

Faculty Meeting Minutes
February 3, 2020

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

Called to Order at 4:04 pm

2. Report from the Board of Trustees January 2020 Retreat

February 3, 2020

I write to report out on last week's Board of Trustee Retreat.

The Board of Trustees gathered last week on campus for our annual retreat. Typically, during our retreat, we meet to discuss a specific strategic topic. However, given the presidential transition, we decided to focus our meeting on intentional opportunities to connect with faculty, staff, and students. To facilitate this, we scheduled a breakfast and lunch with students, a reception and breakfast with faculty, a lunch with the Staff Council, and opportunities to visit classrooms. Thank you to everyone who took the time to meet with us. We were pleased with the turnout at all events and we very much appreciated the candid dialogue.

Several committees met on Thursday and an abbreviated Board meeting was held on Friday morning to hear committee reports. Notable updates were:

- The Board Governance Task Force presented its early work centered on the Officer and Trustee selection process, Committee structures and naming, and rotation and selection of committee chairs. Task force work will continue throughout the spring and summer.
- Investment Committee noted that the mix of portfolio investments was changed at year end in order to facilitate funding for the construction of the second residence hall and the library renovations.
- Justin Christian provided an update on the Presidential Search. The faculty members on the Presidential Search committee will be providing an update later in today's faculty meeting on Justin's behalf.
- Academic Affairs committee reported on a great meeting themed around engagement. They received firsthand information on what faculty/academic life is like and shared strengths and opportunities. Each faculty member shared a student experience in or outside the classroom. Faculty/student engagement came through very strongly.
- Nominations and Trusteeship presented a motion to extend the terms of the Board of Visitors' members and the Centers Councils' members for one year since they have not been meeting this year during the presidential transition. The motion was approved by the board.
- Buildings and Grounds provided an update on the construction projects underway. Everything is on schedule and on budget for Residence Hall 1. Hogate and College Street will come down this summer and the library will go offline for one year after commencement in May.
- The Special Committee on Marketing and Admissions met in joint session with the Business and Finance committee. The committee reported great progress on strategic enrollment management year-to-date, especially on working to recapture the Indianapolis market, ensuring a cohesive message across all media, and working with campus constituents and alumni. Although it is early in the admissions cycle, we're seeing the best metrics in five years, including the highest number of completed applications. Year-to-date deposits are strong.

- Although the Student Life Committee did not meet, the student trustees reported they met separately with a large group of students and had a productive and constructive meeting. The student trustees intend to meet with current students at each meeting as a way of funneling student concerns to the board.

Before adjourning, the board acknowledged the recent passing of Reo Campbell. Additionally, we acknowledged the extra work the cabinet has taken on this year during the transition.

We look forward to seeing everyone in May.

Respectfully submitted,

Kathy Vrabeck

Chair, Board of Trustees

3. Update from the faculty members of the Presidential Search Committee (Nicole Brockmann, Jeff Hansen, Matthew Oware, and Amity Reading) Moved to the end of the meeting in executive session.

4. Announcement and Verification of quorum

The quorum number for the spring term is 83. The chair indicated that a quorum was present.

5. Consent agenda

A. Approve minutes of December 2, 2019 faculty meeting.

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

AFST 291, Identity Politics, 1 credit, SS, PPD

This course examines cultural differences and political activities of reference groups, specifically African Americans in the United States. Identity groups (for example, ethnic, gender, and racial groups) are groups that create and sustain a sense of political identity. They are frequently pushed to the margins of social, political, civic, and economic life. Many of these groups experience profound levels of inequality through systemic racism. The course explores the processes of marginalization and potential remedies that marginalized groups have deployed to address being pushed to the margins. We will devote a significant amount of attention to the Civil Rights Act of 1964 and the Voting Rights Act of 1965 and its impact on these groups.

ARTH 136, Histories of American Art, 1 credit, AH, PPD

This course surveys U.S. American art and visual culture from 1619 (the year enslaved Africans first arrived in British North American colonies), to the present. It explores the dynamic transnational circulations of people, objects, and images that fundamentally have shaped art in the United States. Taking a broad definition of “art,” the course examines fine art production such as painting and sculpture, as well as a wide range of vernacular expression including murals, quilts, and protest materials. It investigates how these diverse artistic practices have emerged from the border-crossing trajectories of trade, travel, migration, war, diaspora, and colonialism. Throughout the semester, we will consider how the terms “American” and “art” each have been used to justify exclusions along lines of class, race, gender, sexuality, and citizenship. A motivating goal of the course is to enable lively analysis of how artists and artisans have wrestled with the multiplicity and hybridity of American identity. There are no prerequisites for this course.

ARTH 281, Histories of Performance Art, 1 credit, AH

This course explores the captivating history of performance art in the Americas. Since the early twentieth century, artists have turned to performance as an experimental mode of artistic production. They have used bodily movement, music and sound, costumes, and props to reimagine the forms, institutions, and audiences for art. What does it mean to “perform” art rather than to make an art object? We will take a hemispheric approach to this question, investigating how artists working in diverse contexts in Latin America and North America have used performance as an expressive and political form. For instance, we will analyze

performance works made under dictatorial regimes in Argentina and Chile, amid the transnational feminist movement of the 1970s, and during the HIV/AIDS crisis in the United States. Among other topics, we will consider debates around performance documentation, the ethics of audience participation, and the critical use of the body by artists of color and queer and feminist artists. There are no prerequisites for this course.

ARTH 282, Art + Liberation, 1 credit, AH, PPD

This course will examine the dynamic relationship between art and social liberation movements in the United States from 1960 to the present. We will analyze a broad range of artmaking practices including abstraction, photography, and street interventions, looking at work undertaken in the contexts of the civil rights, feminist, and Chicanx movements, the HIV/AIDS crisis, and current social movements around police brutality, climate justice, and sexual harassment and assault. Rather than focusing solely on activist art, we will consider the varied ways artists have addressed ideas about liberation. Special attention will be paid to artists who have expressed ambivalence about the fraught intersection of aesthetics and politics. A motivating goal of this course is to enable lively analysis of the multiple strategies that artists have used to negotiate systems of exclusion. There are no prerequisites for this course.

MATH 494, Actuarial Science Case Studies, 1 credit

This course is primarily based on lectures and group discussions. Students participating in this senior capstone course are exposed to case studies in Actuarial Science and Financial Mathematics. Students will work in groups to complete various projects such as mortality and lapse studies in insurance and use public data in the Society of Actuaries, Casualty Actuarial Society, and other resources to model and price financial derivatives. Students will apply techniques from previous courses to real-world data using data analytic methods and tools to complete research. The prerequisites of this course are two core actuarial science courses (Math 331 Theory of Compound Interest or Math 336/Econ 390 Introduction to Financial Engineering, and Math 441 Probability) plus one upper-level statistics course offered in the Math Department (Math 341 Statistics Model Analysis, Math 348 Introduction to Statistical Computing) or Econ department (Econ 385 Regression and Simulation for Economics and Management, Econ 450 Econometrics).

Consent agenda is approved. Motion by Rich Cameron and second by Erik Wielenberg.

6. Faculty Priorities and Governance (Kent Menzel)

Kent Menzel – announced that Matthew Balensuela is filling the School of Music position on the committee. The committee continues to seek a member from the arts faculty.

Jackie Roberts – Thanked the committee for allowing them to come to a meeting about campus climate. She is alarmed by the number of women faculty who have left tenure and tenure track positions in the past 18 months. The 8/20/19 DeBrief lists who has left. She requested the following information. Percent of tenure track that have departed in the last 24 months, and faculty taking the buyout based on gender. It seems that a disproportionate number of women leaving. Also looking at restructuring of staff positions last spring, to see if those were mainly women. What about those choosing a 5-year retirement plan? Is there a difference based on gender.

Nahyan Fancy – Some faculty who have left, including some who took the buyout, have given exit interviews. Information from those interviews may provide additional insight.

Kent Menzel – The committee will pursue access to those interviews and continue to investigate the statistics on departing faculty by gender.

Written Announcements:

A. In response to requests from faculty members, last semester the committee focused on campus climate issues. As part of this work, we reviewed campus climate reports and met with Dr. Amanda Kim, Vice President for Diversity and Inclusion, the VPAA, Prof. Karin Wimbley, chair of the Diversity and Equity Committee (DEC), and Prof. Jackie Roberts and Prof. Pam Propsom, co-principal investigators of DePauw's Howard Hughes Medical Institute's Inclusive Excellence grant. The committee had two goals: 1) to determine what institutional structures might be contributing to campus climate issues, especially the low morale of women staff and faculty members, and 2) to identify specific topics that faculty governance committees could take up this year to continue to address these concerns.

One important takeaway from our work has been that DePauw would benefit from communicating better about the steps being taken to address campus climate issues. In particular, the DEC's comprehensive "[Inclusion Plan](#)" deserves wider dissemination and more support. The committee has therefore identified ways to more fully integrate the Inclusion Plan into the work of faculty governance committees. This will amplify our efforts and enable more frequent updates about them.

B. At its first spring semester meeting, the Governance committee agreed to plan a "Welcome Retreat" for the next president. We also recommended that the Student Academic Life Committee form a "Common Read" subcommittee. We reviewed our committee's work and set its priorities for the spring semester. These include: the consideration of our Admissions efforts, establishing a policy for positions held by faculty members with compensated service (e.g., course releases or additional salary or benefits), the adoption of "Financial Exigency and Program Elimination" language in the Academic Handbook, and a confidentiality policy.

C. Faculty representatives on the Presidential Search Committee will meet with the Governance Committee on Feb. 4 at 4:15 PM to provide an update on the search process.

D. The Faculty Priorities and Governance committee is seeking a representative from the Arts division. Please contact the committee chair (davidalvarez@depauw.edu) or the Chair of Faculty, Howard Brooks, (chairoffaculty@depauw.edu) for more information or to make a nomination.

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

7. Curricular Policy and Planning (Tim Good)

A. Revision to Graduation Requirements for Transfer Students to be voted on at the February 2020 faculty meeting

The first part of the proposed change relates to distribution requirements for student who transfer to DePauw. The change would also be retroactive for transfer students who are already at DePauw. In what follows, additions to the existing requirement are noted with underline and deletions are shown with ~~strikeout~~. One minor change from the December meeting noted in blue and purple below.

