are currently working on a formal response to AAAS to encourage future communication.
 - President McCoy has asked us repeatedly to examine our governance structure in view of its representational function. The Board of Trustees, he maintains, wants a more concrete sense about who is speaking for whom and when.
 - Lastly, Rebecca Schindler and Pam Propsom charged the Faculty Priority and Governance Committee in a Spring faculty meeting. Their charge was motivated by the campus climate survey that shows a clear disparity between male faculty members and female faculty members responses.

There is much work to be done in doing justice to all of the inquiries and charges concerning our governance

structure. After much deliberation, the current Priorities and Governance committee feels confident, however, **that the current governance structure needs no dismantling or major changes.** That is not to say that there aren't improvements and possibilities that would fortify its purpose and service to all. We suggest, for example, that next year's Priorities and Governance committee continue to discuss our governance structure in regard to the role of women and/or faculty of color, which means, asking, among other things, whether, and if so, in what ways, institutional racism is perpetuated by the committee structure.

We are currently not in favor of forming either a Senate or a permanent and separate superstructure committee that is tasked with speaking **on all issues as representatives of the faculty, thus sidestepping the work and authority of individual committees.** We trust that the committees, as they stand, continue to take their charge and purview seriously. To fortify the current governance structure, we would, however, like to propose that committees must practice **more rigorous transparency** in reporting to the faculty at faculty meetings and through additional channels. **Transparency is not simply a best practice but an essential practice if committees are to speak to the Administration, Board of Trustees, to faculty, and to each other about decisions, policies, and agendas.** This transparency is particularly important when committees are asked for input on significant measures like the recent austerity measures. This does not lessen the power of committees or slow things down. What it does do is to encourage vigorous debate if and when the issue is important, and if it is not, the committee will simply move forward.

We are hoping that next year's Priorities and Governance committee will move from a bi-weekly meeting schedule to a weekly one. There are many agenda items that have been lingering for some time, items seeking a solution. With the trust that committees at DePauw work with and for the faculty, we propose that the following items be pursued by next year's Priorities and Governance Committee:

1. Faculty Review of Administrators: we have met with President McCoy more than once on this issue and it remains a difficult one. The most challenging issue has been in regard to the review of the office of the president, although we seem closer to an agreement with regard to the review of other administrators.

2. Review of the "confidentiality policy" that allows administrators to withhold information. This has a close connection to our above stated goal of strengthening communication between committees and faculty.

3. Cultivating regular channels of communication with the Board of Trustees. This is a topic we have been discussing this semester. VPAA Harris has invited chairs and members of university committees to the May 8 and 9 Board of Trustees meeting as faculty representatives. The Board of Trustees committees and university committees are aligned as follows:

The Board's Academic Affairs Committee is linked WITH
Strategic Planning Committee faculty members
Chair of the **Curriculum Committee**
Chair of **Faculty Development Committee**
Chair of **Priorities and Governance Committee**

The Board's Student Life and Enrollment Management Committee is linked WITH
Chair of the **Student Academic Life Committee** of the faculty
Chair of the **Admissions Subcommittee of the Curriculum Committee**

The Board's Diversity and Inclusion Continuing Committee is linked with the Interim Director of the **Center for Diversity and Inclusion**

The Board's Buildings and Grounds Committee is linked WITH **Faculty Sustainability Coordinator**

4. Priorities and Governance Committee might consider next year whether the above pairings are ideal, in particular given the fact that not all of the positions are elected.

5. The Governance committee might also consider whether SPC faculty members should be directly elected or be drawn from members of Governance or drawn from a variety of committees or some other options.

6. This pertains to the question how faculty members are selected for compensated service positions? There are currently a variety of mechanisms, from open calls to individual appointments under various criteria. Is a unified equitable and consistent mechanism for applying and selecting possible? We suggest that next year's committee take up this question.

Priorities and Governance invites you to direct any concerns or agenda items or responses to the annual report to the Priorities and Governance Committee. Thank you.

ADDENDUM

Priorities and Governance Committee

Function. This committee oversees the faculty governance system and meets regularly to engage in or delegate strategic planning matters for the faculty. The committee regularly considers how to balance major faculty conversations and other faculty business over the course of the academic year. Additionally, this committee serves as a convenient venue for committees to share information and concerns. **The Faculty Priorities and Governance Committee decides how the faculty should address issues that do not clearly fall within the purview of existing committees or whose impact would overlap the charge of multiple committees.** The committee will assist the administration in directing its inquiries and requests for input to the appropriate faculty committee and, where necessary, in balancing faculty service and interest. The Faculty Priorities and Governance Committee makes faculty service assignments to Standing Appointed and Ad hoc Committees in consultation with the Core Faculty Committees.

The following Standing Appointed Committees report to the Faculty Priorities and Governance Committee: None.

The following Ad hoc Committees report to the Faculty Priorities and Governance Committee: Hartman Center Committee, Nature Park Committee and Arts Advisory Committee.

A member of the Faculty Priorities and Governance Committee should be assigned as a liaison to each Standing Appointed Committee and Ad hoc Committee when formed.

Francesca Seaman – The Strategic Planning Committee (SPC) has been contacted in formal ways by the Trustees. Why is Governance questioning the integrity of the election system? Elected faculty membership is the way to go for serving on the SPC.

Angela Flury - We have one more meeting tomorrow and will take it back to the committee. Follow up on comment and write to us.

8. Student Academic Life (Naima Shifa)

The committee is working on the common read for incoming students and religious holidays policy.

9. Faculty Development (Erik Wielenberg)

Reported FDC was given a tight timeline, FDC met with president and the timeline has been revised. FDC will take time next year to look at this.

Survey about faculty fellowships closes tomorrow at 5pm.

Comments from Dean Beauboeuf

1. Thanks to all of you for using the [Faculty Achievements Lib Guide](#). I've completed my last update of it, and have also pasted the latest achievements since my April email at the end of this one.
2. **SEED 2019-20**. We have extended the application window to this Friday, May 10, for the [SEED seminars](#) that will run next academic year. I hope you'll seriously consider joining in this effort to open us up to the importance of listening for structures of privilege and inequality in our experiences. Remember there are two meeting day options – the first Tuesday and Wednesday evenings of each month we're in session.
3. **Inclusive Syllabi Design**. My thanks to the faculty who have participated in the two FDC-sponsored faculty development activities – the PPD and GL workshops – this year. These workshops have emphasized learning over the semester, in community, and with a commitment to sharing what we are learning. A couple weeks ago, a wonderful lunchtime presentation on inclusive syllabi design was led by Melissa Petreaca, Amity Reading, Bob Dewey, Seonguk Kim, Lydia Marshall, and Jarrod Hunt. I've updated the [PPD Lib Guide](#) with several of their before and after syllabi examples, as well as the web resources they mentioned. I've also added a new box – **Exclusion in Academia** -- that has emerged from my receipt of emails from faculty thinking deeply about inclusion and its relevance not only to our classrooms but our departmental and program cultures.
4. **Recent faculty awards**. Please join me in congratulating our colleagues on their recent awards:
 - Tucker Distinguished Career Award -- Pam Propsom
 - Oxnam Service Award -- Clarissa Peterson and Jen Everett
 - Minar Scholarship Award -- Bert Barreto
 - United Methodist Teacher of the Year Award -- Pauline Ota and Bob Dewey

5. Two upcoming faculty gathering moments.

- Faculty Achievement Event -- Thursday, 5/9/19, 4-6 p.m. at the Prindle Institute
- Faculty Recognition Event -- Friday, 5/10/19, 6-8 p.m. at the Elms. We will celebrate retirees and announce new endowed chair recipients.

