

Faculty Meeting Minutes
March 4, 2019

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

Called to order 4:02

2. Tribute to Bob Weiss, Professor Emeritus of Communication Arts and Sciences – (Geoff Klinger)

Prof. Klinger shared reflections of his interactions with Bob Weiss as his former professor, advisor, mentor and friend.

3. Verification of quorum

Quorum Verified

4. Consent agenda

A. Approval of the minutes of the February 4, 2019 meeting minutes.

B. Approval of Barbara Whitehead to serve on the Student Academic Life Committee for the remainder of the academic year.

C. (From Curricular Policy and Planning) Proposed CHANGES to the current major requirements in Sociology and Anthropology:

Delete:

- ~~SOC 240, Pro-Seminar in Anthropology and Sociology (.25 credit), is required for the major, effective 7/1/2014.~~

Proposed ADDITIONS to the current major requirements:

- Two courses in anthropology may apply toward the sociology major, but not toward the 300-level course.
- Two courses in sociology may apply toward the anthropology major, but not toward the 300-level course.

Rationale: The Proseminar course was introduced in response to the department's self-study conducted in 2008-09. The suggestion was made to find ways to integrate the sociology and anthropology curriculum more meaningfully. This was in response to the combined sociology/anthropology major that we offered at the time. We concluded that students were pulling together courses to craft a combined major without being very deliberate about how the cross-courses fit together. Ultimately it was determined that there was lack of purpose, rigor, and deliberation in the structure of the combined major. Following in-depth discussion, the department decided to eliminate the sociology/anthropology combined major. We also decided to eliminate the cross-counting of courses across majors that was also an option. We did this because we thought that this would create less confusion for students with the elimination of the combined major at the same time. In its place, we introduced the Proseminar course (in 2014-15) as an alternative. It was designed to integrate faculty research by familiarizing students across disciplines with faculty research happening in the department as a means to better integrate the two disciplines within one department. After five years of offering the Proseminar, we have assessed its impact and determined that it is not working as envisioned. It has offered only a very fleeting engagement with the two disciplines based on short sessions in one semester and without a definitive outcome from students that could be meaningfully assessed. Therefore, we now propose to both increase rigor and ensure meaningful engagement across the disciplines within the department and to ensure a more integrated departmental community by proposing cross-field courses. Enabling students to choose up to two courses in the other discipline to apply towards the electives necessary in their major will ensure integration and rigor. It will also provide opportunities for

more directed advising since faculty can encourage their advisees to actively be thinking about how these disciplines interface in these cross-field courses.

D. (from Course and Calendar Oversight Committee) New Courses to be approved by faculty vote:

Course Code and Name	Course Description
CLST 110 – Greek and Latin Roots of English	<p>Nearly 2/3 of English derives from the two principal languages of the ancient Mediterranean: Greek and Latin and the figure nears 90% for scientific terminology. This course examines the extensive linguistic and cultural roots of English in those historical languages. It begins with a review of the structure and evolution of English, followed by treatments of how Greek and Latin work. The heart of the course studies noun, adjective, and verb stems, as well as prefixes, suffixes, and prepositions. We also carry out a contextual review of those Greek and Latin words in the sciences, social sciences, humanities, and arts. By the end of the course, students should know core morphemes, and be able to recognize, decipher, and use unfamiliar terms simply by reference to their Greek and Latin parts. Finally, as part of the linguistic learning process, students also receive a broad-based review of classical Mediterranean civilization. The course is taught in English and has no pre-requisites.</p>
PACS 197 – First Year Seminar	<p>This will be the Peace and Conflict Studies First Year Seminar course, and focus on writing, advising, the first year experience, and specific topics within Peace Studies and Conflict Resolution.</p>
ENG 141 - Reading World Literature	<p>This course explores literature in translation across national and geographic boundaries. It focuses on fiction, drama, and poetry as a way of gaining a critical understanding of perspectives, voices, and aesthetics of people and places outside of the U.S. In engaging the reader's literary sensibilities, the course aims to develop students' self-reflection on cultural difference and their own globally-situated identities and responsibilities. Cross-listed with WLIT 105.</p>
English 359: Anglo-Saxon Language and Literature	<p>This course introduces students to the literature composed in Anglo-Saxon England between roughly 700 CE - 1066 CE. We will learn the basics of Old English pronunciation, grammar, and vocabulary so that we can begin translating texts right away, and we will also consider the act of translation as both a creative and intellectual process. We will cover the literary devices and themes that characterize Anglo-Saxon literature, and survey a range of representative genres, including poetry, letters, and historical accounts. Readings will be in both Old English and in translation, and may include the Anglo-Saxon Chronicle, <i>Beowulf</i>, <i>The Wanderer</i>, <i>The Wife's Lament</i>, and <i>The Dream of the Rood</i>.</p>