For students who enter DePauw as first-time degree seeking students, ~~course~~ ~~Course~~ credit used to fulfill distribution requirements in Arts and Humanities, Science and Mathematics, Social Science, and Power, Privilege and Diversity must be earned through courses offered at DePauw. ~~Advanced placement and transfer credit do not apply to completing distribution requirements.~~ All levels of "Advanced" placement and transfer credit (**dual enrollment credit**) do not apply to completing distribution requirements.

With approval of the Registrar and the chair of the relevant department, students who transfer to DePauw may count transfer courses toward distribution requirements in the areas of Arts and

Humanities, Science and Mathematics, and Social Sciences. A maximum of four distribution requirement credits may be earned by transfer credit.

The second part of the proposed change relates to the language requirement for transfer students. The change would be retroactive for transfer students who began at DePauw in fall 2019 or later. In what follows, additions to the existing requirement are noted with underline.

Effective fall 2019, students will complete two semesters of a language other than English, beginning at an appropriate level according to a placement exam and in consultation with the coordinator of the language program. Students may choose to complete this requirement with a language they have studied previously (by testing into the appropriate level), or they may choose to begin a new language at the first-semester level. Students may take one semester of the language in an off-campus program with the approval of the relevant language coordinator. Students whose first language is not English may be certified as meeting this requirement through the Office of the Registrar, and in consultation with the director of English for Academic Purposes. With approval of the relevant language coordinator, students who transfer to DePauw may fulfil one semester of the language requirement through transfer credit (this is in addition to the maximum of four credits that transfer students may apply to distribution requirements), contingent on completing the next level of the same language at DePauw or in an off-campus program. The language requirement does not apply to the School of Music four-year degree programs.

Nahyan Fancy – Can transferred courses satisfy competencies?

Tim Good – No. The change doesn't include competencies, Global Learning, or Power, Privilege and Diversity.

Kelley Hall - Supports this proposal, this will help transfer students coming to DePauw.

Hilary Eppley – Did the committee consider allowing transfer students to complete their language requirement at their other school?

Tim Good - Yes it was discussed and this is result. Every DePauw student takes some type of language at DePauw.

Motion carries by a show of hands.

B. Motion concerning changes to the Physics Major and Minor, to be voted on at the February 2020 faculty meeting.

Motivation and summary of proposed changes to the physics major

The changes are to the sophomore and junior level courses. At the sophomore level we want to replace PHYS 270 Math Methods, with PHYS 210 Electromagnetic Waves, Special Relativity and Thermal Physics. PHYS 270 was an attempt to group most of the math techniques needed for study of physics into one efficient course. PHYS 210 is a content rich course with some of the math techniques needed in upper level physics courses. The other techniques will be introduced with content in the upper level courses. This change provides the opportunity to improve the sophomore sequence.

Having established a strong foundation in basic physics during the first and second years, we see the junior year as a time to explore some of the subfields of physics. In the previous major requirements we had a priority on either 370 or 380. At the time we probably had a good reason, but now we feel neither of those course should be held above the other options. We want to expand the list of options to 6 courses that will be taught on a rotating basis, with two being offered each year. Four of these courses exist (320, 360, 370, and 380), we want to upgrade 250 Optics to 350 Lasers and we would like to add a sixth course, PHYS 340 Biophysics (was approved in the consent agenda) to the list of options for the junior year.

Proposed changes to Physics major

Current Major Requirements

(9 courses in Physics)

CORE (5 courses):

- PHYS 120 Principles of Physics I
- PHYS 130 Principles of Physics II
- PHYS 220 Principles of Physics III
- PHYS 270 Mathematical Methods
- PHYS 280 (1/2 course) Experimental Methods
- PHYS 480 (1/2 course) Senior Seminar

OTHER REQUIRED COURSES (4 courses in physics)

Two of the following, one of which must be either PHYS 370 or PHYS 380:

- PHYS 240 Electronics
- PHYS 250 Optics
- PHYS 320 Astrophysics I
- PHYS 370 Atomic and Molecular Physics
- PHYS 380 Nuclear and Particle Physics

Two of the following:

- PHYS 410 Thermal Physics
- PHYS 420 Classical Mechanics
- PHYS 430 Electricity and Magnetism
- PHYS 440 Quantum Mechanics

Other courses:

- Math 151 Calculus I
- Math 152 Calculus II

Proposed Major Requirements

(9 courses in Physics)

CORE (5 courses):

- PHYS 120 Principles of Physics I
- PHYS 130 Principles of Physics II
- PHYS 210 EM waves, Relativity and Thermal
- PHYS 220 Intro to Quantum Physics and the Properties of Matter
- PHYS 280 (1/2 course) Experimental Methods
- PHYS 480 (1/2 course) Senior Seminar

OTHER REQUIRED COURSES (4 courses in physics)

Two of the following

- PHYS 320 Astrophysics I
- PHYS 340 Biophysics
- PHYS 350 Lasers
- PHYS 360 Gravitation and Cosmology
- PHYS 370 Atomic and Molecular Physics
- PHYS 380 Nuclear and Particle Physics

Two of the following:

- PHYS 410 Thermal Physics
- PHYS 420 Classical Mechanics
- PHYS 430 Electricity and Magnetism
- PHYS 440 Quantum Mechanics

Other courses:

- Math 151 Calculus I
- Math 152 Calculus II

Motivation for changes to the Physics minor

By including the complete two year foundation in basic physics, the proposed minor is a much stronger experience in physics. One upper level course from the same list of courses as the major completes the minor.

Proposed changes to Physics minor

Current minor requirements (5 courses in physics)

CORE (3 courses):

- PHYS 120 Principles of Physics I
- PHYS 130 Principles of Physics II
- PHYS 220 Principles of Physics III

Other (2 courses):

- One course at the 3XX or 4XX level.

Proposed Minor (5 courses in physics)

CORE (4 courses):

- PHYS 120 Principles of Physics I
- PHYS 130 Principles of Physics II
- PHYS 210 EM waves, Relativity and Thermal
- PHYS 220 Intro to Quantum Physics and the Properties of Matter

OTHER:

One of the following

- PHYS 320 Astrophysics I
- PHYS 340 Biophysics
- PHYS 350 Lasers
- PHYS 360 Gravitation and Cosmology
- PHYS 370 Atomic and Molecular Physics
- PHYS 380 Nuclear and Particle Physics
- PHYS 410 Thermal Physics
- PHYS 420 Classical Mechanics
- PHYS 430 Electricity and Magnetism
- PHYS 440 Quantum Mechanics

Howard Brooks - The department thinks that these changes make for a better curricular experience for the students and more options for courses at the upper level.

Tim Good - The committee considered the mechanics as to how we understand the path through the major and how students will understand it. We agree that the new major and minor are better.

Motion carries by a show of hands.

C. The Curriculum Committee gives notice of intention to bring a motion to approve a Minor in Musical Theatre. See 3 attachments in Appendix B.

Dave Berque - Thanks the committees from Communication and Theatre, the School of Music, and the Curriculum committee for their work on this new minor.

Written Announcements

1. General Education discussions.

There will be an open meeting on Thursday, February 13 from 4-530 in the Julian Auditorium.

The Curriculum Committee has slowed discussions on any curricular reform. The start of descriptive Pathways offers flexibility and agility needed in this moment, while also offering the time the committee deems necessary to: 1 - properly research and assess our curricular possibilities, and 2 - see where the “dust will settle” after retirements and other personnel considerations. You can see an example of a Journalism Pathway here - <https://www.depauw.edu/academics/centers/pccm/journalism-at-depauw/>. Pathways can be worked out by any group of faculty, and can receive assistance from Curriculum, Admissions, and the Communications Office. The VPAA will be providing interested faculty with a template they can fill out to propose a Pathway. He will be collaborating with the Marketing and Communication team to develop a student-friendly way to present Pathways on DePauw's website. Please contact the VPAA if you want a copy of the template.

We now anticipate that Curricular reform will need additional research, time, and work, and so anticipate this working continuing into the 20-21 academic year. The Curriculum Chair and working with the Chair of the Faculty to make available to the entire faculty the research we have been considering.

On a related note, Curriculum has developed a template for proposing new majors/minors/programs, which will soon be posted to the Curriculum webpage, and sent to Chairs.

2. Assessment of University Learning Goals

Due to accreditation requirements, the Curriculum Committee will be setting an initial slate of University Learning Goals. This is anticipated as a dynamic process, where Major and Minor Learning Goals and Student Outcomes will affect wording and specificity of University Learning Goals. Curriculum will compare Learning Goals for Majors and Minors (which have already been sent to the Committee) to the new University Learning Goals, and offer feedback to department and programs, hopefully before spring break. This is also seen as a dynamic process, with departments and programs in ongoing discussions with the Curriculum Committee, administration, and with each other. These will also be posted on a faculty-only for informational and discussion purposes.

3. RAS Process Update

RAS will be conducting a full process this spring, as has been done for the past two years. Proposals for tenure-track positions are due on February 14. RAS will make initial reviews of these “short” proposals right away, then teams of 2 from RAS will visit each department to offer feedback and discussion. The longer proposals will be due in May tba. RAS will meeting during Finals week or the week after to make recommendations to the administration for tenure track positions to start in the fall of 2021.

Through RAS processes, eight tenure-track searches are either complete or are in process, to have faculty members in place in tenure-track positions for the fall of 2020.

Biology (Cellular and Molecular Biology)

Biology (Evolutionary Genetics)

Economics and Management (International Economics)

Economics and Management (Labor Economics)

Education Studies (Comparative Global Studies and Political Economy in Education)

English (British Literature)

Hispanic Studies (Spanish)

Sociology and Anthropology (Cultural Anthropology)

8. Faculty Personnel Policy and Review (Rob West)

A. The 18-19 Review Committee agreed that a reference to the Detailed Job Description should be included in the Academic Handbook. During the October 2018 faculty meeting, the Review Committee announced its intent to add a paragraph to the Handbook to reference the Detailed Job Description. The Review

Committee agreed that the reference should be placed in the Personnel Policies section of the Handbook under I. Appointment, B. Full-time Faculty Positions. This section of the Handbook is written by the administration and would not require a faculty vote. The VPAA (Anne Harris) agreed with this insertion, but the language was never added to the Handbook.

The language is as follows and should be added as a second paragraph to this section: I. Appointment, B. Full-time Faculty Positions, 1. Types, (a).