10. Strategic Planning Committee (Jeane Pope)

Update on committee business

I have two sets of information to share – the first is about the upcoming Board of Trustees meeting and the second relates to our annual report to the faculty, President, and Board of Trustees.

First, the BOT meeting. As has been the practice of the committee for many years, faculty members serving on SPC will attend business meetings and social functions with Trustees while they are on campus. In past years, different individuals have gone to different committee meetings as their time and interests allow. Several administrators are on SPC as well, and they have gone to the committees that aligns with their

university responsibilities. So, for example, Anne Harris and Mellasenah Morris have gone to Academic Affairs, Alan Hill to Student Academic Life, Renee Madison to Diversity and Equity, etc. Concerns with this model were three-fold. First, faculty members attending the meetings were neither involved in nor even aware of the business of the committee meeting where, and thus were limited in the meaningful contributions that they could make. This also meant that there was little opportunity to develop either relationships with trustees or a deep understanding of the business of the board. Finally, faculty attendees could only offer anecdotal and personal observations about their particular experiences as opposed to a comprehensive report on what took place. The benefit, though, was that faculty members could see the variety of different kinds of discussion that the trustees regularly address.

This last year, all faculty members on the Strategic Planning Committee attended the Academic Affairs committee, and we will do so again next week. An improvement over previous meetings, including the one this last October, is that we have both the agenda and read-ahead materials; I believe that the VPAA will be discussing these during her remarks, but I will be happy to share details if asked as well. In addition to the faculty on SPC, several other faculty members will be attending various committee meetings. Karin Wimbley will attend the Diversity and Equity Committee and I will attend the Building and Grounds subcommittee through my role as the faculty sustainability coordinator. Additionally, the Chairs of Curriculum and Planning, Faculty Governance and Priorities, and Faculty Development will attend and share reports with the Academic Affairs committee. To my mind, these are improvements. We still need to figure out a way to share information that comes from these meetings with the faculty as a whole, though.

Moving on to my second set of comments, I'd like to share some thoughts about the Strategic Planning Committee's work of the year, including some recommendations that we will offer for next year's committee as well as a few anticipated changes.

It has been an *interesting* year on SPC. Early in the year, the committee decided that we wanted to focus our agenda on two aspects of the university strategic plan as well as amend our function as described in the handbook. Happily, the faculty approved that are proposed changes. Less happily, the two topics that we hoped to work on were 1) the fiscal sustainability of the university and 2) campus climate concerns. There are numerous issues that came up over the year that hindered our collective ability to offer strategic advice that might help the institution in these two problem areas, and it is not my intention to offer a full post-mortem analysis at this point. Rather, the committee realizes that close engagement with the President and CFO is necessary. Additionally, we recognize that faculty members who serve on this committee information and perhaps training to best understand critical variables that affect DePauw's business model. With more information and understanding, faculty members will be in a better position to offer suggestions and advice for the President and Cabinet.

Recently, SPC met with President McCoy and he affirmed his interest in and commitment to working with SPC on strategic plans next year and into the future. Specifically, he plans on attending most if not all regularly scheduled committee meetings in order to be able to discuss information and develop approaches to implement strategic plans. The ongoing committee members are grateful for this commitment and look forward to a productive relationship.

Finally, a note for the faculty about the committee next year. Two of the six administrative positions named in the committee function in the handbook have been eliminated. Additionally, the President hopes to reconfigure the committee's administrative membership to consist of himself, the CFO, and the VPAA. This will, of course, require a change in the handbook.

Finally, on a personal note, it has been my great pleasure serving with this committee for the last year: Julia Bruggemann, Christina Wagner, Rick Provine, Smita Rahman and Francesca Seaman. I am also grateful

to Pat Babington, Scott Spielgelberg, Marcia McKelligan for joining the committee next year.

11. Sustainability Committee (James Wells)

A. Advanced Notice of a Motion to Revise Academic Handbook Language for University Sustainability Committee

The University Sustainability Committee has unanimously agreed to introduce the following motion to the May 6, 2019 Faculty Meeting for a vote. In DPU Academic Handbook language below, ~~struck-through text~~ indicates deleted text and **bold text** indicates new text.

University-Wide Committee
SUSTAINABILITY COMMITTEE

Function. ~~Coordinates the University's sustainability efforts.~~ **The Sustainability Committee coordinates curricular, co-curricular, operational, and administrative sustainability initiatives; reviews and assesses the University's progress toward sustainability objectives as defined by the University and Association for the Advancement of Sustainability in Higher Education (AASHE); facilitates the collection of data and other information required for AASHE's Sustainability Tracking, Assessment & Rating System or other appropriate assessment tools; and supports efforts to inform the campus and general public about the University's leadership in campus sustainability and environmental citizenship.**

Membership.

Faculty membership: Three (3) appointed representatives.

Administrative members:

Voting: Director of Sustainability, **Associate Vice President for Facilities Management or representative.**

Ex-officio (without vote): Faculty Sustainability Director, Vice President for Academic Affairs or representative, and Vice President for Student Academic Life or representative.

Student members: Two (2) appointed by Student Congress.

Rationale

The original definition of the function of the Sustainability Committee was vague and entailed no specified outcomes. The proposed revisions to the function of the Sustainability Committee seek to connect committee work directly and meaningfully with ongoing sustainability efforts across the University. The change to committee membership more accurately reflects campus constituencies who are responsible for and/or actively engaged in the University's sustainability work. In particular, Facilities Management is responsible for implementing any sustainability-related improvements to campus buildings and grounds that will be recommended by the committee and ought thus be a regular party to discussions of such recommendations.

May 22 1-5pm Sustainability Summit

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

Announcement: The Honorary Degree Candidates for the 2020 Commencement have been approved by the faculty.

Howard Brooks - Now at the trustees to be reviewed by them.

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

I. Suite – We are pleased to introduce Ben Hogan, Director of Academic Operations

II. Deferred compensation – preliminary calculations have been made for each individual faculty member, who will now be receiving a personal e-mail from Ben, copying vpaa@depauw, confirming compensation. If you are not on that confirmation list, you will be receiving a survey – all faculty accounted for. Winter Term compensation going forward (outside rotation) - \$3,000 on-campus, \$4,000 off-campus.

