

**Faculty Meeting Minutes  
February 4, 2019**

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

The meeting was called to order at 4:05

The chair of faculty announced that Gene Schwartz and Bob Weiss, both professor emeritus, had passed away in the last week. A moment of silence was observed. The upcoming meetings will include tributes to these two individuals.

**2. Announcement of quorum for Spring 2019 term**

Quorum for spring semester is 82

**3. Verification of quorum**

Quorum met at 4:15pm

**4. Consent agenda**

**A.** Approval of the minutes of the December 3, 2018 meeting minutes.

**B.** Approval of Howard Pollack-Millgate and Jim Mills to serve on the Faculty Personnel Policy and Review Committee for the remainder of the academic year.

Rebecca Schindler and Pam Propsom shared the following statement with the faculty:

Colleagues,

We stand here today to say that many of us are uncomfortable with the current state of discourse on our campus, both at faculty meetings and in email exchanges. This has led to a sense of paralysis and fear among faculty and staff. We believe in Academic Freedom and everyone's right to engage in critical debate on the issues that affect our institution and our community. However, effective discussion of important issues is stifled when the communication comes from a position of faculty privilege and exhibits patriarchal language, with little regard for empathy, context, or audience. The tone of the discussion has created a toxic environment for many of our colleagues, including our staff colleagues. As a faculty we should be modeling the kind of reasoned, civil discourse in which we want our students to engage.

We value constructive debate and, when warranted, reasonable critique. We believe that those conversations are enriched when more and varied members of our community feel welcome to participate. We invite our colleagues - both faculty and staff - to work together to find a new model for more productive (and empathetic) discourse on campus. This is our work environment and our community. We need to find a collaborative way to move forward and work together for the well-being and survival of the institution

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Two Requests to the Faculty Priorities and Governance Committee:

1. Approximately a year ago, we were presented with data from the 2017 Campus Climate survey. Without running through all the numbers again, we remain concerned that those survey data indicated in general a fairly low level of morale on campus (only 26% of all respondents said it was high), and that the disparity between men and women is significant (37% compared to 20%); and that a 15-20% gap runs across other metrics as well, showing that overall men appear to be more satisfied with their situation than women. In addition, there are differences in how faculty and staff responded that deserve attention. What accounts for

the low morale overall (perhaps some of the data collected by FDC last fall could begin to answer that) but more importantly why the disparities between men and women, and staff and faculty? We ask that the faculty priorities and governance committee put this on their agenda and if necessary charge one of our other committees with a response.

2. It appears that one factor in the morale issue is the current state of faculty governance and committee organization. We respectfully request that the Faculty

Governance committee audit or review the current structures with these questions in mind:

- Does the current structure foster an equal distribution of faculty involvement and labor?
- Does the current structure move decision making along in a reasonable fashion?
- Does the current structure foster communication between committees, the faculty at large, the administration, and the board (when necessary)?

There were no objections to the consent agenda and it was approved.

#### **5. Curricular Policy and Planning (David Alvarez)**

A. Motion to be voted on a new major and minor in Global French Studies and to drop the French major and minor. A complete description of the new major and minor may be found in **Appendix A**.

David Alvarez(DA) opened the discussion on the motion with this statement:

“As announced in the Agenda for the December faculty meeting, the Curricular Planning and Policy committee brought forward a motion for a vote today on

- 1) a new major and minor in Global French Studies and to drop the French major and minor.

Full descriptions of these proposals were included in the December agenda and in the agenda for this meeting.

Before proceeding with a vote on these proposals, I would like to note that an overview of the rationale and process for this curricular change is provided in our agenda in appendix B.

I’d like to highlight that the committee’s key aim has been to raise the profile of language study at DePauw in connection with our Global Learning mission and learning goals by:

- 1) allowing for more points of entry for students to get exposed to learning about other cultures and languages, particularly by providing more lower-level cultural studies courses that we hope will inspire students to study these languages
- 2) Providing fuller autonomy to our colleagues in each program so that they can make the most of their scholarly and pedagogical expertise
- 3) connecting these programs to other disciplines by including cognate courses in other programs as requirements for these new majors.

A fuller explanation of the rationale and process can be found, as I mentioned, in Appendix B.

I would like to thank our colleagues in the Modern Languages Department for their assiduous and inspiring work on these proposals, the VPAA for leading this process over the last three years, and my colleagues on this and last year’s curriculum committee, who have carefully contributed to the iterative process of developing these proposals.

Thank you.”

Without any discussion from the floor, the motion carried.

DA continued:

“I would also like to call your attention to the items on the committee’s agenda this semester and to reiterate the committee’s interest in hearing from you about agenda items that you would like to include.”

The committee’s primary agenda items for this term are to complete the Modern language restructuring process, continue work on revising general education requirements, begin articulating the relationship between centers and academic programs, evaluate the value of “themed minors,” and engage with the recommendations of the recent assessment report. The committee takes its representative function seriously and welcomes all suggestions for its agenda.

DA concluded his remarks:

“Also, I would like to share with you the committee’s work on the FYS program. First, the committee has scheduled a joint meeting with the Writing committee to discuss the place of writing in the FYS. In the meantime, we endorsed the approach of assigning FYS contributions from departments based on enrollments, and I’m pleased to report that according to the VPAA we have 37 FYSs confirmed or in development, a vast improvement over where we usually are at this point in the year for this core program. Third, we are seeking to reinvigorate the FYS program by encouraging groups of faculty—pods, to use the parlance of our times—to develop shared syllabi and courses. A brief note to remind you that this year’s shared syllabus faculty are offering a faculty development session on Wednesday, 2/20/2019, 11.30–1.00 in Hamilton (Hoover) including me Rebecca Schindler (Classics), Erik Wielenberg (Philosophy) about last year’s “Decus Seminar’: FYSPod-style!”