"The responsibilities of a full-time faculty member are many and varied within the inter-related categories of teaching, scholarly and artistic work, and service. These responsibilities are shared by all faculty members as defined in the Detailed Job Description that is provided at the time of initial hiring. Others are defined in Appendix B to the Detailed Job Description, which is specific for each faculty member. The Detailed Job Description may be updated by the administration in collaboration and consultation with the Faculty Personnel Policy and Review Committee. The Appendix B may be changed only by mutual agreement of the faculty member and the University."

B. Advanced notice of a motion to amend the Academic Handbook with language related to Service to be voted on at the March 2020 faculty meeting:

Rationale. In May 2019 the faculty approved a change to the Academic Handbook related to service expectations for faculty members. You can find below for easy reference the language that was approved last May. We are not proposing any changes to that language, which was extensively studied and discussed last year. However, over the summer, a question arose about *where* in the Handbook this language should be located. We realized we needed to bring this back to the faculty because the placement of the language has implications for which faculty the language applies to.

The handbook that was published in summer 2019 incorporated the newly approved language under V. CRITERIA FOR DECISIONS ON FACULTY STATUS, 3. Service. This appears logical, but it created three categories of faculty members, to whom different criteria apply, resulting in an unintended lack of equity between continuing and newly onboarded faculty.

We are therefore proposing to revise the current handbook so that a single set of service requirements apply to all faculty beginning on July 1, 2020. The proposed language includes reviewing service completed before July 1, 2020 under the current criteria, and service after July 1, 2020 under the criteria approved in May 2019.

Therefore, for all future reviews, the new standards will apply to the period beginning July 1, 2020, and for the period before that the old standards will apply.

Motion: To simplify the language under V. *CRITERIA FOR DECISIONS ON FACULTY STATUS*, as follows.

V. Criteria for Decisions on Faculty Status

(Article mutually agreed to by administration and faculty. Amended February 3, 2020. This change will take effect on July 1, 2020).

A. FACULTY MEMBERS

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.

- Term review. Required: Strong teaching during the period under review, promise of accomplishment in the scholarly and artistic work category, and service. Candidates who have not yet completed the terminal degree must show clear progress toward completion of the terminal degree for a satisfactory review as noted in Appendix 2 of the Personnel Policies.
- Interim review. Required: Strong teaching during the probationary period, promise of accomplishment in the scholarly and artistic work category, and service. Candidates who have not yet completed the terminal degree must show clear progress toward completion of the terminal degree for a satisfactory review as noted in Appendix 2 of the Personnel Policies.
- Tenure decision. Required: Strong teaching, including teaching in the school or department in which tenure will be granted; demonstrable achievement or unquestioned promise of accomplishment in the scholarly and artistic work category; and adequate contributions in service.
- Promotion to associate or full professor. Required: continued strong teaching; significant achievement or contribution in either scholarly and artistic work or service and at least adequate performance in the other category.

1. Teaching

Strong teaching is essential for a positive personnel decision. Candidates are required to provide broad-based and representative evidence of strong teaching.

Candidates are required to show evidence in all of the following:

a. Professional Competence

Completion of a terminal degree in the field (see Appendix 2 Terminal Degrees). Continued professional mastery of content, critical scholarship, and methodologies of teaching in areas of responsibility.

Demonstrated awareness and engagement with trends and practices in pedagogy that promote a diverse and inclusive classroom climate appropriate for teaching in areas of responsibility.

Evidence may include: professional activities to stay current in the field combined with evidence of use of such current materials in courses; attendance at meetings or workshops on content or teaching methodologies, combined with evidence of use of that material and experience.

b. Content and rigor

1. Content: evidence to be drawn from course goals, syllabi, examinations and assignments, course materials, such as handouts, primary and secondary textual sources, textbooks and other course materials. Such evidence can also include meetings/workshops attended relative to the content of the courses taught. The evidence should demonstrate that courses meet standards appropriate to the level of the course.

2. Rigor: evidence to be drawn from quizzes, tests, examinations, paper assignments, marked and graded material, distribution of grades as submitted to department chairs by the Office of Institutional Research, etc.. The evidence should demonstrate that the course requirements are sufficiently challenging for the level of the course.

c. Teaching methods: evidence to be drawn from teaching philosophy, course goals, syllabi, examinations and assignments, other course materials, etc.; evidence should demonstrate that teaching methods are appropriate, given the contexts of the discipline, topic, and specific characteristics of a given class. Such evidence can also include meetings/ workshops attended related to teaching methods.

d. Effectiveness: evidence to be drawn from student opinion surveys, peer observations, annual reports, etc.; evidence should demonstrate that the candidate has been successful in implementing her or his teaching methods, has treated students with professional fairness and integrity, and has established relations with students that are conducive to the learning process.

2. Scholarly and Artistic Work

Scholarly and Artistic Work shall be given full consideration in personnel decisions. In scholarship we recognize all categories identified by the Carnegie Foundation for the Advancement of Teaching: the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching. [Boyer, Ernest L. 1990. *Scholarship Reconsidered: Priorities of the Professoriate*, Chapter 2. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.]

Candidates are required to show:

a. Continued development as a scholar or artist in one's broadly defined field(s) or discipline(s). The evidence might include participation in learned societies, professional organizations, and attendance at conferences, as well as supporting documents in area b and similar activities.

b. Between the following areas (b (1) and b (2)), more activity in one category may compensate for less in another, but not to the exclusion of activity in either category.

1. Intellectual liveliness outside the university.

i. Scholarly outreach. Evidence might include publications, presentations at conferences, public performances and exhibits outside of DePauw, writing grant proposals for external funding, scholarship related to teaching and other activities of a similar nature.

ii. Professional contributions. Evidence might include organizing conferences or competitions, reviewing manuscripts and grant proposals, giving master classes outside of DePauw, and scholarly work for publication houses, institutes, and governmental agencies, etc. Evidence related to professional service should not be included in this area (See 3.C. below.)

2. Intellectual liveliness within the university community. Evidence might include workshops, participation at university, school, or departmental forums, panel discussions and presentations, on-campus recitals.

3. Service

Effective July 1, 2020 the service expectations for all faculty members are those described here. Any review of service after this date uses these criteria; any review of service prior to this date use the criteria listed below.

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), university or profession. The three areas of service to be considered are Departmental (School), University, and Professional. More activity in Professional service can compensate for less activity in categories Departmental (School) and University, but not to the exclusion of departmental and university service.

a. Departmental Service. All members of a department or program, during semesters in which they teach, 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, manage commercial cards and budget processes as needed, and serve on personnel committees and search committees following membership rules specified in Article IV. A.

5 in the By-Laws and Standing Rules of the Faculty section of the Academic Handbook. 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. Service within the University is distributed across faculty committees and other engagements that advance curricular and co-curricular experiences for students. Faculty without a leave in a 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.

c. Professional Service. Beyond scholarly activities directly related to participation in learned societies, a candidate could fulfill their professional service by participation in professional societies, journals, institutes, governmental agencies, and the like. This might include 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.

For time preceding July 1, 2020, the following standards should be used in the evaluation of service:

1. 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.

2. 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 academic life; effective work in developing interdisciplinary or general education programs; administrative assignments and appointments; participation in community outreach programs affiliated with the university; and similar activities that show a commitment to the good of the university.

3. 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 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.

The current handbook language is in Appendix A.

Pam Propsom - Appreciates the equity, feels like other issues are still lingering. Inequity in Appendix B's. Diversity and Inclusion equity, some are not held to that full criteria. Is there more discussion on how to move forward with some of those things?

Rob West – If this language is passed, service requirements apply to everyone, all faculty members. If a member doesn't do that it gives power to the VPAA to take action. It does not help with the Diversity and Inclusion section but our committee can look into that section.

Jeff Klinger - How does it apply to all faculty members? How does that authorize the VPAA to come after faculty members?

Rob West - These are expectations as a faculty member as part of your job. The lesser sanctions policy and even the dismissal language in the Handbook outline possible actions, if you do not do your job.

9. Student Academic Life (Naima Shifa)

A. Motion to amend the Academic Handbook, Academic Policies, Section II. Student-Initiated Grievance on Grading and Other Forms of Evaluation by Faculty, subsections 2 and 3.

The Student Academic Life Committee (SAL) shared the changes of Grade Grievance Policy in the Academic Handbook in the last faculty meeting. The changes address the fact that we offer courses that are cross-listed and explicitly how grievances involving a department chair or program director.

New language for 2,3, and 6:

2. If the situation is not settled, then either the student or the faculty member may ask the chair of the department (or director of the program) in which the course is taught to try to resolve the issue. If the course is cross-listed, both chairs/program directors will be asked. The student, faculty member, and department chairs/program directors may consult with the Dean of Academic Programs, Assessment, and Policies to ask questions about the procedure and to discuss the issues involved.

3. At the request of the student or faculty member, or on the chair's initiative, the chair(s) may appoint and preside over a special departmental committee, which will recommend a resolution to the grievance. If the faculty member involved is also the chair or program director, the Dean of Faculty will take the role of appointing and presiding over the special departmental committee.

6. If the faculty member involved in the grade grievance is also the Dean of Academic Programs, Assessment and Policies, the Dean of Faculty will stand in as the procedure advisor and URC convener. If the Dean of Academic Programs, Assessment, and Policies is also the chair of the department, the Dean of Academic Services will stand in as the procedure advisor and URC convener. Further information, including details about the hearing procedures, is available in the office of Academic Affairs. Hearing procedures are established and periodically reviewed by the Student Academic Life Committee in consultation with the Vice President for Academic Affairs.

Original language of these sections:

2. If the situation is not settled, then either the student or the faculty member may ask the chair of the department (or director of program) in which the course is taught to try to resolve the issue. The student, faculty member, and department chair may consult with an academic dean to ask questions about procedure and to discuss the issues involved.

3. At the request of the student or faculty member, or on the chair's initiative, the chair may appoint and preside over a special departmental committee, which will recommend a resolution to the grievance.

If motion is approved, the final language will be:

The normal presumption at DePauw is that the faculty member alone is qualified to evaluate and assign grades to the academic work of students in his or her courses. For this reason, questions regarding a faculty member's grades are not normally subject to review. The following procedure is for exceptional cases only. At all levels of the procedure outlined below, those who hear grade grievances are to be concerned only with whether the faculty member acted in a fair, reasonable manner and whether the faculty member used the same methods of evaluation for all students in the class.