III. Emeriti faculty status – thanks to Marcia McKelligan and Eric Edberg, to Dave Berque and Tamara Beauboeuf, to President McCoy and to the Curriculum Committee – we will work next with the Review Committee and Human Resources

Operating Principles

- Need based only; need identified by the chair and approved by VPAA
- Chair then recruits emeriti faculty within the following three categories
- Likely one category
- Likely no time limit
- Likely annual contract

Teaching

- Maintain part-time teaching status (no more than 3 courses)
- Maintain departmental need, mutual approval of individual, chair, and VPAA
- Create an “Emeritus Rate” (higher than per-course rate)
- Provide computer and office space (might be shared, if many emeriti are teaching)

Research

- Create an “emeritus researcher” status/position
- Compensation w/o students is access to lab space and equipment
- Compensation w/ students pro-rated per student from the \$8,000 emeritus rate

Service

- Advising students (academic, Commitment, or Honor Scholar thesis advising)
- Mentoring student organizations
- Community engagement (teaching in prisons, connection w/ local organizations)

IV. Gratitude

And so, at the end of another academic year, and in preparation for students graduating from our institution in its 182nd year (and thank you for all you’re doing to get them there!), I want to end by thanking you, of course, for our work together. Learning from you and with you in multiple settings and ways has been a source of unending fascination and joy for me for 21 years. These past four years as VPAA, I have seen more deeply and more broadly, so many of the powerful and meaningful ways that you hold a space of higher learning, of discovery, and of knowledge for our treasured students, for each other, for the multiple truths that make up the human experience and the numerous interpretive frameworks and intellectual accomplishments through which we can improve upon it, and for the global democracy in which DePauw and its many constituencies now live – and which DePauw and its many constituencies continue to shape. I want to acknowledge the **labor** that it takes to hold that space – the labor that sustains purpose, dedication, and the belief in what we do; the labor that is required every single day in higher education today. DePauw is not just one year or one person; it is a continuous culmination in perpetual becoming – one that has been guided well for well over 100 years by the belief that “The College is the splendor and the light of the common good.” Splendor and light are comparative values – some years are brighter than others – but the common good is a steadfast value and a worthy goal, and I thank you for our partnerships and collaborations in striving for it.

Thank you very much.

And now, most fittingly, Dave Berque, incoming VPAA, will come forward with important announcements about his forthcoming administration.

Francesca Seamen - WT payout, all past commitment would be honored. To decide to postpone payment is a fragile decision. Too much last minute. Wants WT to count towards course release.

Anne Harris - Administration is committed to compensation. See her about this.

Dave Berque - I would like to start by thanking Anne and Tamara for their enthusiastic and effective service to DePauw, and for the many contributions they have made to DePauw as administrators, teachers and scholars. I especially thank Anne for everything she has done, and continues to do, to ensure a smooth transition for my work as interim VPAA. Her patient answers to my questions, and generous gifts of her time, have been unparalleled and I deeply appreciate all she has done to support this transition. As we think about transitions in Academic Affairs, I am pleased to announce the two faculty members who will step into academic affairs administrative roles. Earlier this semester, Anne and I worked with the Faculty Priorities and Governance Committee to develop a process for appointing a new Dean of the Faculty, as well as a Dean of Academic Programs, Assessment and Priorities. This latter position is a reworked version of the Dean of Academic Life position that currently hold. At the same time the position is reworked, it will shift from Student Academic Life to Academic Affairs.

In accordance with the process we developed with the Governance Committee, an open call was made for expressions of interest in both positions. Governance interviewed each of the candidates who expressed interest in the positions and forwarded comments to me. I then interviewed each of the candidates. I want to thank each and every colleague who expressed interest in these positions and I am pleased to announce the following appointments.

Bridget Gourley, the Percy Lavon Julian Professor of Chemistry and Biochemistry, will serve as our next Dean of Faculty for an expected three-year term. Bridget, whose graduate work and scholarship is in the area of physical chemistry, has been on DePauw's faculty since 1988 where she has served in an astonishing number of leadership roles including Coordinator of the First Year Advising Program, Director of the Women in Science Program, Director of the Science Research Fellows Program, Chair of the Department of Chemistry and Biochemistry, Chair of the Committee on Faculty (and also served on the Review Committee), Chair of the Faculty, Chair of RAS, Faculty advisor to Students of Color in STEM, and member of the Campus Climate Task Force. In addition to teaching in the Chemistry and Biochemistry Department, Bridget has also taught a number of First Seminar Courses recently.

Nationally, Bridget has a steady stream of publications and other professional activity including leadership roles at the Council of Undergraduate Research and has mentored many students on undergraduate research projects at DePauw. I am excited to work with Bridget as she assumes a new leadership role at DePauw. Please join me in thanking Bridget for her willingness to serve

Scott Spiegelberg, Associate Professor of Music, will serve as DePauw's Dean of Academic Programs, Assessment and Polices for an expected three-year term. Scott has been a member of DePauw's faculty since 2002. During this time, he has served as the Theory Coordinator in the School of Music and has been a member of the Winter Term Task Force. He has also served on the School of Music 21CM Subcommittee, the School of Music Curriculum Planning Committee, and the University Strategic Planning Committee. Scott brings significant leadership experience to this role. He has chaired the Resource Allocation Subcommittee (RAS), the Committee on Administration as well as the Curriculum Committee. Scott has a BA in chemistry as well as a BM in music performance, and his graduate training and scholarly research have

been in the areas of music, psychology, and education. One of Scott's graduate degrees is in pedagogy, for which he took courses in evaluation and assessment. All of this combines to leave Scott well-positioned to provide leadership in his new role. I look forward to working with him and ask you to join me in thanking him for his service.

Bridget and Scott will be working with me and with the current Academic Affairs team to prepare for their new roles in May and June. Both will officially begin their service on July 1st.

Looking ahead to next year, I want to briefly mention that DePauw Dialogue is scheduled for Wednesday September 25th and we have begun making plans for that day. A group will continue to prepare over the summer and we welcome faculty representation in our work. After conferring with the Governance Committee, I invited members of the Faculty Development Committee and the Diversity and Equity Committee to contribute, but schedules did not work out, so I am now extending this invitation more broadly. If you are interested in participating, please let me know by the end of the day on Thursday. After that... I will extend some personal invitations.

In closing, I want to let you know how much I am looking forward to collaborating with you on behalf of DePauw starting this summer. I will be in touch at that time to share some thoughts about the coming year, but welcome suggestions in the meantime.

Geoff Klinger - Tell us more about the process. Doesn't remember this process in the past. Who makes the decision?

Dave Berque - Done a little differently than in the distant past. Anne and I visited the Governance Committee to work out the best process. Collectively agreed to an open call. Submit application materials, statement of interest and CV. Materials send to Governance and VPs office. Governance interviewed each and sent comments. Dave also interviewed, then I appointed after consulting with Anne Harris and Tamara Beauboeuf.

Geoff Klinger - Outside search for deans and faculty? How are those decisions made for VPAA and Dean of Faculty?

Dave Berque - VPAA discussed with President. All Dean of Faculties have been internal, there was no suggestion from Governance that we look externally, nor from the VPAA's office.

14. Communications from the President (Mark McCoy)

I'd like to begin by asking you to join me in thanking Tamara and in wishing her well. She has served so beautifully in each of her roles. I also ask to join me in honoring Anne Harris in her last faculty meeting as VPAA for her years of good service to DePauw and wish her the best in her new role at Grinnell. She will now take her significant personal "light and splendor" to a new challenge and we wish her well. Special thanks to Dave Berque for being willing to take on this role for an interim year. We look forward to great things from both our VPAAs. I also want to thank Cindy Babington for her many years of dedicated service to DePauw in many roles and wish her well in her retirement. Cindy has been willing to step in to many various roles whenever DePauw needed her and has served admirably in each of these roles. Thank you Cindy.