Finally, the Curriculum committee has received a report from the Admissions subcommittee on a test-optional admissions policy and will be making its recommendation on this policy after it has reviewed the report. Many thanks to the Admissions committee for its prompt and thorough work.  
Thank you.”

Rich Cameron (RC) - Asked if the faculty had been consulted about the date change of drop/add week due to the cancellation of classes with the cold weather. Was procedure followed?

DA – Curriculum committee was not consulted, but that matter would be under the Calendar and Course Oversight committee.

Anne Harris (AH) – The decision was made by the registrar and herself as the announcement was going out that morning. Deemed that there wasn’t going to be time to assemble the committee to give students then the exact same amount of time.

RC. – Questioned the process due to concern that in our low trust environment, and even in a high trust environment, that the administration and the president, if they were too rushed at the time to consult, would reach out to the committee with what they would have done if there was time.

AH – Will look at policy itself, in time sensitive situations, the actions that were done. Will take the suggestion back.

Howard Brooks – I was made aware of the cancellation of classes and urged the extra time for drop/add decisions since students lost at least one class meeting period.

## **6. Strategic Planning Committee (Jeane Pope)**

Jeane Pope (JP) - SPC brings forward a previously announced motion to revise the committee charge in the Academic Handbook.

Faculty discussion early this semester made it evident that there have been some discrepancies between the described function and actual operation of the Strategic Planning Committee that will be resolved through this motion. The new language removes some restrictive specificity that will allow for some flexibility in the committee's operation without losing sight of the primary purpose, which is to bring faculty and administrators together to address the long-term strategy of the university.

Geoff Klinger (GK) - Friendly amendment, the final wording add the word 'by' in the third line of the final version to read: "by the members of". More dialogue about the final wording seems open ended with "such as".

JP – Thank you. With respect to the open ended nature and that was discussed by the committee. It's intended to be and that's the original charge. They wanted to change as little as possible, while the entire faculty is looking at faculty governance and board governance. Removing some of the specificity of the original charge. Still writing a report but the timing will be appropriate to what the committee decides. Decided to keep the original language.

All of these examples relate to the operations at the University, consider the strategic planning of the University. Looking at what will keep the ship afloat. Enrollment challenges, what is the optimal goal. Presumably that would be something admissions would like at. Look at the size of class and what would make a financial model work. If changes need to be made for the long term viability of the university what would those changes be?

Melanie Finney – Top of page proposed language additions in bold indicates that "such topics as" was not part of the original language.

JP – We didn't want to strike that list but it need not be restricted to that list. Take away "such as" if that makes the faculty feel more comfortable.

GK – It makes it less open ended with that amendment.

JP – SPC role in that process moving forward will be developed happy to take "such as" out.

David Worthington – understand why you want to take out time frame of the reports, says it will be done annually, but that might not happen. Put in by June so that all reports can be sent out together.

JP – Happy to say annually by the close of the Academic Calendar Year, June 30.

David Alvarez – The president will respond in a timely manner. There should be a due date for the president.

JP – would clearly love to do that but is uncomfortable doing that without a discussion. If we don't pass this we are operating outside the handbook. That is why she would like to pass something.

DA – I ask the chair on the procedure for doing this.

Howard Brooks – When the president returns, he may supply the date that he would like. A change of handbook would come up one month and then vote the next one.

**Final wording:** This committee will consider long-term initiatives and priorities of the University in service of its mission and ambitions. Annually, the University Strategic Planning Committee will consider information provided by members of the President’s Cabinet and others as needed on potential available University resources, and will consider long-term needs, expenditures, and requirements of the University. After hearing reports on area needs and the status of new and proposed initiatives, the University Strategic Planning Committee will deliver an annual report to the President offering recommendations on University resource allocations and the status of funding for long-term needs and initiatives by June 30 of each academic year. The President will offer a timely response to the University Strategic Planning Committee report. The University Strategic Planning Committee report and the President's response will be made available to the entire DePauw University community and will be forwarded to the Board of Trustees. The University Strategic Planning Committee will consider: student enrollment targets, tuition rates and student financial aid, faculty and staff salaries and benefits, faculty development academic program support, student life and residential programs, the physical plant and deferred maintenance, sustainability, auxiliaries, and the library and information services.

Motion carried with changes specified above.

(JP): Staff Council – This announcement follows up on a email message from President McCoy sent last month that announces the formation of a Staff Council. Both the function and membership of this group can be found on the “Office of the President” page of our website, which I won’t read now, but I mention because it is important for the faculty to know that there are two specific staff groups that are working on the coordination and implementation of university initiatives - the Administrative Council, which is chaired by Carol Smith, and the Staff Council, which is shared by Rob Harper. I would encourage the faculty to look to these structures to understand the important university operations that exist outside of the classroom and allow us to effectively do our jobs.

3) SPC report on recent BOT retreat.

- a. the general nature of BOT meetings (campus business meetings with committees, etc. versus the retreat/discussion format)
- b. the specific structure of this meeting (one day with us, a half day “in session”)
- c. the two topics on the agenda this year (financial comparisons/benchmarking and the BOT-hosted listening sessions),
- d. some additional information about the benchmarking and comparison process as a tool that can be used to evaluate different strategies,
- e. SPC’s involvement in the discussion – I invite comments from the other member of SPC
- f. and the two resolutions passed by the BOT.

i. The board asked the Chair of the Academic Affairs Committee of the Board and the Vice President of Academic Affairs, working with the Faculty Governance Committee, to make a recommendation to the Board of Trustees as to what faculty leadership will have regular opportunities to engage with the Board of Trustees. To do this, the Board will encourage and support all efforts of the faculty to organize its leadership to effectively engage with the Board

ii. In response to concerns about campus morale, the Board of Trustees asked the President to develop a plan to address campus climate and morale and develop expectations that faculty, staff, administration, and Trustees work together to create a culture of respect and civility

David Worthington – Use of benchmark schools is this the same group of Peer institutions that we looked at previously.