In addressing a grievance:

1. The student must first attempt to meet with the faculty member involved, thus permitting an opportunity for an informal resolution of the case.
2. If the situation is not settled, then either the student or the faculty member may ask the chair of the department (or director of the program) in which the course is taught to try to resolve the issue. If the course is cross-listed, both chairs/program directors will be asked. The student, faculty member, and department chairs/program directors may consult with the Dean of Academic Programs, Assessment, and Policies to ask questions about the procedure and to discuss the issues involved.
3. At the request of the student or faculty member, or on the chair's initiative, the chair(s) may appoint and preside over a special departmental committee, which will recommend a resolution to the grievance. If the faculty member involved is also the chair or program director, the Dean of Faculty will take the role of appointing and presiding over the special departmental committee.
4. Either the student or the faculty member may decide to appeal the departmental recommendation to the University Review Committee (URC). Such appeals must be made within two weeks after the departmental recommendation has been given. Arrangements for a hearing before the URC are made through an academic dean.
5. The decision reached by the URC is final. Appeals of the committee's decision on procedural grounds only, may be made to the Vice President for Academic Affairs.
6. If the faculty member involved in the grade grievance is also the Dean of Academic Programs, Assessment and Policies, the Dean of Faculty will stand in as the procedure advisor and URC convener. If the Dean of Academic Programs, Assessment, and Policies is also the chair of the department, the Dean of Academic Services will stand in as the procedure advisor and URC convener. Further information, including details about the hearing procedures, is available in the office of Academic Affairs. Hearing procedures are established and periodically reviewed by the Student Academic Life Committee in consultation with the Vice President for Academic Affairs.

Meryl Altman - Question on #3, should the Dean of Faculty be listed as Dean of Academic Programs, Assessment, and Policies?

Naima Shifa - No

Scott Spiegelberg - It's Dean of Faculty because the Dean of Academic Programs, Assessment, and Policies would be the convener of the policy.

Motion carries by a show of hands.

10. Faculty Development (Erik Wielenberg)

Written Announcements:

A. In light of the results of a recent FDC survey of the faculty, starting next fall Fisher time-outs will include the option of taking the one course release as two .5 course releases, one in each semester of the same academic year.

B. In addition to our usual work of reviewing applications for faculty development awards, FDC has sought to streamline and improve the application process for such awards. Additionally, as part of ongoing work on equity, access, diversity, and inclusion, FDC met with Amanda Kim. In the spring, we'll continue reviewing applications for funding and will continue to work on ways that FDC can support diversity and inclusion. We invite suggestions from faculty about other issues that FDC should take up this semester.

11. Strategic Planning Committee (Christina Wagner and Francesca Seaman)

Christina Wagner - Met in December to talk about handbook language, membership, and committees charge. Academic Affairs Committee, Trustee Board were very interested in what they had to say. They have a full agenda moving forward for the rest of the semester including meeting with VP Admissions.

Howard Brooks – A faculty member wonders about the change in health program, statistics on what fraction of our community took advantage of full HSA offer as to how many that didn't. It would be good to have statistics broken down by salary number and the like.

Glenn Kuecker - Is there a way to relate to the faculty about interactions with the board as to the extent that which questions to diversity and inclusion were present in the conversation. Additionally, faculty climate issues and campus climate issue, gender equity concerns seem quite high, other questions and issues through the past 4-5 years that have been problematic.

Christina Wagner – I was present when individually faculty talked with the trustees. These issues were shared, especially one on one or at dinners. The trustees are open to listening.

Dave Berque – The trustees did discuss the points faculty raised, talked about teaching experience tied to race. Discussion about maternity leave. Discussion of service loads in respect to genders.

Christina Wagner – They also discussed mental health in general of both students and faculty, and how we are moving forward to address those issues.

12. University Sustainability Committee (James Wells)

Announcements:

The Sustainability Committee is in the process of collecting data to submit to the Association for the Advancement of Sustainability in Higher Education. On January 3 Scott Spielberg distributed via the faculty@depauw.edu list a faculty survey about sustainability-related research and teachings. At that time we expressed the hope of hearing from faculty by January 31. As of yesterday, we have received 34 responses. We hope to have data that more fully reflects research and teaching that have something to do with sustainability, so we will resend this survey. I hope you will take a few minutes to respond at your soonest convenience.

On Tuesday February 25 during the lunch hour between 11.30 and 12.30 the Sustainability Committee is organizing a Faculty Development Roundtable entitled "Mapping Pathways for Sustainability Across (or Beyond) the Curriculum." This Faculty Development Roundtable will introduce faculty to sustainability-related opportunities for teaching and collaborative research. The University Sustainability Committee seeks to coordinate curricular, co-curricular, operational, and administrative sustainability initiatives. Consistent with that charter, during this roundtable Malorie Garbe, Director, Center of Sustainability, Chris Hoffa, Director, Systems Operations, in the Office of Facilities Management, and Valerie Rudolph, Bonners Scholar Program Coordinator, Hartman Center for Civic Engagement, will suggest ways their work in administration, operations, and civic engagement might connect with teaching and research. We hope you will consider attending this event on February 25.

13. Honorary Degrees and University Occasions (Debby Geis)

Deadline is March 15 for 2021 nominees. Please submit candidates who will accept the degree, they need to be present and willing to come to campus. A DePauw or Indiana connection is important.

14. Communications from the President (Mark McCoy) President McCoy is off-campus on university business and unable to attend the meeting.**15. Communications from the Vice President for Academic Affairs** (Dave Berque)

Let me start by thanking everyone who took time to meet with Board Members on Thursday and Friday last week. The Board thoroughly enjoyed meeting you at the Thursday reception and Friday breakfast, and Board members who attended classes were very impressed with your work with our students.

One Board member, who attended Erik Weilenberg's Philosophy of Religion course, was very impressed that Erik had led the class through a discussion that apparently resulted in everyone agreeing on a definition of

God. And that was in only the second day of class! I am not sure what Erik will do for the rest of the term, but I am sure it will be great.

Before turning to my primary agenda item, faculty demographic data and salary data, I want to ask for your consideration as you receive requests to fill service roles such as joining search committees and conducting Honor Scholar Interviews. In some cases, we have been having a hard time finding faculty members to serve and I appreciate your consideration of these requests. If you find yourself light on service, or are looking for new service opportunities, please feel free to email me so I am aware of your willingness to help.

At the December faculty meeting I promised to share data regarding faculty demographics as well as salaries. I thank Bill Tobin, Amanda Kim and Ben Hogan for assisting in the preparation of the data I will show. I will also work with Howard Brooks to post the information on the faculty governance Moodle site for further review.

Let me also say, up front, that I plan to request a meeting with the DEC and the Faculty Strategic Planning Committee to discuss the implications of this report in greater detail.

Nahyan Fancy: Salary data does not include stipends. Does it include endowed chairs, faculty development, or other endowed positions?

Dave Berque- will ask Bill Tobin again, but as of now he understands that they are not included. Does include off scale faculty positions in Computer Science and Economics

Francesca Seaman - Think DePauw is superior to the majority of the list, such as comparing to Allegheny. There is an expectation when you hire a new professor, we have that expectation that we will pay more in the future. SPC did bring this up to the Board of Trustees, we have lost a lot of faculty because of this.

Dave Berque - Shares the position that we can look at the best comparison group of other colleges. We have over time used different comparison schools for different things. GLCA comparison this seems to be the comparison set that we've used for several decades for salaries. If there is another set that we should use you can send that to him with the rationale.

Seth Friedman - Defacto pay cut by the change in health insurance. Another chart with how benefits play into this?

Dave Berque - There is a list that includes 11 different benefits, they can pull that data set.

Geoff Klinger - True Peer institutions that were not the GLCA have been used on other occasions. Now it seems the administration is picking and choosing where we look. Would like to see us keep the same set of schools and compare.

Dave Berque - Points are good

Jeanne Pope - A study that was used for true comparisons, when we go to the trouble to find out what our true comparison schools are we should use that for all comparisons. Who DePauw compares themselves to is who DePauw is.

Rich Cameron – Recalls from last year the promise to fund all new construction at 125%. That promise was broken when we took out the loans for the library and the second phase of residence hall construction. Still concerned about long term financial stability. We have not been kept informed on budget items for which we were told we would be kept informed.

Dave Berque - Let cabinet discuss this and then come back to the faculty in the future with more information.

Bob Leonard - We know what the issues are and have a good handle on going forward. The 125% is for "new" construction not replacement buildings.

Meryl Altman - GLCA percentage of faculty of color, shows that Kalamazoo had a big leap. 48% let's see what they are doing.

Dave Berque - Can find out about their numbers.

16. Old Business

17. New Business

18. Announcements

A. Dean of the Faculty (Bridget Gourley)

A. Dean of the Faculty (Bridget Gourley)

Announcements

- Change of deadlines for Asher proposal submissions
- Streamlined processes for student-faculty collaborative research
- 'coffee with the dean' options

Spring funding deadlines

- Asher Humanities, Social Science and Science spring proposals – Wednesday March 4
- Student-faculty Collaborative research proposals – Wednesday March 4
- Faculty Summer Stipend proposals – Wednesday April 8

The deadlines for the Asher Humanities, Social Science and Science has been moved forward in the semester to Wednesday March 4. I believe that the Asher Psychology fund, managed in the Department of Psychology has added a deadline to align with this change. This choice was made to align the request with FDC student-faculty collaborative research grants to ease the work for faculty seeking funding to work with students. This will allow us to change the application such that if you would like to be considered for both FDC funding or Asher funding to check an additional box, provide a paragraph speaking to the particular fund(s) to which you think your project applies. Additionally, we will be working to evaluate the proposals with the goal of being able to let all students know their status on that last Friday before spring break which better serves our students.

Please note there is NO attempt to change the FULL range activities funded by Asher funds. Projects that are entirely student driven, student-faculty collaborative projects of all lengths, student research experiences that include travel, student travel to present in professional venues, and faculty projects where the clear benefit to students are all still welcome and encouraged.

To provide more consistency in reviewing proposals, to reduce chaos in trying to fill Asher review committees I asked FDC if they would be willing to serve as the faculty representatives to those committees. For the review of Asher proposals, we will still have one more student on the committee than faculty members, in line with the Asher gift agreement for those funds.

Please note that the changes I describe affect the Asher Humanities, Social Science and Science funds. There is a fourth fund, the Asher Psychology fund with additional deadlines each year. That fund is administered within the Department of Psychology. While I believe Psychology has added a deadline to match the student-faculty collaborative research application, they continue to keep multiple deadlines each semester and administer that particular fund.