Now I'd like to give the Tucker Award— for scheduling purposes this was the best time to offer this award.

With over 30 years of service at DePauw, our 2019 Tucker Award winner "exemplifies the essence of the Tucker Award purpose: someone who has made a notable contribution to DePauw." "Through University service and commitment to students, this professor has earned the respect of a wide variety of constituencies..." Our awardee has a "reputation for integrity and commitment to the University" with

committee leadership and service, serving and leading CAPP, RAS, COF, etc. ...a "sense of fairness and concern for doing what's right...a well-earned reputation for inclusiveness in standing up for student, staff and faculty concerns." An excellent teacher..."this professor teaches large classes, yet still knows the students by name...holds students to high standards, yet helps them meet those standards with many hours of individual attention and working on student's drafts to improve their writing."

Our colleague is "remarkable...for efforts to get out and participate in what students do outside of the classroom...attending their sporting events, going to their concerts and plays, and attending speaker events with students...believes a professor's responsibility to a student does not end in the classroom...is committed to the whole of student life at DePauw. Our colleague works with faculty, students, and the staffs of Student Life and the Athletic Department to try to address one of the most troubling aspects of DePauw student life: binge drinking...organizing students into studying social norming with regard to use and misuse of alcohol...then had them educate the student body about norms. The most recent endeavor for the 2019 Tucker Award winner is working to find ways to teach science to all populations, including those who don't think they like science and those who have been historically disadvantaged in science classrooms. The \$1 million grant from the Howard Hughes Medical Institute (HHMI) Inclusive Excellence program has the goal of benefitting DePauw students by enacting systemic changes to the teaching of STEM. This is an amazing accomplishment and the culmination of years of work with Jackie Roberts and other colleagues nationwide."

The 2019 Tucker Award recipient earned a B.S. from Carroll College and Ph.D. from Dartmouth. Her areas of specialty include social psychology, social cognition, mood and emotion, self-focus and depression and health psychology. Over ten years ago, this professor was awarded the Exemplary Teaching Award (2007-2008) and it is now my honor and privilege to present Pamela M. Propsom the 2019 Mr. and Mrs. Fred C. Tucker Jr. Distinguished Career Award, given by the University to the faculty member who has made notable contributions to DePauw, by their commitment to students, teaching excellence, their chosen discipline, and university service.

The class has come in significantly smaller than any of us had hoped. This will **not** lead to cuts or reductions—there will be no cuts or reductions as a result of this. Because of the restructuring, we are ok. We are going to unite and grow our way out of this challenge and we are going to take advantage of this small class and do some things we could not ordinarily do and do some of the good things we regularly do even better. Smaller cohorts are hard on the budget. But they provide some good opportunities that we will take advantage of.

First of all, they remind us of how important it is that we work together. Why is the class small? We have many theories. In fact, at this point, we believe it is not one thing but the combination of many things. We have commissioned a research effort that will give insight into why students did not deposit. With that information we will go to work. But until then, I will share with you some of the things we are hearing.

Some students have shared with prospective students that they are not happy about the execution of our efforts to minimize high-risk drinking. Let me give you some numbers: Hospital runs are down 45% percent, BACs between .15 to .30 are down 40% and perhaps most importantly, high-risk BACs (those above .30) are down 85% to a single instance. These are important. But students need to feel that this is a great place to learn and live and it's our responsibility to make certain we shift the conversation from all the things students can't do to all the things they can. Students will see a marked difference in our approach going forward. It is time to empower students to lead themselves and to inculcate within them a desire to hold themselves to a very high standard. We will need to work collectively and creatively to provide viable alternatives to the high-risk alcohol culture we are replacing.

These efforts have also caused some alumni to question the administration's commitment to the collegiate

experience. We know that students want a great education but they also want an experience and friendships that will last a lifetime. At DePauw this happens not only in the classroom but also in student and Greek organizations and in the athletic spaces and concert halls. We will redouble our efforts to develop a robust, safe and inclusive student experience.

Another thing that we are hearing is concern about DePauw's financial health. That would make sense in light of this year's restructuring effort. But the pending announcement of the successful conclusion of the largest campaign in DePauw's history and the breaking ground for a new first year residence hall and library improvements will show that this restructuring was done not in fear or panic but in preparation for a thriving DePauw. Even with the smaller class, DePauw is on better financial footing than it has been in years. We will change this narrative quickly. Better days are ahead.

And let's face it, DePauw has not had its best days in the press lately: many of the issues on campus do not reflect well on an institution. The good news here is that our destiny is in our own hands. We can decide our future by deciding to work together for the good of this institution that supports us all.

I have asked or am asking to be a more regular presence at SPC, Governance and Curriculum committee meetings. I am respectfully asking that we engage in meaningful dialogue on a more regular basis rather than in once-a-month faculty meetings. All of us are smarter than any of us. We can accomplish only destruction by attacking ourselves; together, we can accomplish anything. My door is open to you and I will accept any invitation to attend faculty in discussion.

Let's not sugarcoat this. This is a smaller class that we wanted or intended. But let's look at all the opportunities a smaller class affords us and take full advantage of each as we grow a bigger class. These are challenging times. The Civil War nearly closed Indiana Asbury; In the 1880's Indiana Asbury was rescued by Washington C. DePauw; we struggled again and again in the early 20th century and yet, 182 years from its founding, DePauw is still providing this life-changing education every day. Together, we can make certain it does so for generations to come.

Finally, I want to remind you of your invitation to meet and mix with Board Members on Wednesday at 5 at the social center of the Inn at DePauw. Every time faculty meet with board members, I see both groups come away with more profound respect and an improved ability to work together. I hope you can make it.

I wish each of you a restorative and peaceful summer.

Rebecca Alexander- What is number of admitted students?

President McCoy - 445, extended deadlines for some people, expect it to crawl up some, but also have summer melt.

Derek Ford - Who is researching the admission question?

President McCoy - Hanover Research, with incentive. April 1 we were even, then it went down

Carrie Klaus - Library renovation timeline?

President McCoy - BOT to discuss the planning of that, Hall 1 is in process move to Hall 2 and library in the following year. Advantage of smaller class is we can reduce the use of the worst hall.

Lili Wright - The incoming class is 200 short of our goal. What new ideas do we have?

President McCoy - We are 100 short, goal was 565 and not 630. We are set for a smaller number of students. That's where the specifics the cabinet is taking on. We will know more when the research comes back.

Bobby Andrews - Possible reasons why we fell short include: Campus climate and where we are in that matter. Discord among students. We were shifting markets to where population growth has occurred. We made that shift when other problems happened. We will compartmentalize the research over the summer.

Shifting focus to capitalize on what we need to do in the newer markets. Compounding the negative environment that we've seen. We may have thrown money in the past and we didn't this year. Alumni legacy applications are down.

President McCoy - If we had not restructured this would be crippling, due to restructuring we are still in the positive. No need to panic, this doesn't change our financial position. Demographically we need to move into new markets and it will take time to build up.

Gary Lemon - Two numbers that are important. What is the discount rate and the net tuition?

Bobby Andrews - It's 64% this year 65.1% last year. \$17,900 net tuition per student.

David Alvarez - How many FY students are staying enrolled in the gold commitment?