JP – Not entirely

Anne Harris – what we are finding out that there are multiple groups of schools to look at. Those are our curricular. Some of those groups of schools are in our expense and revenue aspirational schools. The difference is we cannot use GLCA because the variety is too great. Curricular Peers, Curricular Aspirations, Expense Aspirational, Revenue Aspirational. That would be useful to have that in a Venn Diagram, not sure that we will ever have the same list for all these.

Rich Cameron(RC) – It is negative to run a structural deficit. We heard distressing projections at a previous meeting. Are we taking out large loans and making our structural deficit worse?

JP – At the October meeting the board approved the plans for new housing. Board authorized the ability to take a loan, but have not yet exercised that option.

Bob Leonard(BL) – In our benchmarking we spent a great deal of time getting ready for the board meeting. Benchmarking was made with schools that have financial stability in their budgets. We could not borrow at that level to fund all of the housing construction. illustration only that if we could borrow this is what it would look like. Does it make sense to leverage our endowment and secure loan money at this time? There will be more to share as we go forward.

RC – What does it mean to lever the endowment more? Does it put it in higher risk?

BL – To undertake capital projects you can: 1. Fundraise, 2. Borrow, 3. Or take out of endowment. If we borrow we will be getting to debts that are not comfortable.

JP – year to year basis we cover this annually. Depreciation of our assets, if something collapses five years from now we are in trouble. Understanding is we have been living on short term help.

RC – Whatever we take to cover the loan puts pressure on whatever endowment draw that we are otherwise using to fund the University.

BL –We have a comfort level that guides us in how much to borrow. We may or may not be at the point that we can borrow. The Forty million we borrowed last spring to complete the campus energy plan, repairs to the GCPA, and build in the south quad a resident hall. There is a lot of work to do to bring our campus up to a solid operation level. That was taken last spring.

We use a 12 quarter rolling average to minimize the fluctuation in our endowment and we use that in models. Some of this is gauging risk and making the most informed decision that we can. We have several talented trustees that give good counsel.

JP – Bob says “we” and faculty are thinking of the cabinet. The actual “we” that votes on any action above this, any big threshold is discussed and voted on by the Board of Trustees. We need to take this opportunity to watch the way the board discusses this important information with us. The board may take the plan of the administration or they might not.

Gary Lemon – What are the assets in the endowment, how much debt to we have and what was the rate of our return in the endowment in the last year?

BL – 600 million in the endowment available for withdrawal with an additional 80-100 million in pledges.

Current debt is 100 million, and will be about 130 million when the 40 million is used. The return average is just above 8% for the last 5 years.

Derek Ford – If the endowment grows 8% why do we freak out about 6% endowment draw?

BL – We model about 6.5% growth over the long haul. To protect against the cost of inflation, if we pay out 4.5% and inflation is 2% we have the same purchasing power in the future. We presented a tremendous amount of detail to the board. It doesn't mean that all schools are doing that, but it is a guide.

JP – When the back and forth is done, one of the issues is, what is the rate of draw?

Geoff Klinger – more interested in campus climate. Fairly historic meetings in December. Collected comments by board that was presented to the board. Do we get access to this?

AH – addressing this

JP – Administration in the room are considered by the board to be the experts on campus. Faculty were treated the same way at the Florida board meeting. Faculty were engaged in a number of points. Trustees approached all of us at dinner and at the breaks. The board is very concerned about the campus climate. The vote of no confidence was not specifically discussed.

Christina Wagoner – Recognized that all of the people on the board love DePauw, they are first to recognize how much they love the faculty. Concerned that the board might be not appreciating what they received from the faculty. The bent over backwards on many occasions to let them know that they really care. They saw the date and feels like they are deliberating it very seriously.

JP – We need more access and more points of contact.

Julia Bruggemann – At least one board member said in the open meeting that he thought fixing the campus climate was more important than fixing the financial problems.

#### **7. Faculty Priorities and Governance (David Worthington)**

We need two members for governance to even fill out the semester, starting tomorrow there are 7 more meetings.

#### **8. Student Academic Life (Doug Harms)**

##### **Written Announcements:**

The SAL committee elected Doug Harms as chair for Spring semester 2019.

The committee is organizing the common read committee for the incoming class.

The committee received information about how the university handles student financial hardship cases.

Our agenda for spring semester includes religious holy days policy, demonstration policy, common read, retention report, athletics commitments, transportation options, and campus safety.

Doug Harms - One person short for committee

#### **9. Faculty Personnel Policy and Review (Jeff Hansen) –**

**Written announcement:** The Review Committee will be using the open faculty meeting on February 28 to

discuss the service component (Community contribution) of faculty members in the tenure and promotion process.

Jeff Hansen - Open Meeting will be in Julian 147 to talk about what we formally call "service" which we might change to "community contribution" or something else like that.

## **10. Faculty Development (Erik Wielenberg)**

Tamara Beauboef, Dean of the Faculty shared these comments:

### **Global Learning Friday -- February 8, 2019**

In parallel with the Fall 2018 PPD workshop, this week we're kicking off the Global Learning FDC workshop and there are two events open to the campus:

- an information luncheon by Simon Gray, the GLCA program director, regarding the **Global Crossroads grant opportunity**. That will be in Daeske at 11:30 p.m. and David Alvarez has sent an email with details and the RSVP.
- the keynote for our Global Learning Workshop, "**Global Learning and the Liberal Arts**," which will be delivered by Dr. Shuchi Kapila of Grinnell College where she is a professor of English and Director of their Institute for Global Engagement. Dr. Kapila will speak at 4:15 in Wallace-Stewart, and a poster is attached.