E. (from Course and Calendar Oversight Committee) Motion to drop a course to be approved by faculty vote

Course Code and Name	Course Description	The Reason for Application
ENG 250 – World Literature	<p>A study of literature from both Western and non-Western traditions. Readings may focus on a theme that runs across cultures, a specific historical</p>	<p>If approved by faculty, this course will be replaced by ENG 141 – Reading World Literature (please see its course description above)</p>

	period or an event that affects a number of cultures.	
Chair notes that announcements have been moved to the announcement section of agenda.		
Consent Agenda approved as presented.		
5. Curricular Policy and Planning (David Alvarez)		
A. The Curricular Policy and Planning committee gives advance notice of intent to ask the faculty to approve a new major and minor in German Studies at the April 2019 faculty meeting. A complete description of the new major and minor may be found in Appendix A .		
(For an overview of the restructuring process of the Modern Languages department, please see Appendix B .)		
B. The Curricular Policy and Planning committee gives advance notice of intent to ask the faculty to approve a new minor in English Writing at the April 2019 faculty meeting. A complete description of the new minor may be found in Appendix C .		
C. The Curricular Policy and Planning committee gives advance notice of intent to ask the faculty to eliminate the minor in Global Health at the April 2019 faculty meeting. A complete description of the request may be found in Appendix D .		
D. The Curricular Policy and Planning committee has unanimously approved the following recommendation of the Admissions subcommittee to formally implement a test-optional admissions policy at DePauw University:		
<p>"Based on our research over the latter part of the Fall 2018 semester (and given unwritten, but already established, DePauw Admission practices), the Admissions Committee recommends that DePauw formally implement a test-optional admissions policy. We suggest that, at a minimum, such an "experiment" might follow a cohort from enrollment to graduation (i.e., at least four years)."</p> <p>Based on this recommendation, should the administration decide to implement a test-optional admissions policy, the Curricular committee requests that the administration provide a report about its impact to the Curriculum committee at the end of the fourth year of the new policy.</p> <p>The Curriculum committee would also like to highlight that the report notes that "a test-optional policy may enroll students that have greater need for financial aid, student life, and/or academic support, requiring additional financial resources." Accordingly, the Curriculum committee has provided a copy of the report to the Student Academic Life committee so that it is aware of how this change in policy might affect the needs of DePauw's student body.</p> <p>The Admissions subcommittee report can be found at: https://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/curricular-policy-and-planning/</p> <p>Written Announcements:</p> <p>A. The Curricular Planning and Policy committee will meet with Center directors and staff on March 11 to begin discussions about the relationship between the academic programs and the Centers. The committee invites faculty members, staff, and administrators to share with the committee any questions they would like posed.</p> <p>B. The Curricular Planning and Policy committee met on February 11, 18, and 25. In addition to the items above, the committee continued its work on revising our general education requirements, the formation of themed minors, selected two committee members to attend a conference on "The Future of Gen Ed,"</p>		

requested the Admissions subcommittee to provide recommendations for DePauw's transfer credit policies, and met with RAS to implement the review process for faculty hiring proposals.