Cindy Babington - We were overly ambitious in what we asked students to do. Next year reduce what we ask them to do in terms of professional pathway. Still having opportunities to do this all summer. Only two students who indicated that they do not want to be in the program.

David Alvarez - News of if it effects on enrollment?

Cindy Babington - Last year 41% said they came because they understood the value 80% of that indicated that it made a difference in their decision.

Melanie Finney - Emphasis on admission what are plans for retention? How will we make sure the students to stay?

President McCoy - Students who are very financially challenged in the lower academic ranks have double challenge. Intentionally moving away from those students. Restructure has refocused who is doing what now. With a smaller class

Dave Gellman - Diversity and International students?

Bobby Andrews - 80 international students this year. We were 90 last year. 20.5% of domestic students of color. Nearly identical percentages as last year.

15. Old Business - none

16. New Business - none

17. Announcements

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

Course Code and Name	Change(s) Asked
ENG 359 - Anglo-Saxon Language and Literature	Adding GL designation
ENG 151B - Reading Literature	Adding GL designation
GEOS 183A - Geology of New Zealand	Adding one time GL designation
UNIV183IE - Beyond Berets and Boulangeries	Adding one time GL designation
REL 357A - Modern Hinduism	Adding GL designation
SPAN 330B - Spanish Conversation and Phonetics (becoming HISP 330 - Orality in the Spanish-Speaking World)	Adding GL designation
English 255C - Literature of Warfare	Adding GL designation
COMM 314 - History of Theatrical Theory and Criticism	Adding GL designation
SPAN 333 - Spanish for Heritage Speakers (becoming HISP 333 - Spanish as a Heritage Language)	Adding PPD designation
FREN 202 - Sex, Gender, Identity in Contemporary France	Adding GL designation
UNIV 183IK - Music and the Construction of Brazilian	Adding one time GL

Identity	designation
CLST 183A - Greece: Heritage in Context and Conflict	Adding one time GL designation
REL 267/HIST 290 - Caribbean Religions and Culture	Adding GL designation
ASIA 184A - The Art of Japanese Presentations	Adding one time GL designation
HISP 131 Introduction to the Spanish-Speaking World I	Adding Language Designation
HISP 132 Introduction to the Spanish-Speaking World II	Adding Language Designation
HISP 140 The Spanish-Speaking World: Intensive Level	Adding Language Designation
HISP 231 Topics of the Spanish-Speaking World I	Adding Language Designation
HISP 232 Topics of the Spanish-Speaking World II	Adding Language Designation
HISP 330 Orality in the Spanish-Speaking World	Adding Language Designation
HISP 332 Literacy in the Spanish-Speaking World	Adding Language Designation
HISP 333 Spanish as a Heritage Language	Adding Language Designation
HISP 335 Introduction to Hispanic Literature	Adding Language Designation
HISP 338 Latin American Civilization	Adding Language Designation
HISP 339 Spanish Civilization	Adding Language Designation
HISP 340 Business Spanish	Adding Language Designation
HISP 390 Advanced Topics in the Spanish-speaking World	Adding Language Designation
HISP 430 Advanced Composition in Spanish	Adding Language Designation
HISP 442 Literature of Spain	Adding Language Designation
HISP 444 Spanish American Literature	Adding Language Designation
HISP 456 Hispanic Seminar	Adding Language Designation
HISP 491 Advanced Readings and Projects in Spanish I	Adding Language Designation
HISP 492 Advanced Readings and Projects in Spanish II	Adding Language Designation

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

Name of the Course	Institute Offering the Course
Freiburg Green City – Social, Ecological and Economical Aspects of Sustainability	IES Freiburg and University of Freiburg
Internship (Interning at the Scottish Parliament)	EPA Internships-Edinburgh
Visualising Scotland	University of Edinburgh
Political Ecology and Developing Landscapes	School for Field Studies-Peru
Union Europea (European Union)	Universitat de Barcelona
European Game of Politics: Crisis and Survival	DIS Copenhagen
European Urban Design Theories	DIS Copenhagen
Danish Language and Culture	DIS Copenhagen

Culture of Society of Taiwan	American Council for International Education
History and Politics of Taiwan	American Council for International Education

C. Off-campus Courses Approved (from Course and Calendar Oversight):

CAPA Global Internship Buenos Aires Program
VA Corps Program in Cape Town
HECUA Domestic Study Away Program in Minnesota
APA Multi-Country: Paris (France), Rabat (Morocco), Dakar (Senegal)

D. The Course and Calendar Oversight committee also approved the “Academic Calendar for 2021-22”, which is available in a separate pdf file

E. Results of Elections to Faculty Committees

Parliamentarian: Geoff Klinger

GLCA Faculty Representative: Sherry Mou

Faculty Development Committee

Mamunur Rashid Mathematical, Computational and Natural Sciences

Faculty Personnel Policy and Review

Tim Cope At-Large (two-year)

Jacob Hale At-Large (two-year)

Jeane Pope At-Large (two-year)

Robert West Mathematical, Computational and Natural Sciences (two-year)

Rebecca Schindler Humanities (one-year)

Susan Wilson At-Large Fall 2019

Glen Kuecker At-Large Spring 2020

Faculty Priorities and Governance

Jinyu Liu Arts (two-year)

Naima Shifa At-Large (two-year)

Sharon Crary Mathematical, Computational and Natural Sciences (two-year)

David Alvarez Humanities (one-year)

Steve Bogaerts At-Large (one-year)

Student Academic Life

Samuel Autman

Suman Balasubramanian

University Strategic Planning

Scott Spiegelberg - Arts

Pat Babington - At-Large

**F. Remaining open elected faculty committee positions: Faculty Personnel Policy and Review (At-Large)
Curricular Policy and Planning (Social Sciences)**

G. Faculty Meeting Dates for 2019-20:

September 9, 2019

October 7, 2019

November 4, 2019

December 2, 2019

February 3, 2020

March 2, 2020

April 6, 2020

May 4, 2020

20. Adjournment Adjourned 6:59 pm.

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

Proposal:

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

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

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

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

The University Mission states:

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

DePauw's diverse and inclusive learning and living experience, distinctive in its rigorous intellectual engagement and its global and experiential learning opportunities, leads to a life of meaning and means.

DePauw prepares graduates who support and create positive change in their communities and the world.

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

The promise of language proficiency is nullified if it is not pursued in multiple cultural, social, and political contexts, and with the goal of engaging and integrating into a Spanish speaking world. For that reason, the

Hispanic Studies major emphasizes the deep exploration of content at all levels of instruction. Along with the expertise of the Spanish section in literary, linguistic, and cultural studies, and the relevant courses we offer, we expect to intersect with existing curricula in English, Latin American Studies, Global Health, World Literature, and the Management, Media, and Science Fellows program. Through these points of intersection, the Hispanic Studies program will help prepare our students for the professional, personal, and social realities of the 21st Century, and will provide them with important skills and resources to “support and create positive change in their communities and the world.”