### **2. Faculty Achievements**

Thank you for utilizing the [Faculty Achievements Lib Guide](#) for submitting your achievements. This is the form I use to populate the Lib Guide as well as to inform my emails to you about recent achievements. It's also a great place to see how our faculty are shaping conversations in their fields!

As you respond to Carol's [request](#) for updated CVs, please provide full citational information about your 2018 peer-reviewed and juried works. This detail will help Nahyan out immensely as he pulls together the Faculty Achievement Booklet.

### **3. Upcoming FDC deadlines**

#### •[Student-Faculty Summer Research](#)

–March 6, 2019

#### •[Faculty Summer Stipends](#)

–April 10, 2019

#### •[Asher Funds for Undergraduate Research](#) in Science, Humanities, Social Sciences

–April 17, 2019

## **11. Honorary Degrees and University Occasions Committee (Brooke Cox)**

**Written announcement:** Honorary Degrees and University Occasions will make a call for nominations for Honorary Degrees to be awarded at commencement May 2020 beginning on Feb. 15. This year's committee members are: Deborah Geis, Brooke Cox (chair), David Worthington, Keith Nighthenelser), Mark McCoy; two students Charlene Benitez and Haysten Perez. Ex Officio, Ken Owen, Mike Seaman.

## **11. Communications from the Vice President for Academic Affairs (Anne Harris)**

1. For now, a report out on the Board response to the forums - some compilations of the 2205 comments on post-it notes (which, per request, will be kept confidential)



1. Overall: Better sense of what is not working than of what makes us unique
2. Q1: Environmental = external challenges; identify demographics, fiscal pressures
3. Q2: Distinctive Opportunities (WT, H&F) and Relationships (esp. ard. students)
4. Q3: Climate, Communication (inter-personal), Leadership (all kinds)
5. Q4: Miscellaneous was #1 answer of uniqueness; after that comb. of curr/co-curr
6. Q5: Finances (working), BoT (connection, decision-making), Misc. (e-mail)
7. Inter-personal relationships and Decision-Making – with communication for both

1. Service research and report to be discussed with Review Committee on Wed. Feb. 6 and in an open faculty meeting on Th. Feb. 28

1. Peer Study – some of the different nomenclatures for service
2. Change as of 2004-05 hiring: from “effective” to “adequate” service
3. Won’t get into the report, as want Review to edit/ask questions, but will distribute

1. Also starting work with the Governance Committee on assessment of student learning and accreditation reports due August of 2020.

1. Registrar + faculty committee
2. Other models

1. Two transitions: Ruth Myers will be retiring Wednesday February 13 – an open house has been scheduled from 9-11 a.m. that morning. At the same time, we are thrilled to announce that Erna Nobles has joined the team in Academic Affairs, as Academic Projects Co-ordinator (you’ll recognize some of Ashley Dayhuff’s portfolio in there, as well as expanded support for Academic Projects for all kinds).

1. Tamara Beauboeuf will be stepping down as Dean of Faculty on June 30; I have notified the chair of the Governance Committee, David Worthington, and Dave Berque and I are meeting with the Governance Committee on Tues. Feb. 5 to initiate the process for the next Dean of Faculty, which will entail a call and a position description. We will also want to talk about the Dean of Academic Life position – some good conversations ahead.

1. Transition plan for Dave Berque and me (DB with me as of spring break) and announcement of VPAA @ depauw e-mail address to be used. And many thanks.

Offer to answer questions.

Geoff Klinger – Does the board have access to the raw data from the December listening sessions?

AH – Yes, some people have access and are looking at the big patterns in the comments.

**12. Communications from the President (Mark McCoy)**

The President was out town and his comments were read by VPAA Harris. The text will be inserted into the minutes, when a copy is received.

**13. Old Business**

None

**14. New Business**

None

**15. Announcements**

**A. There is a vacancy in the at-large position on Faculty Priorities and Governance Committee for the term that expires at the end of the AY 2019-20.**

**B. There is a one semester vacancy on the Student Academic Life Committee.**

HB – There are challenges in filling the Faculty Priorities and Governance Committee vacancies because of the conflict between curricular areas and departments. The vacancy on Student Academic Life, could be almost anyone whose department is not represented.

Review committee is full for the spring.

#### **16. Adjournment**

The meeting was adjourned at 5:50pm.

#### **Appendix A. Complete Description of the Proposal for a New Major and Minor in Global French Studies**

**Proposal:** The Global French Studies major and minor have been developed as part of the curricular restructuring of the Modern Languages program. The Global French Studies major and minor bring contemporary interpretative approaches to the study of the languages, cultures, literatures, and histories of French-speaking countries and regions. Students engage in dialogues on topics of high interest throughout the francophone world, including gender and sexual identities, post-colonial and urban identities, and women’s political authority, while building the linguistic skills necessary to communicate confidently and effectively in French. The correspondence between critical modes of thinking and language study in Global French Studies courses provides an innovative and dynamic home for students wishing to explore or expand their knowledge of the French-speaking world. The option of incorporating courses taught in English or courses taught in another language of interest provides students with a flexible pathway to merge their passion for the francophone world with other related disciplines. The questions listed below were designed by the Curriculum Committee.

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

The university mission statement emphasizes a “diverse and inclusive learning and living experience” for our students. To this end, our program focuses on global learning and seeks to increase connections (both local and global) and rigorous, intellectual engagement through a diverse and inclusive curriculum. The Global French Studies major aims to actively promote linguistic, intercultural competence and understanding through a variety of course offerings. Starting at the 200-level, students examine and develop different perspectives on pressing contemporary questions in the francophone world, inviting them to consider the impact of their (existing or future) engagement as potential leaders in their own communities or elsewhere.