The changes are a result of four major initiatives. Our first major initiative, we are adjusting timing and applications to streamline the work for students and faculty; to be sure students asking for funds for during the summer know whether they will be funded soon enough to make arrangements; and to facilitate the work of our staff that support these projects, issuing stipend checks, providing housing, getting travel monies, etc. The final major initiative, and perhaps the most important, the major donor for these funds, Dr. Bill Asher, a DePauw graduate, has a desire that we fully spend the interest from the funds each year. It is important that we honor his wishes as the donor.

Coffee with the Dean

Starting Friday, I will have coffee 10:30-11:30 am on Tuesdays and Fridays in Wallace Stewart. I welcome you to drop in. We can discuss whatever is on your mind, or if you don't have a particular topic in mind, I can also share more about some of the things I am working on in support of faculty. During some of those times

I will likely invite individuals from other campus offices to join me and be prepared to share about what they do for DePauw and ways in which their work might support your work and vice versa.

Update regarding the power outage for powerplant upgrades

Many of you probably remember we have an extended planned power outage in our future. We considered doing the work over the holiday break, between fall semester and winter term. After considering the costs to protect our resources, everything from pianos to animals to food, we decided not to risk the potential of cold weather. We are now looking at spring break. Additionally, we have reduced the length of time of the outage, details will be forthcoming via email over the next couple of weeks.

If you have any questions or comments regarding impacts to spaces you inhabit or your work in some way, please see me as your point of contact for any concerns or questions you may have. Those of you I had discussions with in regards to the impacts if we had done this in December, know that I have all my notes and I realize your concerns still apply and I am working with Rob Harper and Chris Hoffa to be sure we address them.

AAC&U Meeting

Two weeks ago, I attended the American Association of Colleges and Universities in Washington, D.C. I attended several presentations about the work of inclusion on campuses, dealing with challenging events, and helping all liberal arts majors speak to the value of the liberal arts education.

Scott Spiegelberg and I both attended a three-hour pre-meeting workshop, "Nudging Toward Equity, How Faculty Work is Taken UP, Assigned, and Rewarded in Academic Departments." I am planning to further reflect on what we learned and think about how we might adapt some of the ideas to address challenges we have.

In the Carol Geary Schneider Lecture on Liberal Education and Inclusive Excellence was Shaun Harper who is the Executive Director of the University of Southern California Race and Equity Center shared his work and called all members of AAC&U to step up our game in continuing to address the structural inequities limiting the full participation of all in the benefits of experience a college education. You might consider looking for #AACU2020 tweets and other media coverage of the meeting to see the breadth of topics being discussed in this higher education organization. If you aren't familiar with his work and the work of his center I encourage you to take a look.

Thank you for all you continue to do, with students and in support of each other. Sharing things about the many ways in which you all dedicate yourselves to both your students along with your scholarly and creative work made me the envy of many of the deans I spoke with while at AAC&U

Other Comments

I am happy to answer any questions you may have now or any time.

Erik Wielenberg - Can faculty apply to both summer funding options at the same time?

Bridget Gourley - Yes, you can check the box of what you want to be considered for.

B. Course and Calendar Oversight Committee:

1. Announcements of change of course description

POLS 150, Comparative Politics and Government: change of description

This course is designed to introduce students to Comparative Politics (the study of domestic politics around the world), one of the main subfields in political science. The course will address concepts and theories of comparative politics such as democratic and non-democratic institutions, modernization and development,

political culture, systems analysis, and public policy. The course will apply these concepts and methods of comparative politics to understanding political phenomena and outcomes in different regions of the world, such as, Africa, Asia, South America and Europe. The political experience in each case will be studied in the context of its own cultural and historical settings. Such an approach will allow us to see the differences within a particular form of government. We shall inquire, for example, why Chinese communism is different from communism in the former Soviet Union; what factors are responsible for both the endurance of and challenges posed to democratic institutions globally; and why do economic and social welfare institutions differ across capitalist economies.

POLS 110, American National Government: change of description [this also unifies the current 110A, 110B, ... distinctions into a single course, which will always be taught through the lens of PPD — see below]

This course will serve as an introduction to the American political system. The three branches of the national government and the roles of political parties, elections, public opinion, interest groups, and other political actors will be addressed.

2. Announcements of approval of distribution area designations:

POLS 110, American National Government: add permanent PPD

WGSS 260, Women of Color in the U.S., add SS

SOC 251, Criminology, add permanent PPD

SOC 334, Prison History and Culture, add permanent PPD

UNIV 183IC (May 2020), May Term in Service: Community Development in El Salvador, add one-time GL

PACS 100 (Fall 2020, Rachel Goldberg), Introduction to Peace and Conflict Studies, add one-time PPD

18. Executive Session to discuss the Presidential Search

19. Adjournment The meeting was adjourned about 6 pm.

Appendix A. Current Handbook language Article V. *CRITERIA FOR DECISIONS ON FACULTY STATUS*

Criteria for Decisions on Faculty Status (from 2019-20)

~~(Article mutually agreed to by administration and faculty. Amended May 6, 2019. This change will take effect in the fall of 2019 for those faculty members hired to begin teaching in the 2019-20 academic year; for current faculty members it will take effect after their next satisfactory promotion review. See [Article V.B.: Criteria for Decisions on Faculty Status \(prior to 2004-05\)](#). See [Article V.C.: Criteria for Decisions on Faculty Status \(prior to 2004-05\)](#).~~

~~A. ——— Faculty members hired to begin teaching from 2019-20~~

~~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.~~

~~——— Term review. Required: Strong teaching during the period under review, promise of accomplishment in the scholarly and artistic work category, and service. Candidates who have not yet completed the terminal degree must show clear progress toward completion of the terminal degree for a satisfactory review as noted in Appendix 2 of the Personnel Policies.~~

~~——— Interim review. Required: Strong teaching during the probationary period, promise of accomplishment in the scholarly and artistic work category, and service. Candidates who have not yet completed the terminal degree must show clear progress toward completion of the terminal degree for a satisfactory review as noted in Appendix 2 of the Personnel Policies.~~

————— Tenure decision. Required: Strong teaching, including teaching in the school or department in which tenure will be granted; demonstrable achievement or unquestioned promise of accomplishment in the scholarly and artistic work category; and adequate contributions in service.

————— Promotion to associate or full professor. Required: continued strong teaching; significant achievement or contribution in either scholarly and artistic work or service and at least adequate performance in the other category.

1. — Teaching

Strong teaching is essential for a positive personnel decision. Candidates are required to provide broad-based and representative evidence of strong teaching.

Candidates are required to show evidence in all of the following:

a) — Professional Competence

Completion of a terminal degree in the field (see [Appendix 2](#) Terminal Degrees). Continued professional mastery of content, critical scholarship, and methodologies of teaching in areas of responsibility. Demonstrated awareness and engagement with trends and practices in pedagogy that promote a diverse and inclusive classroom climate appropriate for teaching in areas of responsibility. Evidence may include: professional activities to stay current in the field combined with evidence of use of such current materials in courses; attendance at meetings or workshops on content or teaching methodologies, combined with evidence of use of that material and experience.

b) — Content and rigor

i. — Content: evidence to be drawn from course goals, syllabi, examinations and assignments, course materials, such as handouts, primary and secondary textual sources, textbooks and other course materials. Such evidence can also include meetings/workshops attended relative to the content of the courses taught. The evidence should demonstrate that courses meet standards appropriate to the level of the course.

ii. — Rigor: evidence to be drawn from quizzes, tests, examinations, paper assignments, marked and graded material, distribution of grades as submitted to department chairs by the Office of Institutional Research, etc.. The evidence should demonstrate that the course requirements are sufficiently challenging for the level of the course.

e) — Teaching methods: evidence to be drawn from teaching philosophy, course goals, syllabi, examinations and assignments, other course materials, etc.; evidence should demonstrate that teaching methods are appropriate, given the contexts of the discipline, topic, and specific characteristics of a given class. Such evidence can also include meetings/ workshops attended related to teaching methods.

d) — Effectiveness: evidence to be drawn from student opinion surveys, peer observations, annual reports, etc.; evidence should demonstrate that the candidate has been successful in implementing her or his teaching methods, has treated students with professional fairness and integrity, and has established relations with students that are conducive to the learning process.

2. — Scholarly and Artistic Work

Scholarly and artistic work shall be given full consideration in personnel decisions. In scholarship we recognize all categories identified by the Carnegie Foundation for the Advancement of Teaching: the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of

teaching. [Boyer, Ernest L. 1990. *Scholarship Reconsidered: Priorities of the Professoriate*, Chapter 2. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.]

Candidates are required to show:

a)——Continued development as a scholar or artist in one's broadly defined field(s) or discipline(s). The evidence might include participation in learned societies, professional organizations, and attendance at conferences, as well as supporting documents in area b and similar activities.

b)——Between the following areas (b (1) and b (2)), more activity in one category may compensate for less in another, but not to the exclusion of activity in either category.

1)——Intellectual liveliness outside the university.

i.——Scholarly outreach. Evidence might include publications, presentations at conferences, public performances and exhibits outside of DePauw, writing grant proposals for external funding, scholarship related to teaching and other activities of a similar nature.

ii.——Professional contributions. Evidence might include organizing conferences or competitions, reviewing manuscripts and grant proposals, giving master classes outside of DePauw, and scholarly work for publication houses, institutes, and governmental agencies, etc. Evidence related to professional service should not be included in this area (See 3.C. below.)

2)——Intellectual liveliness within the university community. Evidence might include workshops, participation at university, school, or departmental forums, panel discussions and presentations, on-campus recitals.

3.——Service

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 supplement activity in categories (a) and (b), but not to the exclusion of departmental and university service.

a.——Departmental Service. All members of a department or program, during semesters in which they teach, 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, manage commercial cards and budget processes as needed and serve on personnel committees and search committees following membership rules specified in Article IV. A. 5 in the By-Laws and Standing Rules of the Faculty section of the Academic Handbook. 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. Service within the University is distributed across faculty committees and other engagements that advance curricular and co-curricular experiences for students. Faculty without a leave in a 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.

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 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.

V.——Criteria for Decisions on Faculty Status (from 2004-05)

(Article mutually agreed to by administration and faculty. Amended September 13, 2004. This change will take effect in the fall of 2004 for those faculty members hired to begin teaching in the 2004-05 academic year; for current faculty members it will take effect after their next satisfactory promotion review. See [Article V.C.: 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.