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

The broad presence of students who choose Spanish in fulfillment of their language requirement, and who in that process declare a major or minor in Spanish, speaks most directly to the feasibility of the major. Spanish is the most sought-after language for the completion of the language requirement. 87% of all language enrollments in the last 10 years have sought fulfillment of the language requirement through the ML department’s programming (as opposed to satisfying the requirement through the placement exam or study abroad). Within that 87%, Spanish has attended to 1071 of the 2980 students enrolled at the 100 levels. Spanish represents 326 of the 474 language majors and 337 of the 598 language minors over the past ten years. These numbers suggest a particularly rich field of potential Hispanic Studies majors. The Spanish section recognizes decreasing major numbers during this period, but attributes them to a more rigorous capstone experience, and increased minor numbers are attributable at least in some part to students who declared a major, but then chose not to make the commitment to Spanish as a second major (students rarely major in Spanish alone). We believe that a revision of existing course content, along with inclusion of courses from affinity departments and programs, will render greater accessibility to interested majors.

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

Learning Goals:

1. To help students develop proficiency in Spanish language and cross-cultural competence in a number of contexts that intersect with Hispanic and Latino/a /x identities.

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

2. Along with the development of proficiency in the multiple contexts stated above, the Hispanic Studies major will contribute to Global Awareness at DePauw via multiple Global Learning and Power, Privilege and

Diversity offerings at intermediate and advanced levels of instruction.

3. Our new program welcomes students at multiple stages of proficiency. While we will continue to provide beginning instruction and link it to the university's general education program, we will also offer appropriate points of entry to those who have prior experience in the Spanish language, including those who identify as Heritage Learners (HLs).

4. To help students, colleagues, and the university at large to understand the Spanish language and its traditions as both an outcome of coloniality and a form of resistance to it. In this regard, we will include in our considerations the recognition and development of Spanish in the U.S, which a growing number of our student population speaks regularly.

Questions:

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

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

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

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

First year, Fall	HISP 131
First year, Spring	HISP 132
Sophomore year, Fall	HISP 231
Sophomore year, Spring	HISP 232
Junior year, Fall	HISP 330 & HISP 332
Junior year, Spring	Study abroad (up to 3 courses count toward major, including HISP 335)
Senior year, Fall	HISP 430
Senior year, Spring	HISP 456

A student who tests into the intermediate level:

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

A student who tests into the 300-level:

<i>Receives two retroactive credits for HISP 231 & HISP 232</i>	
First year, Fall	HISP 330
First year, Spring	HISP 332
Sophomore year, Fall	HISP 335
Sophomore year, Spring	HISP 390
Junior year, Fall	Study abroad (up to 3 courses count toward major)
Junior year, Spring	
Senior year, Fall	HISP 430
Senior year, Spring	HISP 456

A student who identifies as a heritage learner:

Receives two retroactive credits for SPAN 232 & SPAN 330

First year, Fall	HISP 333
First year, Spring	HISP 335
Sophomore year, Fall	HISP 339
Sophomore year, Spring	HISP 390
Junior year, Fall	Study abroad (up to 3 courses count toward major)
Junior year, Spring	ML 395
Senior year, Fall	HISP 430
Senior year, Spring	HISP 456

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

First year, Fall	HISP 231	
First year, Spring	HISP 232	
Sophomore year, Fall	HISP 330	Residence in DePauw Language House
Sophomore year, Spring	HISP 332	
Junior year, Fall	HISP 335 & SPAN 339	
Winter Term	Extended Studies program in Málaga, Spain (or ES experience with similar features)	
Junior year, Spring	HISP 390 & LACS 390	
Senior year, Fall	HISP 430	
Senior year, Spring	HISP 456	

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

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

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

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

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

On December 4, 2018 members of the Spanish section met with Latin American & Caribbean Studies (LACS) affiliates, the chair of Curricular Policy and Planning committee, and the VPAA (with some overlap) to discuss the relationship between LACS and a future Hispanic Studies Program. The Spanish section clarified that there would be ample opportunity for LACS courses that aren't part of a Spanish language curriculum to count towards the new major, and they would be more vital than ever, given the new scheme for a 10 credit major with cognate options.

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

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

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

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

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

but may also petition to complete a Hispanic Studies major with its accompanying policies.

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

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

6. *Do the new “Hispanic Studies” major and minor carry staffing implications?*

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

7. *How does the “Hispanic Studies” major differ from the current Spanish major?*

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

HISPANIC STUDIES MAJOR

Total Courses Required	Ten
Core Courses	<ul style="list-style-type: none"> • HISP 330 (Spanish Conversation & Phonetics), HISP 332 (Spanish Reading and Grammar) <u>or</u> HISP 333 (Spanish for Heritage Learners, see below), HISP 335 (Introduction to Hispanic Literature), HISP 430 (Advanced Grammar and Composition), HISP 456 (Spanish Seminar)\ • Students who test into HISP 232 or higher will receive 1-2 retroactive credits according to placement • Hispanic Studies majors may receive up to three off-campus study credits.
Other Required Courses	<ul style="list-style-type: none"> • Students may include 100-200 level courses in the Hispanic Studies Curriculum from their point of entry at placement. • Students may apply advanced courses in the HISP curriculum to the major requirement • Possible interdisciplinary courses (electives conducted in English or another language; up to two may count toward major): ANTH 251, ANTH 273, ANTH 279, ANTH 366, HIST 115, HIST 116, HIST 206, HIST 207, HIST 382, HIST 385, LACS 100, LACS 290, LACS 390, ML 164B, ML

	<p>197, ML 264, ML 290, ML 295, ML 395, ML 492, WLIT 205, WLIT 215, WLIT 315, or any course which engages with Latinx, Latin American, , or Spanish-speaking issues, and meets with the approval of the Hispanic Studies program director and the instructor of said course.</p>	
<p>Number 300 and 400 Level Courses</p>	<ul style="list-style-type: none"> • Students must at least complete the core curriculum at the 300 and 400 levels (see above) 	
<p>Senior Requirement and Capstone Experience:</p>	<ul style="list-style-type: none"> • In their senior year, students typically take HISP 430 (Advanced Composition) and HISP 456 (Hispanic Seminar) to fulfill the requirement. These courses involve a portfolio (HISP 430) and a formal seminar paper (HISP 456) as capstone experiences. • Students who have completed all other major requirements may petition the Hispanic Studies Coordinator to complete the major prior to their senior year. 	
<p>Additional Information:</p>	<p><i>Off-campus courses:</i></p> <ul style="list-style-type: none"> • Hispanic Studies majors may receive up to three off-campus study credits, to be approved by the Hispanic Studies Coordinator • Students must seek approval to complete core or capstone components off-campus. <p><i>Heritage speakers</i></p> <ul style="list-style-type: none"> • Students who place into the 300 level and identify as Heritage Speakers, i.e. having grown up with Spanish in the home, may begin the core sequence at HISP 332 (<u>or</u> HISP 333) • Heritage Speakers who test into the 300 will receive 2 retroactive credits. <p><i>Writing in the Major Requirement</i></p> <p>In order to satisfy the Writing in the Major requirement for Spanish, students must complete HISP 430: Advanced Composition in addition to the senior seminar (HISP 456). In both HISP 430 and HISP 456,</p>	

students will have a variety of writing assignments and opportunities to revise and reflect on their writing, including a portfolio in HISP 430 and a formal paper in HISP 456. Upon completion of the major students should be able to write in Spanish clearly and effectively for a wide range of audiences and in varied contexts, from informal correspondence through professional and academic discourse.