#### **Learning Goals:**

Students who major in Global French Studies will develop skills and knowledge for living and working in a global, multilingual, and multicultural world, as they prepare to engage with more than 220 million speakers of French. This program cultivates students’ awareness of the linguistic and cultural processes that inform and shape their understanding of themselves, and of others. Global French Studies offers students varied opportunities to gain familiarity with the specificities of the languages and cultures of the francophone world. With the addition of approved courses in English or another language, students have the option to expand their perspective across multiple languages, literatures, and cultures.

#### **Questions:**

1. *Why does the Global French Studies major require seven language courses?*

Requiring seven language courses is pedagogically sound and also realistic for current staffing levels at DePauw. We seek to give our students a firm foundation in the French language. At the same time, the new major gives

students more points of entry. Eliminating the sequential nature of the 200-level offerings allows students more flexibility in terms of scheduling and content choice. Previously, students had to take 201 before taking 202 and were therefore subject each semester to the timebank and content chosen for the course needed to start or complete the sequence. The new non-sequential structure helps to dismantle some of these barriers with regard to content and scheduling by giving students the option every semester between two different issues-based courses taught in two different timebanks.

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

There are enough cognate courses that are regularly offered to fulfill the Global French Studies major. We understand the incorporation of a curated list of courses in English or another language as an integral part of the new Global French Studies (GFS) major and minor, although we do not want to limit students' choices and do not view such a list as exhaustive. As both a supplement to and an enrichment of our program offerings, courses taught in English or another language and approved as part of the major/minor add needed flexibility to the GFS student's curricular experience through increased course listings and expanded timebank options. Moreover, these offerings will provide dynamic opportunities for students to place themselves at the intersection of multiple disciplines and discourses, modes of thinking and time periods. We understand these courses to be in dialogue with GFS offerings taught in French. The following courses, for example, would allow students to interrogate the geographical space of the francophone world by focusing on history, religion, politics, or culture: HIST110: Modern Africa; HIST111: European CIV 1300-1800; HIST 112: European CIV 1789-present; HIST 221: France from Charlemagne to Napoleon; HIST 332: European Union; HIST339: Imperial Europe; HIST 358: Gender and Sexuality in the Middle East; REL252: Islam; REL352: Modern Islam; REL354: Women and Islam. Students might also choose to include courses whose theoretical or disciplinary content intersects with or provides critical expansion of French-language GFS course offerings, such as WGSS140: Intro to Women's Studies; WGSS250: Queer Theory, Queer Lives; or WGSS332: Women's Culture and Identity. Courses in world literature would allow students to consider linguistic and literary questions from multiple perspectives: WLIT205: Introduction to World Literature; WLIT 215: Topics in World Literature; WLIT315: Advanced Topics in World Literature. Courses taught in languages other than French and English encourage students to make cultural and linguistic connections beyond French- and English-speaking frames of reference, so courses taught in other languages would also be considered for inclusion in the major or minor at the discretion of the Director.

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

Initial conversations aimed at reconfiguring the French major and minor took place in August 2016 among French faculty members CJ Gomolka, Carrie Klaus, and Cheira Lewis, with input from Marius Conceatu (who was in his fourth year of a term position). An initial proposal was shared with the ML department early in the fall of 2016 to consider colleagues' input as well as their own work in their respective language programs. Following a departmental retreat and ensuing ML meetings (discussions were wide-ranging, but not necessarily focused on our proposal), a collective decision was made to wait until late fall 2017 (11/22/2017) to submit our proposal jointly with the Spanish section. Both proposals were returned to us last spring (2018) with recommendations. With these recommendations in mind, the ML department convened in the spring (2018) to address concerns and detail the subsequent steps for finalizing our proposals to be re-submitted this fall. As of August 2018, the new proposal for the Global French Studies program is the work of French faculty members CJ Gomolka, Carrie Klaus, and Cheira Lewis.

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

Assuming these changes are approved in 2018-2019, we will implement them into the curriculum in 2019-2020. Students entering DePauw in or after fall 2019 would complete the major in Global French Studies as described in the (revised) proposal. As for current students:

- Students do not generally declare a major in French before completing the 200-level courses, so we are unlikely to have students who need to complete these courses in order to complete a major in French (a quick review of advising transcripts of declared majors suggests that there may be one student in this situation).
- Given limitations in staffing, we would not propose to offer both “old” and “new” courses at the same time.

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

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

6. *Do the new Global French Studies major and minor carry staffing implications?*

The new Global French Studies major and minor do not carry staffing implications. The major does not require an addition to the number of courses offered in French each semester and can, therefore, be supported with current staffing (three tenure-stream faculty in French, with occasional supplemental staffing during sabbatical leaves). In addition, it draws specifically on the expertise of our current faculty members (CJ Gomolka, Carrie Klaus, and Cheira Lewis). Finally, the inclusion of courses taught in English (or another language) not only allows students to craft a major that supports their individual interests in French and francophone language, literature, and culture, but also provides for flexibility in staffing, since not all courses that will count toward the major must be taught by French faculty.