——**Term review.** Required: Strong teaching during the period under review, promise of accomplishment in the scholarly and artistic work category, and service. Candidates who have not yet completed the terminal degree must show clear progress toward completion of the terminal degree for a satisfactory review as noted in Appendix 2 of the Personnel Policies.

——**Interim review.** Required: Strong teaching during the probationary period, promise of accomplishment in the scholarly and artistic work category, and service. Candidates who have not yet completed the terminal degree must show clear progress toward completion of the terminal degree for a satisfactory review as noted in Appendix 2 of the Personnel Policies.

——**Tenure decision.** Required: Strong teaching, including teaching in the school or department in which tenure will be granted; demonstrable achievement or unquestioned promise of accomplishment in the scholarly and artistic work category; and adequate contributions in service.

——**Promotion to associate or full professor.** Required: continued strong teaching; significant achievement or contribution in either scholarly and artistic work or service and at least adequate performance in the other category.

1.——Teaching

Strong teaching is essential for a positive personnel decision. Candidates are required to provide broad-based and representative evidence of strong teaching.

Candidates are required to show evidence in all of the following:

a)——Professional Competence

Completion of a terminal degree in the field (see [Appendix 2](#) Terminal Degrees). Continued professional mastery of content, critical scholarship, and methodologies of teaching in areas of responsibility. Demonstrated awareness and engagement with trends and practices in pedagogy that promote a diverse and inclusive classroom climate appropriate for teaching in areas of responsibility. Evidence may include: professional activities to stay current in the field combined with evidence of use of such current materials in courses; attendance at meetings or workshops on content or teaching methodologies, combined with evidence of use of that material and experience.

b)——Content and rigor

–i.——Content: evidence to be drawn from course goals, syllabi, examinations and assignments, course materials, such as handouts, primary and secondary textual sources, textbooks and other course materials. Such evidence can also include meetings/workshops attended relative to the content of the courses taught. The evidence should demonstrate that courses meet standards appropriate to the level of the course.

–ii.——Rigor: evidence to be drawn from quizzes, tests, examinations, paper assignments, marked and graded material, distribution of grades as submitted to department chairs by the Office of Institutional Research, etc.. The evidence should demonstrate that the course requirements are sufficiently challenging for the level of the course.

c)——Teaching methods: evidence to be drawn from teaching philosophy, course goals, syllabi, examinations and assignments, other course materials, etc.; evidence should demonstrate that teaching methods are appropriate, given the contexts of the discipline, topic, and specific characteristics of a given class. Such evidence can also include meetings/workshops attended related to teaching methods.

d)——Effectiveness: evidence to be drawn from student opinion surveys, peer observations, annual reports, etc.; evidence should demonstrate that the candidate has been successful in implementing her or his teaching methods, has treated students with professional fairness and integrity, and has established relations with students that are conducive to the learning process.

2.——Scholarly and Artistic Work

Scholarly and artistic work shall be given full consideration in personnel decisions. In scholarship we recognize all categories identified by the Carnegie Foundation for the Advancement of Teaching: the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching. [Boyer, Ernest L. 1990. *Scholarship Reconsidered: Priorities of the Professoriate*, Chapter 2. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.]

Candidates are required to show:

a)——Continued development as a scholar or artist in one's broadly defined field(s) or discipline(s). The evidence might include participation in learned societies, professional organizations, and attendance at conferences, as well as supporting documents in area b and similar activities.

b)——Between the following areas (b (1) and b (2)), more activity in one category may compensate for less in another, but not to the exclusion of activity in either category.

1)——Intellectual liveliness outside the university.

i.—— Scholarly outreach. Evidence might include publications, presentations at conferences, public performances and exhibits outside of DePauw, writing grant proposals for external funding, scholarship related to teaching and other activities of a similar nature.

ii.—— Professional contributions. Evidence might include organizing conferences or competitions, reviewing manuscripts and grant proposals, giving master classes outside of DePauw, and scholarly work for publication houses, institutes, and governmental agencies, etc. Evidence related to professional service should not be included in this area (See 3.C. below.)

2)—— Intellectual liveliness within the university community. Evidence might include workshops, participation at university, school, or departmental forums, panel discussions and presentations, on-campus recitals.

3.—— 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. The three areas of service are defined below. More activity in category c can compensate for less 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.

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 academic life; effective work in developing interdisciplinary or general education programs; administrative assignments and appointments; participation in community outreach programs affiliated with the university; and similar activities that show a commitment to the good of the university.

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 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.

V.—— Criteria for Decisions on Faculty Status (prior to 2004-05)

(Article mutually agreed to by administration and faculty. Includes clarifications adopted by vote of the faculty and agreed to by administration, April 5, 2004. For faculty members hired to teach full time prior to 2004-05, this Article will be in effect until after the first satisfactory promotion review following August 2004. See [Article V.A: Criteria for Decisions on Faculty Status \(from 2004-05\).](#))

C.—— Faculty member hired prior to 2004-05

Decisions should express judgments about a candidate's merit using the principle 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.

~~**Interim review.** Required: good teaching during the probationary period, satisfactory professional growth, and service.~~

Tenure decision. Required: good teaching, including teaching in the school or department in which tenure will be granted; demonstrable achievement or unquestioned promise of accomplishment in the professional development category; and adequate contributions in service.

~~**Promotion to associate or full professor.** Required: continued good teaching; significant achievement or contribution in either professional growth or service since the initial appointment to the preceding rank and at least adequate performance in the other category.~~

1.—— Teaching

~~Good teaching is essential for a positive personnel decision. Candidates are required to provide broad-based and representative evidence of good teaching.~~

Candidates are required to show evidence in all of the following:

a.—— Content and rigor

~~i.—— Content: evidence to be drawn from course goals, syllabi, examinations and assignments, course materials, such as handouts, primary and secondary textual sources, textbooks and other course materials. The evidence should demonstrate that courses meet standards appropriate to the level of the course.~~

~~ii.—— Rigor: evidence to be drawn from quizzes, tests, examinations, paper assignments, marked and graded material, distribution of grades as submitted to department chairs by the Office of Institutional Research, etc. The evidence should demonstrate that the course requirements are sufficiently challenging for the level of the course.~~

~~b.—— Teaching methods: evidence to be drawn from teaching philosophy, course goals, syllabi, examinations and assignments, other course materials, etc. The evidence should demonstrate that teaching methods are appropriate, given the contexts of the discipline, topic, and specific characteristics of a given class.~~

~~c.—— Effectiveness: evidence to be drawn from student opinion surveys, peer observations, annual reports, etc.; evidence should demonstrate that the candidate has been successful in implementing her or his teaching methods, has treated students with professional fairness and integrity, and has established relations with students that are conducive to the learning process.~~

2.—— Professional Growth

~~Continued professional growth is necessary for a positive personnel decision. Candidates are required to show:~~

~~a.—— Continued development of professional competence in the field(s) or discipline(s). The evidence might include participation in learned societies, professional organizations, course development based on scholarly activity, and attendance at conferences; also from supporting documents in area b and similar activities. The evidence can be used to demonstrate development as a researcher (performer) or teacher, or both.~~

~~Between the following areas (b.1 and b.2), more activity in one category may compensate for less in another.~~

b.—— Intellectual liveliness

1) Intellectual liveliness outside the university:

i. Scholarly outreach. Evidence might include publications, presentations at conferences, public performances and exhibits outside of DePauw, writing grant proposals for external funding, and other activities of a similar nature.

ii. Professional contributions. Evidence might include organizing conferences or competitions, reviewing manuscripts and grant proposals, giving master classes outside of DePauw, and scholarly work for publication houses, institutes, and governmental agencies, etc. Evidence related to professional service should not be included in this area (See 3.C. below.)

2) Intellectual liveliness within the university community: Evidence might include workshops, participation at university, school, or departmental forums, panel discussions and presentations, on-campus recitals, teaching roundtables etc.

3. Service

Effective service to the department (school) or the university is necessary for positive personnel decisions. Evidence is not required in all categories, and unless there are special departmental requirements or responsibilities stated in the job description, a candidate is free to decide what area and categories of service should be documented to show effective service.

a. Departmental Service. Evidence might include effective participation in departmental governance, including committee assignments; effective advising of majors and minors; participation in curriculum development; resource acquisition, laboratory supervision, maintenance of office and lab equipment or musical instruments; and similar activities.

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; and similar activities that show a commitment to the good of the university.

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 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.

1. Librarians serving as renewable term faculty

Librarians serving as renewable term faculty are evaluated in the areas of teaching, professional development, and service, with the following difference: in the evaluation of teaching, the evaluation has a primary focus on library effectiveness. Librarians may also show evidence related to teaching (see [Article V.1.](#)), but they must show evidence in at least two of the following areas of library effectiveness:

a. reference services for the university community;

b. development of library collections and information resources;

~~c. provision of bibliographic organization and control over library collections; d. instruction in the use of information resources and services including workshops, library and information instruction sessions, and research consultations;~~

Appendix B. Materials related to Musical Theatre Minor

NEW CURRICULAR PROPOSAL

REVISED 11/25/19

Name of Program:	Musical Theatre		
Department(s):	School of Music and Communication & Theatre		
Type of Proposal:	Major	Minor X	Program
Contact Person(s):	Susan Anthony, Communication and Theatre Kerry Jennings, School of Music		

Vision:	<i>How does this program utilize the liberal arts and align with "The Purposes and Aims of DePauw" (an institutional statement approved by the faculty)? See: www.depauw.edu/academics/catalog/university/#2</i>
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Interdisciplinary minor

literature, social economic, world cultures, music, stagecraft, expression, creativity, communicate with audiences and impact the individuals in a positive way

- to foster the love of learning and the increase of knowledge and to recognize and support intellectual and creative excellence;
- to enlarge capacities for clear, thorough and independent thought;
- to understand and appreciate cultural and scientific achievements, past and present;
- to encourage serious reflection on the moral and ethical aspects of experience;
- to respect and sustain the freedom of inquiry and speech; and
- to demonstrate integrity and honesty, courage and compassion in academic work and in the activities of the University generally and in all such matters to be open to the views of others.