HISPANIC STUDIES MINOR

TOTAL COURSES REQUIRED

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

CORE COURSES

- None

OTHER REQUIRED COURSES

Minor for heritage speakers of Spanish

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

**NUMBER 300
AND 400 LEVEL
COURSES**

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

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

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

HISP 131 Introduction to the Spanish-Speaking World I

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

HISP 132 Introduction to the Spanish-Speaking World II

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

HISP 140 The Spanish-Speaking World: Intensive Level

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

HISP 231 Topics of the Spanish-Speaking World I

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

HISP 232 Topics of the Spanish-Speaking World II

A continuation of HISP 231.

HISP 330 Orality in the Spanish-Speaking World

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

HISP 332 Literacy in the Spanish-Speaking World

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

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

HISP 333 Spanish as a Heritage Language

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

Designed for students who grew up using Spanish with their families and/or communities, but who received the majority of K-12 education in English. Emphasis on advanced reading and writing strategies and differentiation between written and oral registers of Spanish through discussion of key issues affecting the Latinx community and civic engagement. A focus on Spanish as a national language in the U.S. and the deconstruction of myths based on power and privilege associated with being Latino in the U.S. Topics vary by semester, but may include immigration, identity construction, bilingualism, literature, or popular culture. NOTE: Students may not earn major/ minor credit for both HISP 332 and HISP 333. *Prerequisite: HISP 232 or qualifying grade on the placement test.*

HISP 335 Introduction to Hispanic Literature

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

HISP 338 Latin American Civilization

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

HISP 339 Spanish Civilization

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

HISP 340 Business Spanish

This course focuses on economics and business practices in the Spanish-speaking world. Its goals are to familiarize students with the basic institutions (banking, stock market), with how corporations are organized and how they function (administrative structure, secretarial, marketing, sales, etc.), and with certain socio-cultural aspects of the workplace (executive behavior, management-labor relations, gender issues). Required work includes readings, tests, essays, and oral presentations. *Prerequisite: HISP 330, HISP 332, HISP 333 or permission of instructor.*

HISP 390 Advanced Topics in the Spanish-speaking World

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

HISP 430 ~~Advanced Composition~~ Advanced Composition in Spanish

An opportunity to write prose in different styles and registers of Spanish with emphasis on articles, essays,

and short stories. Students learn relevant research methods and presentation formats, and produce a final portfolio. Representative readings for analysis and discussion. *Prerequisite: HISP 332 or HISP 333.*

HISP 442 Literature of Spain

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

HISP 444 Spanish American Literature

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

HISP 456 Hispanic Seminar

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

HISP 491 ~~Advanced Readings and Projects in Spanish~~ Advanced Readings and Projects in Spanish I

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

HISP 492 ~~Advanced Readings and Projects in Spanish~~ Advanced Readings and Projects in Spanish II

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

Appendix B. Reconfiguration of the Modern Language Department to a group of interdisciplinary Global Language Studies programs

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

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

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

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

1. That all language programs share a direct obligation to help students fulfill the university's mission of a "diverse and inclusive learning and living experience, distinctive in its rigorous intellectual engagement and its global and experiential learning opportunities."
2. That, notwithstanding, in matters of language proficiency, and in matters of academic, individual,

curricular and professional relevance to students, different language programs do not claim to attend to the same goals and outcomes, as reflected by the structural variety of majors and minors and their curricula.

3. That the current Modern Languages structure cannot sustain the development of the individual language programs to their best fulfillment and specific disciplinary identities according to the university's mission.

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

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

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

Directors

Director of Asian Studies - selected from the existing interdisciplinary committee

Interdisciplinary committee - already exists, participation of various disciplines

Director Hispanic Studies - selected from Spanish language faculty members

Interdisciplinary committee: Spanish language faculty members and interdisciplinary colleagues

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

Interdisciplinary committee: French language faculty members and interdisciplinary colleagues

Director of Italian Cultural Studies - Italian language faculty member

Interdisciplinary committee: Italian language faculty member and interdisciplinary colleagues

Director of German Studies - selected from German language faculty members

Interdisciplinary committee: German language faculty members and interdisciplinary colleagues

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

Personnel Committees

Search Committees

FTPRCs (Faculty Tenure Proposal Request Committee)

Off-Campus Study Credit for the Major

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

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

Lead discussions of curriculum and pedagogy for language studies program

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

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

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

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

service assignment on rotation among language faculty

Supervisor of Administrative Assistant

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

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

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

Changes to catalog copy about the General Education requirement

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

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

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

I. TIMELINE

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

II. RATIONALE FOR CURRICULAR CHANGE

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

III. SUMMARY OF CURRICULAR CHANGES WITH TIMELINES

Language

Existing catalog offering

Proposed catalog offerings and changes

Asian Studies curricular possibilities:

Chinese Minor

Japanese Minor

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

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

French curricular possibilities:

French Major and Minor

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

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

German curricular possibilities:

German Major and Minor

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

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

Italian curricular possibilities:

Italian minor

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

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

Spanish curricular possibilities:

Spanish Major and Minor

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

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

Curricular Proposal Template:

Major: *Name of the major*

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

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

Status of Collaborative Conversations: *A list of faculty involved in the design of the major, and a description*

of conversations had with cooperating programs.

Requirements for A Major

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

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

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

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

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

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

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

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

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

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

Web sites – 4 new web sites

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

Directors – 1 course reassignment for Hispanic Studies

Director of Asian Studies - selected from the existing interdisciplinary committee

Interdisciplinary committee - already exists, participation of various disciplines

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

Interdisciplinary committee: French language faculty members and interdisciplinary colleagues

Director of German Studies - selected from German language faculty members

Interdisciplinary committee: German language faculty members and interdisciplinary colleagues

Director of Hispanic Studies - selected from Spanish language faculty member

Interdisciplinary committee: Spanish language faculty members and interdisciplinary colleagues

Director of Italian Cultural Studies - Italian language faculty member

Interdisciplinary committee: Italian language faculty member and interdisciplinary colleagues

Duties of Global Language Studies Directors

(course reassignment as of 8 language faculty members)

Schedule of Classes

Personnel Committees

Search Committees

Off-Campus Study Credit for the Major

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

Lead discussions of curriculum and pedagogy

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

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

Duties of one Languages Coordinator

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

Supervisor of Administrative Assistant

Requirement/Placement advising (at beginning of each semester)

Off-Campus Study Credit for the General Education requirement

Petitions (in coordination with Dave Berque and Registrar Office)

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

Changes to catalog copy about the General Education requirement

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

Impact of ML Restructuring on the Number of Administrative Course Releases

The following criteria determine administrative course re-assignments:

- more than 5 tenure lines to support and develop (includes, search and review)
- endowed funds and their programming to manage
- buildings, labs, or spaces to manage

Accordingly, the restructured ML, which would no longer be a single department but a group of interdisciplinary Global Language Studies programs, would include the following administrative course reassignments:

Asian Studies - one course reassignment (already exists)

Hispanic Studies - one course reassignment (converted from two-course reassignment for ML)

German Studies - no course reassignment

Italian Cultural Studies - no course reassignment

Global French Studies - no course reassignment

Language Co-ordinator - under discussion: could become administrative, could be faculty member with one course reassignment (the second reassignment from ML)

Overall, there would be no increase in course reassignments and potentially a decrease. The potential course reassignment for the position of the Language Co-ordinator (placements, petitions, off-campus study credit, catalog copy and graduation requirements, etc.) will need a discussion with ML faculty, the Hubbard Center, and VPAA.