7. *How does the Global French Studies major differ from the current French major?*

- New major/minor name: *Global French Studies* (Previous major/minor name: *French*)
- The number of required courses to fulfill the major has changed to 9 courses (8 previously);
- French 305: French Conversation and Phonetics (previously required) will no longer be offered or required
- French 327: Introduction to Literature in French (previously required) will still be offered (under a new name) but no longer required
- French 316: French Civilization, French 318: Contemporary French Civilization, and French 320: Business French will no longer be offered
- French 413: Advanced French Stylistics will no longer be offered or required
- French 201 and 202, now taught as content-based courses, will be renamed. This renaming reflects changes that have already occurred in these courses.
- French 203, 204, 205, 206, 304, 306, 319 are new courses that will count as electives toward the major (see description below)
- 200-level: the 200-level courses are now non-sequential. Students can choose any two 200-level courses they wish to fulfill their requirements for the major or minor;
- 300-level: students no longer have to take a 300-level prerequisite course (previously, French 305) to enroll in any other 300-level courses;
- Students may now take two courses in English or another language at the 200-level or above by approval of the Director of Global French Studies OR two additional courses in French at the 300-level.

There are currently four required courses for the major beyond the 200-level: French 305 (French Conversation and Phonetics), French 327 (Introduction to Literature in French), French 413 (Advanced French Stylistics), and French 420 (Senior Seminar). Two of these courses will still be offered in the new curriculum, although with slightly different names: French 327 (Literary Voices) and French 420 (Global French Studies Senior Seminar). The requirement to take French 305 will be waived for students who entered DePauw prior to 2019 and who have not yet completed this course. These students may choose to take another 300-level course in French in its place. The requirement to take French 413 will also be waived, and these students may choose to take one of the 300-level courses with the WIM designation.

## GLOBAL FRENCH STUDIES MAJOR

<b>Total Courses Required</b>	Nine
<b>Core Courses</b>	<ul style="list-style-type: none"> <li>• Two courses in French at the 200-level</li> </ul>
<b>Number 300 and 400 Level Courses</b>	<ul style="list-style-type: none"> <li>• Four courses in French at the 300-level</li> <li>• FREN 420: Global French Studies Senior Seminar</li> </ul>
<b>Other Required Courses</b>	<ul style="list-style-type: none"> <li>• Two courses in English or another language at the 200-level or above by approval of the Director of Global French Studies OR two additional courses in French at the 300-level.</li> </ul>
<b>Senior Requirement and Capstone Experience:</b>	FREN 420 is the capstone course in the Global French Studies major. Students will engage in close study of a topic in French literature or culture and will complete a substantial research-based project in French on a related subject. They will present their work in English at a public panel.
<b>Writing in the Major</b>	One WIM-based 300-level course. In the 300-level WIM course, students will develop skills in research and writing as they prepare for their capstone project in French 420 (the Global French Studies senior seminar).
<b>Additional Information:</b>	<p><i>Off-campus courses</i></p> <ul style="list-style-type: none"> <li>• Students majoring in Global French Studies may receive up to two credits for courses in French taken off-campus with approval by the director of Global French Studies.</li> <li>• Students minoring in Global French Studies may receive one credit for courses in French taken off-campus with approval by the director of Global French Studies.</li> </ul> <p><i>Heritage speakers</i></p> <ul style="list-style-type: none"> <li>• Heritage speakers of French may not enroll in courses below the 300-level.</li> </ul>

The current French major would be dropped.

### **FRENCH MAJOR REQUIREMENTS**

<b>TOTAL COURSES REQUIRED</b>	Eight (exclusive of FREN 101, 102 and 110)
<b>CORE COURSES</b>	FREN 305, FREN 327, FREN 413, FREN 420 and additional courses in French to complete major.
<b>OTHER REQUIRED COURSES</b>	
<b>NUMBER 300 AND 400 LEVEL COURSES</b>	Six
<b>SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE</b>	The senior requirement consists of the completion of FREN 420 with a grade of C or better.
<b>ADDITIONAL INFORMATION</b>	<p>A student may elect a French major with a minor in International Business, which must include FREN 316 or 318 and 320.</p> <p>Heritage speakers of French majoring in the language must complete a minimum of six credits at the FREN 315 level or higher, including FREN 327, FREN 413 and FREN 420.</p> <p>When heritage speakers successfully complete their first three classes at the 300-level or higher with a grade of C or better in each, they receive two retroactive credits for FREN 202 and 305 toward completion of the eight-course major.</p>
<b>WRITING IN THE MAJOR</b>	In order to satisfy the Writing in the Major requirement for French, students must complete French 413: Advanced French Stylistics in addition to the senior seminar (French 420). In French 413 and French 420, students will have a variety of writing assignments and opportunities to revise and reflect on their writing. Upon completion of the major, students should be able to write in French clearly and elegantly for a wide range of audiences and varied contexts, from informal correspondence through professional and academic discourse.

<b>TOTAL COURSES REQUIRED</b>	Five
<b>CORE COURSES</b>	<ul style="list-style-type: none"> <li>• Two 200-level French courses</li> <li>• Two 300-level French courses.</li> </ul>
<b>OTHER REQUIRED COURSES</b>	<ul style="list-style-type: none"> <li>• one additional course in French at the 300-level or above OR one course in English or another language at the 200-level or above by approval of the Director of Global French Studies. Only one of these courses may be taken off-campus.</li> </ul> <p><i>Minor for heritage speakers of French:</i></p> <ul style="list-style-type: none"> <li>• When students successfully complete two courses at the 300-level or above, with a grade of C or better in each, they receive retroactive credits for two 200-level courses to complete the four French courses required for the minor. The fifth course remains as described above.</li> </ul>
<b>NUMBER 300 AND 400 LEVEL COURSES</b>	<ul style="list-style-type: none"> <li>• Two or Three</li> </ul>

*The current French minor would be dropped.*

***FRENCH MINOR***

<b>TOTAL COURSES REQUIRED</b>	<i>Five</i>
<b>CORE COURSES</b>	<i>None</i>
<b>OTHER REQUIRED COURSES</b>	<p><i>The minor requires a minimum of five French courses, starting at the 200-level. Only one courses may be taken off-campus.</i></p> <p><i>Minor for heritage speakers of French: When students successfully complete three classe level of FREN 315 or higher, with a grade of C or better in each, they receive two retroact credits for FREN 202 and FREN 305 to complete the five-course minor.</i></p>
<b>NUMBER 300 AND 400 LEVEL COURSES</b>	<i>Three</i>

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

**FREN 201: Outsiders and Insiders: Immigration in Post-Colonial France**

Who gets to be “French”? Who belongs and who doesn’t? Do “differences” matter? This course will address these questions and more through French young-adult fiction and film that explore the migratory experience as well as distinct perspectives on sociocultural integration in today’s France. This course will also serve as an introduction to literary and film analysis in French.