Market/Demand Research	<i>Provide data about demand or potential demand for this program where available? Academic Affairs, Admission and Marketing & Communication can help gather this data. We recognize that for especially new or innovative programs it may be difficult to provide concrete evidence of existing demand, but evidence should be provided where possible. Provide any other information about demand or potential demand for this program or the benefits of this program from an Admission perspective.</i>
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**RESEARCH ON THE DEMAND FOR MUSICAL THEATRE IN HIGHER EDUCATION
FROM CAROLINE SMITH'S SABBATIC LEAVE, 2017**

In preparation for submission of the proposal for a musical theatre minor at DePauw, Professor Caroline Smith has shared the following data reflecting student interests in the genre across key areas of the country as of fall 2017.

The Northeast

- Ithaca College enrolls 35 new undergraduates annually from the 1,000 students who audition each year

- *Penn State University* was auditioning 800 musical theatre applicants each year. At the time of this research, there were 48 musical theatre majors (all undergraduates), 13 of whom entered in 2019. The largest entering class was 16.

Southeastern USA

- *Elon* can only accept a small percentage of its applicants each year. In 2013, 378 auditioned for 20 slots. In 2017, a total of 802 applicants auditioned for 17 slots.
- *Coastal Carolina University* had 48-56 students enrolled as BFA-Musical Theatre majors. It was allowing 16 new students into the program per year.
- *Shorter University* enrolled 70 students for the BFA in Musical Theatre, bringing in 13-15 new students per year.

The Mid-Atlantic Region

- *Shenandoah University* had 732 completed applications for musical theatre for time, Conservatory enrollment had dwindled and the institution was challenged to fill ensembles or put on operas in Fall 2017).

Midwest States

- *Indiana University's* BFA Musical theatre allowed only 10-15 students to enter per year.
- *U of Michigan* takes 20 students per year; applications were reported to be "off the chart."
- *Baldwin Wallace* took 10 musical theatre students per year.

The Southwest

University of Arizona-Tucson only could allow 12 incoming students per year.

Survey of School of Music Students

Question 1: If a minor in musical theatre had been available while you were choosing colleges, how would that have affected your decision to attend DePauw? (34 responses)

55.9% - I would have made my decision to attend DePauw fast and with less hesitation

35.3% - It would not have affected my choice in any way

0% - It would have made me less likely to choose DePauw

8.8% - N/A

Question 2: If a minor in musical theatre is offered next year, would you be interested in pursuing this minor? (33 responses)

51.5% - Yes

30.3% - No

18.2% - Undecided

Please provide any additional thoughts you have about a minor in musical theatre.

I believe that it would be a great opportunity for people who want to pursue into Musical Theater. It gives others a better chance to branch out into different styles of performing instead of doing one specific thing.

I personally don't have an interest in musical theatre but I know many others who would enjoy the addition of a musical theatre minor.

I think it is a much needed minor and I would definitely want to get it if I have time to meet the requirements.

I'm a senior so I'm really bummed that the minor won't be available before I graduate!

If this minor ends up being created, that would be awesome because there would be more opportunities for students to participate in musical theater other than the musical and MT scenes class. It would be awesome if more student-driven MT projects could happen, or just more MT performance opportunities in general.

I'm not a vocalist so it wouldn't be my thing but I think it would be a great option for those looking into the subject

I would pursue if I wouldn't be a senior next year.

For students who are already in the middle of their academic trajectory, would there be any leeway for students pursuing theater majors &/ minors to get those credits applied to the theater minor?

I would love to pursue this, but I doubt I will have enough time to do so at this point in my undergraduate career. However, I am sure there are many people who would love to have this opportunity.

I think having a minor would be a great option for those who are pursuing vocal performance but have enjoyed musical theatre as an activity throughout high school. I'd like to see something along the lines of a Show Choir make an appearance alongside this degree to give those with that particular focus a group to exercise their combined degrees. Also, show choirs are super cool and we need one!

I won't be here :/

I think that a minor in musical theater would allow me and others to be well-rounded in performing and trained in other aspects that do not only include voice, but also dancing/physicality and acting abilities. It would also allow my voice to grow in many musical theater styles.

If any of the classes I am already taking as a voice student were credited to the minor, even 1, it would make it a more popular and more realistic, as the music schedule is already very tight, and a lot of music majors double major already.

If a minor in musical theater is created at DePauw, there would need to be a sharp increase in the amount of musical theater productions performed by the students. These could include a fully staged musical production in the fall and spring semester, one small and one big, one comedy and one drama. Dance classes, acting classes, and obviously the voice curriculum should have equal weight in the minor as they are equally important in a musical theater performance. If DPU wants to take this minor seriously, the administration should search for more faculty members well versed in this style of performance from academic, directorial, and performance standpoints. This should not include people who have only done a few musicals and directed a few small productions in small town America. These should be people with the same academic status as any other professor. Dr. Elissa Harbert should be a main point of reference in the creation of this minor due to her academic knowledge on the topic and familiarity with the industry. Voice teachers should be required to show proficiency in teaching the musical theater style. The concerto competition should start to allow musical theater performances with the creation of the minor. Also, student productions should be encouraged to allow students to gain directorial experience. With the creation of the minor, more money should be committed to musical theater productions by the university. This should include student productions.

I would be very interested in pursuing a minor in MT, but I am concerned as to how I would be able to accomplish this with my music education major requirements.

Great idea!

I think there are enough people who would pursue this minor in tandem with their music majors but I think it could also attract students from the CLA

I must note that I am a senior, but this is great!

I think it is a much needed minor at the school of music. I have heard a lot of my friends want to pursue this in their majors, but they can't.

Information from the 2019 Classical Singer National Voice Competition/Conference

In the High School Divisions, there were 302 who competed in the Classical Category and 246 in the Musical Theatre Category. Nearly 100 of those students competed in BOTH Classical and Musical Theatre categories.

Information on our own current students at

2019 Indiana National Association of Teachers of Singing Competition

DePauw had 39 students compete at the Indiana State NATS competition. 12 of those students (nearly 1/3) competed in both Classical and MT. Of the 27 awards that our students brought home, 9 of those, exactly 1/3 were in Musical Theatre categories.

*How many, and which, schools offer this program in the Midwest and the US?
<http://nces.ed.gov/collegenavigator/> has information on which schools offer particular degree programs in many cases. Choose the states, and browse for programs. From the results page, you can view specific colleges.*

NOTE: This information is helpful for several reasons. If other schools are offering similar programs we can look to these programs as guides as we develop a program that makes sense at DePauw. Additionally, if only a few other schools are offering similar programs this may help Admission and Marketing pitch our program as distinctive. Conversely, many other schools are offering the program this information may demonstrate a gap in DePauw's curriculum relative to our peers.

Averett

Berklee College of Music
Bethel
Briercrest College (Canada)
Cal St Northridge
Cal State Sacramento
California U of Pennsylvania
Catawba
Central Baptist College
Central Washington
Concordia Ann Arbor
Concordia U Irvine
Creighton
Drake
Eastern Michigan
Emmanuel College
Ferrum College
Hofstra
Lipscomb
Loyola Chicago
Mary Washington
Marymount Manhattan
Michigan State
Middle Tennessee State
Minnesota State Moorhead
Minot State
Missouri Western
Monmouth
Montclair State
Nazareth College
Newberry College
Northeastern
Olivet Nazarene
Palm Beach Atlantic
Point Park
Queens U of Charlotte
Saginaw Valley
Salem College
San Jose State
Santa Clara
Seton Hall
Southeastern
SMU
Southern Oregon
St. Edward's
St. John's
St. Mary's U of Minnesota
SUNY Cortland
SUNY Geneseo
Sweet Briar College
Tulsa
U Idaho

U Kentucky
U Michigan Flint
U Nebraska
U New Hampshire
U North Carolina Greensboro
U Vermont
U Wisconsin Platteville
U Wisconsin River Falls
UNC Pembroke
USC
Valparaiso
Virginia Wesleyan
Wayne State
Western Kentucky
Xavier
York College

How does this program close gaps in our curriculum and/or make our curriculum distinct? The analysis in the prior section may help inform the direction you wish to take in answer this question.

NOTE: A proposal may close a gap and/or offer a distinction. Both can be valuable.

It closes an important gap. Information from Admissions tells us that we are likely losing out on students who could benefit greatly from studying at DePauw, simply because we don't have a formal Musical Theatre program, and so many other competing schools do. A lack of a formal program misses initial searches that prospective students interested in musical theatre make, so we don't even get to the direct inquiry stage. An email from Bobby Andrews informed us, "Musical Theatre interest among high school students looking at colleges is something that has long been an interest of students looking at DePauw but we have not had the option for those students to pursue. We don't often hear from students looking for musical theatre any longer because of the heightened use of college search engines for programs/majors of interest. Guidance counselors and parents do often ask us about musical theatre in the context of academic offerings for the school of music as many are familiar with Butler, IU, and Purdue's performing arts programs and don't have the comprehensive knowledge of higher education and the multitude of academic offerings that go into those programs/majors/school/departments."

Could this program draw students and/or faculty away from other DePauw Programs? If so, what are the possible negative implications of this movement?

No. On the contrary, it formalizes what some students are already doing, and provides structure and discipline which will attract students from both Music and Theatre.

What experiential elements, if any, are a part of this program?

Note that proposals for new programs do not need to include experiential elements and it is acceptable to respond N/A if that is the case. However, if experiential elements are included it is important to explain them as part of the proposal process.

Students will audition for all mainstage musicals and operas, in addition to taking applied courses in opera scenes and musical theatre scenes, acting, and theatre production. They will also participate in musicals and operas as assistant directors, stage managers, and run crew, rounding out their complete understanding of the production process.

In the past five years students have had the opportunity to work with living performers and composers who are thriving on Broadway. Those opportunities have allowed students to work with the composers and original Broadway cast members of the musical that is to be performed.