Rationale.

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

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

Process.

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

Summary.

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

V. CRITERIA FOR DECISIONS ON FACULTY STATUS

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

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

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

Service

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

a. **Departmental Service.** Evidence might include effective participation in departmental governance, including committee assignments; effective advising of majors and minors; participation in curriculum and course development; resource acquisition, laboratory supervision, maintenance of office and lab equipment or musical instruments; and similar activities. **All members of a department or program must engage in the following service contributions: attend departmental meetings, work on curricular development, participate in advising, engage in course observations and other mentoring of junior colleagues, represent the department as needed, and manage commercial cards and budget processes as needed. All tenured or tenure-track faculty members not in their first or last year of service must serve on personnel committees and search committees. The following service contributions are to be distributed among departmental or program members in accordance with a distribution agreed upon by the department or program: subcommittee work, admissions liaisons, programming, mentor associated student organizations, mentor individual or informal groups of students, instrument or equipment maintenance, student testing or juries at all levels, student awards, advising on or supervising internships, advising independent research projects, and any other projects that further the community and academic experience of the department.**

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

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

Appendix E. Tribute to Richard (Dick) Kelly

Dick Kelly had already been a member of the Psychology Department at DePauw for 13 years when he and another member of that department picked me up for a job interview at the then much simpler, less elegant Indianapolis Airport in the late fall of 1975. We easily made acquaintance with one another on the drive back to campus where he dropped me off at Longden Hall which was then the location of university-provided quarters for visits by job candidates.

At that time and since his arrival in Greencastle in the fall of 1962, Dick had held a joint appointment as the Director of DePauw's Bureau of Testing and Research (BTR) and as a member of its Psychology Department. The BTR had its offices in a small house that sat on the SW corner of Seminary and College, where the open air, sunken patio of the DePauw Social Center can now be found. Dick worked there with Jack Wright, a

Rector Scholar and graduate of DePauw, and Judy Reynolds, who as a secretary, was known on campus as a vibrant character and force in her own right. Dick held a Ph.D. in Clinical Psychology from Purdue that had followed his undergraduate education at Hofstra. He spent the years of his youth in Long Island, NY. When Dick came to DePauw he was accompanied by his spouse and partner, Judy. They had met as graduate students at Purdue, and over the ensuing years Judy taught courses in Speech Pathology in the DePauw Communications Department. Together, they reared two daughters, Lisa and Jane, who we watched grow through childhood to adolescent sculptors of ice cream cones and sundaes at the local Dairy Queen, and then on to women of substance and accomplishment, each currently holding positions of national recognition and prominence in their chosen professions. And together, I should also note -- and those very few of you who are old enough will remember -- that Dick and Judy Kelly should receive a full measure of credit for hosting at their former house over between Franklin St. and Ridge Ave. a truly amazing, string of perennial parties -- usually not far into the Fall semester -- that were generally considered as events not-to-be-missed. Whether it was food, drink, or conversation partners, and whether you were feeling energized by or despair at the prospect of classes having resumed, those parties offered something for every inclination.

Dick held his position on the DePauw faculty until the early 1990's when poor health forced an end to his career.

One of Dick's strongest commitments as a member of DePauw's professorate was to faculty governance and to the effectiveness of the faculty as a self-regulating body. Dick was a leader in keeping the importance of these challenges before the faculty, and he demonstrated through his own committee service and other duties that he was willing to walk-the-walk as well as talk-the-talk. Dick served a stint as President of the local AAUP chapter during an especially critical period at DePauw. Even when he was not holding that office he remained an engaged member who contributed thoughtfully and perceptively to discussions and debates about both national and local issues. The critical period to which I refer arose owing to DePauw having had a review process for the professional performance of faculty that was without meaningful safeguards. Explicitly stated and consensually endorsed standards and criteria for promotion and tenure did not exist. Nor did any formally articulated and approved grievance process by which contested faculty personnel decisions could be appealed and reviewed. Dick and a handful of other cohorts from his generation of faculty insisted, resisted, and persisted to bring into existence the main features of the DePauw faculty review process that endure and still operate to this day.

As someone with strong training in the measurement and assessment of human characteristics, Dick was naturally sympathetic towards data-driven decision making, but he was under no illusion about its being perfect. From this, it was a short step to his cautious modesty about the judgments that necessarily derived from hierarchy and power. During one period in which he served as my department chair -- a time that coincided with my "probationary period" before tenure consideration -- it fell to him to write some of my annual reviews. For me as well as others who were passing through the same process, Dick always found some way to inject a bit of humor and levity into his in-house drafts and interviews. It was his effort to dull the anxious tension and sharp edge that inescapably came with this process.

My long-time colleague, Pam Propsom, has reminded me of a bit of imagery of Dick Kelly that most of us in the department who knew him share: We are in the department conference room, arrayed in our various chairs around the table, considering some matter of departmental and/or institutional business. Dick is in his usual place -- back to a corner -- and in his usual posture: Chair tilted back on its two hind legs; Dick's shoe soles against the table edge in front of him and his back leveraged against the wall to maintain the precarious stability of that position. Comments and opinions fire around the table from various sources -- especially perhaps from newly-arrived, junior colleagues, smitten with their own perceptiveness. They shoot past the passively-positioned, cross-fire avoiding, but actively-listening Dick. At some point in the

process, Dick shifts his center of gravity forward, the two foremost chair legs and his own feet come down together to meet the floor, and Dick says something like "Well, based on what I've heard it sounds like we should ..." And then more times than not, that's exactly what we then consensually proceeded to do. The same understated, dry wit, coupled with an evenness of temper and rationality, made students frequent visitors to Dick's office for discussion and advice, including about their various challenges and doubts. His classes were always thoughtfully prepared and effectively presented, and his students showed their recognition and appreciation of his efforts in their everyday comments, and their engagement with his courses and with him. In my own quintessential imagery of Dick I see him turn the corner and enter the lobby of the 3rd floor, Harrison Hall, Psychology Department, having finally arrived on the stair landing just outside. He's just slogged up the two flights of stairs from his office elsewhere on campus, lecture notes and other materials under one arm, and an old reel-to-reel or cassette tape recorder in the other. The time for another class in Abnormal Psychology, or Psychotherapy, or some other course he's teaching that semester is not far off. He enters the lobby, drops his thinnish body onto its couch or one of its chairs, and naturally morphs into his preferred posture -- a low slouch with one leg draped over the other in front of him, shins almost parallel. He's there to do a brief bit of re-centering and recharging, visiting with whatever mix of his menagerie of colleagues that happen to be doing the same at that moment. As the top of the hour approaches he lifts himself, gathers his things, and begins to scuffle-shuffle-shlep his way down the long, dimly lit hallway towards the next class that awaits him. He quickly fades to a darkened silhouette with side-lighting that slowly flashes on and then off as he passes the door of each open classroom, light streaming out from the windows of its far wall. Finally, he turns, faces into one of those jets of light, and steps in.

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