**FREN 202: Sex, Gender, and Identity in Contemporary France**

This course introduces students to non-normative expressions of gender, sexuality, and identity in contemporary France. Throughout the course, students explore (graphic) novels, films, shorts, as well as cultural and political content and campaigns with these three themes in mind. The course begins by interrogating the notion of identity through critical markers like gender, sexuality, race, class, ableism, and religion. Using these tools students scrutinize expressions of masculinity and homophobia in francophone high schools and the *banlieue*; critically analyze the representation of sexuality and gender in media; and are introduced to the concerns of French trans-identified citizens.

**FREN 203: Recent Fiction in French**

Through close study of novels and short stories by contemporary writers (e.g., Faïza Guène, Amélie Nothomb, Éric-Emmanuel Schmitt), students will gain familiarity with, and appreciation of, recent fiction published in France and across the francophone world, and they will develop skills for discussing and writing about literature in French.

**FREN 204: Screening Borders in Contemporary French and Francophone Media**

This interdisciplinary course examines the complex concept of “borders” as a critical space of inquiry through a wide range of contemporary media resources including, but not limited to, films, documentaries, blogs, podcasts, radio, television, music, and print media. This course will also serve as an introduction to media text analysis in French.

**FREN 205: À la Une: France Today**

Students will learn about issues and problems of high interest in contemporary France as they work with sources in the French press (including radio, television, and online newspapers) to explore current events and ideas from such fields as politics, business and the economy, energy and the environment, women’s rights, religion, ethics, education, health, family, arts, entertainment, and sports. This course is designed to enrich vocabulary, strengthen students’ grasp of the structures of the French language, and build oral and written proficiency.

**FREN 206: Topics**

An examination of a specific theme or issue in French and francophone literature and culture.

**FREN 303: Spreading the Love?: LGBTQI+ Expression in the Francophone World**

In this interdisciplinary course, students will be introduced to key themes and critical frameworks in the interrelated fields of LGBT and Queer studies within a francophone and anglophone context. Through graphic novels, topical magazines, journals, and media, as well as personal, fictional, and historical accounts of LGBTQI+ francophone expression, students will learn to interrogate conceptions of gender, sex, the body, and sexuality; will explore the politics of sexuality and sexual identity; will survey diverse expressions of sexuality, activism, and community; and will consider the reception/application of Queer studies in France. Particular attention will be paid to the ways in which sexual identities intersect with and shape other categories of identity, including gender, race, religion, class, culture and nationality.

**FREN 304: Liberté, Égalité, et Autre(s): Non-Normative Identities and the Queer French Republic**

This course explores how non-normative French communities are evolving the sacrosanct notions of French citizenship, universalism, and republicanism in contemporary France. Students will explore works focused on members of the LGBTQI+, Muslim, immigrant, *banlieue*, and feminist communities through readings, cultural *realia*, film, documentaries, conferences, and critical articles. We will question what it means to be a citizen in



contemporary France; how the rise of communitarian practices is viewed by and is changing the French Republic; what form a “Queer” French Republic might take.

**FREN 306: Advanced Topics**

An examination of a specific theme or issue in French and francophone literature and culture, at the advanced level.

**FREN 315: “Eux” et “nous”: Francophone Peripheral Voices**

A critical appreciation of the construction of individual and/or collective identities in Francophone literatures and cultures. Students examine the complex dynamics between “national identity” and cultural diversity through a variety of contemporary texts, each of which engages with questions of, among others, race, privilege, space(s), displacement of colonial ideology, representation, and freedom of religion.

**FREN 319: Plural Histories**

An unconventional and interdisciplinary look at French history that critically engages notions of dominance and power, and involves disciplines such as literature, philosophy, gender and media studies and film.

**FREN 327: Literary Voices**

Students will read, discuss, and write about a variety of literary works past and present, in multiple genres (including poetry, prose, and drama) and from multiple perspectives within France and throughout the French-speaking world. Students will consider how writers engage in aesthetic, intellectual, social, and political issues; they will assess the enduring value of writers and texts; and they may even do some creative writing of their own in French.

**FREN 420: Global French Studies Senior Seminar**

FREN 420 is the capstone course in the Global French Studies major. Students will engage in close study of a topic in French literature or culture and will complete a writing project in French on a related subject. They will present their work in English at a public panel.

**Appendix B. Curricular Changes in the Department of Modern Languages and the Creation of Global Language Studies programs: A Background and Overview**

Over the past three years, faculty members of the Modern Languages department have engaged in a sustained examination and study of their curricula following a self-study in 2014-15 and external review and report in 2015-16. Two prominent goals of this work were to 1) acknowledge and valorize the distinct disciplinary identity of the study of each language and 2) to provide students with engaging and issues-based analytical frameworks for language study. The resulting curricular proposals researched and designed in 2016-17 and fall of 2017 have been reviewed by the Curriculum Committee starting in the spring of 2018, when a template for the curricular changes of each language program was designed by the Committee (see below). Each of the six language programs (Chinese, French, German, Italian, Japanese, Spanish) have presented a new curriculum to the Committee, which has engaged in in-depth discussions and repeated revisions with all language programs throughout the fall of 2018. The Curriculum Committee is bringing the proposals forward to the faculty, with its endorsements, over a period of three months as proposals are finalized. The distinct identity of each language studies program will necessitate administrative changes, which are described below, and, following University precedent, will be voted upon after curricular proposals have been approved by the faculty.