Testimonials from visiting artists:

"I loved getting the opportunity to work with the talented music and theater students at DePauw University. Their vocal training especially was superb, and I was impressed by their ability to take direction and explore deeper choices, making rich improvements in just minutes! All of the students came well-prepared, eager to learn, supportive of each other, and exhibiting a professional confidence." – Laura Osnes ("Cinderella" in *Cinderella*; "Bonnie" in *Bonnie and Clyde*)

"It's incredibly inspiring to be back at my alma mater teaching a master class. The young artists at DePauw are just starting to wrap their heads around the professional fields they're entering. It's a privilege to help them understand that community, commitment, courage and craft are required to succeed. The students at DePauw are kind, focused, fun, intelligent, talented, hard working and WOKE. I want to hug them all, look them in the eye and tell them to go for it, to write their own 'Hamiltons'. And I really hope they do." – Alice Ripley (1985 DePauw Alum; Tony Award Winner, *Next to Normal*)

Broadway Master Classes and Networking Opportunities

Alice Ripley
Laura Bell Bundy
Laura Osnes
Jason Robert Brown
Adam Guettel
Marla Mindelle
Kevin Massey
Kate Rockwell
Christy Altomare

Performance Opportunities

Musical Theatre Scenes Course

Opera Scenes Course

DePauw Musical

Examples: *Into the Woods*, *Parade*, *Young Frankenstein*, *Sister Act*, *A Gentleman's Guide to Love and Murder*, *Company*, *Spamalot*, *Urinetown*

DePauw Opera

Examples: *Le nozze di Figaro*, *Cendrillon*, *Hansel and Gretel*, *Gianni Schicci*, *Suor Angelica*, *The Old Maid and the Thief*, *Albert Herring*

DePauw Theatre

Examples: *The Wolves*, *Our Town*, *Joe Turner's Come and Gone*, *Venus*, *Trojan Women*, *Angels in America*, *Seminar*, *Arcadia*, *The Comedy of Errors*

Student-initiated performances

Student musicians for pit orchestras

Internships and Summer Programs

College Light Opera Company

Aspen Music Festival

Glimmerglass Opera

Opera in the Ozarks

Santa Fe Opera

Philadelphia Arts Program

New York Arts Program

Merola Program

San Francisco Opera Adler Fellow

Can a Center be of any assistance in this program? If so, which one(s) and how? If not, you may mark this section N/A.

Yes. 21CM

DePauw music students:

- Develop artistic excellence, creativity, and critical thinking skills as the foundation for all they do.
- Engage audiences, with special attention to access, inclusivity and awareness.
- Act as socially minded entrepreneurial musicians by inventing, developing, and managing projects for community impact.
- Recognize and champion diversity of all kinds and work ceaselessly to improve inclusivity in all that they do.
- Leverage technology in the creation and dissemination of music.

The DePauw University School of Music provides an excellent musical and intellectual foundation that prepares undergraduate musicians to be adaptive leaders, equipped to actively engage their communities and pursue a breadth of career paths.

We believe artists should embrace diversity, foster inclusivity, and raise cultural awareness, and this shapes our community and curriculum.

In partnership with DePauw's College of Liberal Arts, we encourage students to integrate creative and practical musical skills with critical thinking and intellectual inquiry, empowering our graduates for a lifetime of learning.

The 21st-Century Musician Initiative leads a national dialogue about repositioning curiosity, creativity and collaboration at the heart of music-making, establishing music's relevance at the center of our communities, and

developing curricular and co-curricular best practices on our campus that prepare you to make a living, make a life and make a difference while making music.

- Changes in traditional path; opera houses are performing musicals; genres are overlapping

Additional Information

Provide a statement from the Office of Admission (VP of Admission and Enrollment Management or his/her designee) summarizing their views of this proposal. You may also provide any other additional information you think is relevant.

Musical Theatre interest among high school students looking at colleges is something that has long been an interest of students looking at DePauw but we have not had the option for those students to pursue. We don't often hear from students looking for musical theatre any longer because of the heightened use of college search engines for programs/majors of interest. Guidance counselors and parents do often ask us about musical theatre in the context of academic offerings for the school of music as many are familiar with Butler, IU, and Purdue's performing arts programs and don't have the comprehensive knowledge of higher education and the multitude of academic offerings that go into those programs/majors/school/departments.

Resources Needed

What are the faculty/library and/or technology resources necessary for this program? Do you have ideas for how they might be acquired or funded?

Courses, personnel, and other resources already in place. Musicals and operas have been a regular part of cooperative programming between Theatre and SoM for years, and no new courses are needed. This minor formalizes structures which have been in place for years.

Program Details

Number of Courses Required	5-5.25 for Theatre majors, 5.25 for Vocal Music majors, 5.5 for Instrumental Music majors, 5.5-5.75 for all other majors
Faculty members committed to teach in program	Instructors of acting, theatre production, dance, class voice, voice, music theory, musicianship, musicology, scenes courses, and class piano
What department(s) will house and support this program?	School of Music and Communication & Theatre
List the faculty members (both inside and outside the home department) who plan to teach courses in this program.	Instructors of acting, theatre production, dance, class voice, voice, music theory, musicianship, musicology, scenes courses, and class piano

NOTE: Attach a separate document that provides the details of the new program, with respect to specific course requirements, in a format that is appropriate for DePauw's catalog. As part of this document, provide at least three years of enrollment data for any of the course courses (or similar courses) in the proposed program.

Chair Approval:

Chair(s) Name	Signature	Date

The Chair of Director should submit this proposal in parallel to the Chair of the Curriculum Committee and to the VPAA.

VPAA Comments: (The VPAA's comments will be shared with the Chair/Director and with the Chair of the Curriculum Committee.)

VPAA	Printed Name	Date
Comments:		

Faculty Approval:

School of Music - Oct. 10, 2019	15	0	2
Theatre - Oct. 9, 2019	8	0	0
Communication and Theatre - Nov. 21, 2019	12	0	0
Faculty Meeting Date	Yes Votes	No Votes	Abstentions

VPAA Approval for Implementation (after discussing the proposal with Cabinet with respect to issues including budget, enrollment, space etc.):

VPAA Name	VPAA Signature	Date

Enrollment Data for Courses Related to Minor in Musical Theatre

	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019
Beginning Class Voice	6	0	6	4	0	0
Applied Voice	69	68	66	59	56	50
Beginning Jazz Dance I	0	12	0	14	0	9
Ballroom Dancing	38	37	41	45	64	30
Beginning Tap	10	8	14	14	16	0
Beginning Class Piano I	14	27	18	46	12	31
MUS 100	0	28	15	0	16	0
MUS 121	0	25	0	34	0	29
MT course (MUS 390)	0	0	0	16	0	0
COMM 111	48	33	36	32	32	30
COMM 117	19	18	15	24	15	19
COMM 211	18	0	18	0	0	18

MUS 121 is fall only

Beginning Jazz Dance I is fall only

MUS 390 is not always a musical theatre topics course

Beginning Class Piano I is offered in the fall for SOM and both semesters for CLA

Minor in Musical Theatre – For Theatre Majors

Total Courses Required	5-5.25
Core Courses	MUS 175: Beginning Jazz Dance I (.5) MUS 179: Ballroom Dancing (.5) MUS 180 Beginning Tap (.5) Topics Course at the 300 Level in Musical Theatre History and Literature (.75)
Other Required Courses	MUS 100: Fundamentals of Music Theory OR MUS 121: Musicianship I (with approval) (.75-1) MUS 901: Beginning Class Piano OR MUS PNO: Applied Piano Lessons (.25) MUS 905: Beginning Class Voice OR MUS VOC: Applied Voice Lessons (.25) 1.5 credits of music course electives (1.5)
Number of 300 and 400 Level Courses	1
<ul style="list-style-type: none">• Students may petition to replace a course if they already have sufficient background in that area (i.e. piano, dance, theory/musicianship). Petitions should be sent to the department in which the course is taught.• Options for additional music courses (not inclusive): Performing Musical Theatre, Performing Opera, additional lessons, University Chorus, Chamber Singers, history courses (musical theatre, jazz, operetta)• There is no audition of proficiency for the minor.• Since minors are not required, students must pay any additional fees that are set by the University.	

Minor in Musical Theatre – For School of Music Voice Majors

Total Courses Required	5.25
Core Courses	MUS 175: Beginning Jazz Dance I (.5) MUS 179: Ballroom Dancing (.5) MUS 180 Beginning Tap (.5) Topics Course at the 300 Level in Musical Theatre History and Literature (.75)
Other Required Courses	COMM 111: Acting I OR COMM 211: Voice and Movement (1) COMM 117: Theatre Production/Design (1) 1 credit of additional theatre course electives (1)
Number of 300 and 400 Level Courses	1
<ul style="list-style-type: none">• Students may petition to replace a course if they already have sufficient background in that area (i.e. piano, dance, theory/musicianship). Petitions should be sent to the department in which the course is taught.• Options for additional Theatre courses: Theatre History I, Theatre History II, Acting II, Theory and Criticism• There is no audition of proficiency for the minor.• Since minors are not required, students must pay any additional fees that are set by the University.	

Minor in Musical Theatre – For School of Music Instrumental Majors

Total Courses Required	5.5
Core Courses	MUS 175: Beginning Jazz Dance I (.5) MUS 179: Ballroom Dancing (.5) MUS 180 Beginning Tap (.5) Topics Course at the 300 Level in Musical Theatre History and Literature (.75)
Other Required Courses	COMM 111: Acting I OR COMM 211: Voice and Movement (1) COMM 117: Theatre Production/Design (1) MUS 905: Beginning Class Voice OR MUS VOC: Applied Voice Lessons (.25) 1 credit of additional theatre course electives (1)
Number of 300 and 400 Level Courses	1

- Students may petition to replace a course if they already have sufficient background in that area (i.e. piano, dance, theory/musicianship). Petitions should be sent to the department in which the course is taught.
- Options for additional Theatre courses: Theatre History I, Theatre History II, Acting II, Theory and Criticism
- There is no audition of proficiency for the minor.
- Since minors are not required, students must pay any additional fees that are set by the University.

Minor in Musical Theatre – For All Other Majors

Total Courses Required	5.5-5.75
Core Courses	MUS 175: Beginning Jazz Dance I (.5) MUS 179: Ballroom Dancing (.5) MUS 180 Beginning Tap (.5) Topics Course at the 300 Level in Musical Theatre History and Literature (.75)
Other Required Courses	COMM 111: Acting I OR COMM 211: Voice and Movement (1) COMM 117: Theatre Production/Design (1) MUS 100: Fundamentals of Music Theory OR MUS 121: Musicianship I (with approval) (.75-1) MUS 901: Beginning Class Piano OR MUS PNO: Applied Piano Lessons (.25) MUS 905: Beginning Class Voice OR MUS VOC: Applied Voice Lessons (.25)
Number of 300 and 400 Level Courses	1

- Students may petition to replace a course if they already have sufficient background in that area (i.e. piano, dance, theory/musicianship). Petitions should be sent to the department in which the course is taught.
- There is no audition of proficiency for the minor.
- Since minors are not required, students must pay any additional fees that are set by the University.