## **I. TIMELINE**

- 2014-15: Self study and preparation for external review
- 2015-16: Discussions of external review report within department and with VPAA
- 2016-17: Departmental discussions and retreats about mission, curriculum, structure
- 2017-18: Further discussions, retreats, workshops about missions, curriculum, structure
- 2018-19: Curricular proposals and request for reconfiguration to Curriculum Committee

## **II. RATIONALE FOR CURRICULAR CHANGE**

- Acknowledge and design distinct disciplinary identity of each language
- Provide analytical frameworks to the study of languages at DePauw, beyond proficiency
- Create points of entry to language study for students, beyond the language requirement
- Valorize the research (e.g., literary analysis) as well as teaching expertise of the faculty
- Raise the profile of languages at DePauw in connection with our Global Learning mission and learning goals.

## **III. SUMMARY OF CURRICULAR CHANGES WITH TIMELINES**

### **Language**

Existing catalog offering

*Proposed catalog offerings and changes*

### **Asian Studies curricular possibilities:**

Chinese Minor

Japanese Minor

*Additions to catalog for Asian Studies: tabled in November for December vote*

- *Add Japanese Studies Major*
- *Add Japanese Studies Minor*
- *Add Chinese Studies Major*
- *Add Chinese Studies Minor*

### **French curricular possibilities:**

French Major and Minor

*Changes to catalog for Global French Studies: tabled in December for February vote*

- *Add Global French Studies Major*
- *Add Global French Studies Minor*
- *Drop French Major and Minor*

### **German curricular possibilities:**

German Major and Minor

*Additions to catalog for German Studies: projected to be tabled in February for March vote*

- *Add German Studies Major*
- *Add German Studies Minor*

**Italian curricular possibilities:**

Italian minor

*Changes to catalog for Italian Cultural Studies: tabled in November for December vote*

- *Add Italian Cultural Studies Major*
- *Add Italian Cultural Studies Minor*
- *Drop Italian Minor*

**Spanish curricular possibilities:**

Spanish Major and Minor

*Changes to catalog for Hispanic Studies: projected to be tabled in February for March vote*

- *Add Hispanic Studies Major*
- *Add Hispanic Studies Minor*
- *Drop Spanish Major and Minor*

**Curricular Proposal Template:**

**Major:** *Name of the major*

**Learning Goals:** *What the learning goals are for the major, and how the requirements will fulfill those goals.*

**Rationale:** *How the major fits within the mission of the university, and evidence for its feasibility.*

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

**Requirements for A Major**

**Total Courses Required:** *the total number of courses required.*

**Core Courses:** *A list of the courses that must be taken to fulfill requirements.*

**Other Required Courses:** *A list of courses that can be taken to fulfill requirements.*

**Number 300 and 400 Level Courses:** *the number of 300 and 400 level courses that must be taken.*

**Senior Requirement and Capstone Experience:** *A description of the course and/or project that fulfills the capstone experience.*

**Additional Information:** *Any co-curricular requirements, exceptions or substitutions to course requirements, special tracks within the major, or special limitations.*

**Recent Changes in Major:** *If this is a restructuring of a previous major, indicate the name of the previous major (if different), what the significant changes are, and the year the change would take place.*

**Writing in the Major:** *The specific learning goals for writing in the major and course(s) that fulfill the requirement.*

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

**IV. ADMINISTRATIVE STRUCTURE** *still being discussed by the Curriculum Committee; to be discussed by the Review Committee as well; please note, these are preliminary ideas.*

**Web sites** – 4 new web sites

- **Asian Studies** already exists; need to update web page to provide language studies info
- **Global French Studies** - new web page with curricular changes
- **German Studies** - new web page with curricular changes
- **Hispanic Studies** - new web page with curricular changes
- **Italian Cultural Studies** - new web page with curricular changes

**Directors** – 1 course reassignment for Hispanic Studies

**Director of Asian Studies** - selected from the existing interdisciplinary committee

Interdisciplinary committee - already exists, participation of various disciplines

**Director of Global French Studies** - selected from French language faculty member

Interdisciplinary committee: French language faculty members and interdisciplinary colleagues

**Director of German Studies** - selected from German language faculty members

Interdisciplinary committee: German language faculty members and interdisciplinary colleagues

**Director of Hispanic Studies** - selected from Spanish language faculty member

Interdisciplinary committee: Spanish language faculty members and interdisciplinary colleagues

**Director of Italian Cultural Studies** - Italian language faculty member

Interdisciplinary committee: Italian language faculty member and interdisciplinary colleagues

#### **Duties of Global Language Studies Directors**

(course reassignment as of 8 language faculty members)

Schedule of Classes

Personnel Committees

Search Committees

Off-Campus Study Credit for the Major

Schedule meetings of the steering committees (once a month or twice a semester based on need)

Lead discussions of curriculum and pedagogy

Coordinate with Administrative Assistant (programming, commercial cards, etc.)

Support of non-tenured faculty (observations, responses to annual reports, etc.)

#### **Duties of one Languages Coordinator**

(need to assess whether requires 10-12 hours a week; more likely as service assignment)

Supervisor of Administrative Assistant

Requirement/Placement advising (at beginning of each semester)

Off-Campus Study Credit for the General Education requirement

Petitions (in coordination with Dave Berque and Registrar Office)

Queries and petitions regarding the Language Requirement (old and new)

Changes to catalog copy about the General Education requirement

Call divisional meetings on initiatives and issues that shape all language programs