C. Announcement from Resource Allocation Subcommittee and the Curricular Policy and Planning Committee

Dear colleagues,

The Resource Allocation Subcommittee met on Friday, March 1, to discuss the recent administrative actions to cut staff positions and implement a voluntary faculty retirement program. The subcommittee's consideration of these matters was guided by its unanimous endorsement of the principle that **staff cuts and potential faculty retirements should be planned so that DePauw's liberal arts mission is preserved.** With this endorsement, RAS affirms President McCoy's frequently stated commitment to DePauw University's liberal arts curriculum.

RAS members expressed concern, however, that the staff cuts and potential faculty retirements have not yet been planned in consultation with relevant faculty governance committees. Committee members were confused and dispirited by the lack of opportunity to provide input to the potential curricular impacts of the staff cuts and potential faculty retirements while the programs were being framed. When the labor of committee work is sidestepped and the charges of faculty governance committees are not acknowledged, faculty members grow skeptical about the value of such work. When faculty members cannot share their concerns and insights through appropriate channels, morale is undermined and mistrust grows towards the institution and its planning processes. During this period of cutbacks, we are therefore eager to work together to preserve the mission critical elements of DePauw's liberal arts curriculum--the quality of which 93% of recent graduates report that they are satisfied with--through intentional, coordinated, and carefully implemented planning.

In particular, RAS members raised concerns about the lack of consultation so far on:

- the process by which those who were to be offered voluntary faculty retirements would be identified (e.g., Why the "65 rule"?);
- the criteria that will be used to evaluate which voluntary faculty retirement requests will be accepted;
- the impact on DePauw's curriculum of the reduction in force of administrators with part-time teaching duties;
- the process for replacing at least a subset of potential retirements so that the preservation of DePauw's liberal arts mission is ensured.

RAS has shared these concerns with the VPAA and the President. We also want to inform our colleagues that the subcommittee is moving forward to address these issues in coordinated ways. As part of this effort, RAS is considering two recommendations:

1. A policy of automatically providing some form of replacement hire for departments/programs that have 50% or more of their members retire. We also broached the idea of additional replacement hires prorated at 50% of the number of voluntary retirements over 50%. The goal of these early discussions is to identify a policy that would enable us to maintain DePauw's liberal arts curriculum while allowing for the nimbleness needed to assess its future direction. It is similar to the policy that was in place during the previous call for voluntary retirements.
2. A request for an update on the progress made so far on establishing formal lines of communication between faculty governance committees and corresponding Board of Trustees' committees and a call to accelerate and enhance these efforts.

We welcome input from our colleagues about RAS' work. We seek your suggestions, and we welcome your questions. RAS is scheduled to meet next on March 18 and the Curriculum committee will meet again on March 11. Please email me or any member of these committees with your concerns and/or recommendations.

These are difficult times for DePauw. To prevent the mistakes of the past will require careful planning for the future. RAS and the Curriculum committee look forward to working with the administration to achieve our shared goals.

RAS committee members,

David Alvarez (chair)

Mona Bhan

Jeff Dunn

Tim Good

Bridget Gourley

Jeane Pope

Emmitt Riley

Zhixin Wu

Curriculum committee members,

David Alvarez (chair)

Mona Bhan

Jeff Dunn

Tim Good

Zhixin Wu

6. Faculty Priorities and Governance (David Worthington)

A. Advanced notice of a motion to be voted on at the April 8, 2019 faculty meeting.

Adding Handbook Language for Recruitment, Review, and Retention of Senior Administrators with Significant Role in the Academic Mission of the University

To amend the Academic Handbook in two places:

Under the Ad Hoc Committees in the By Laws Section XI. of the Academic Handbook add:

H. Administrative Review Committee

1. Function: The committee conducts reviews of administrators in accordance with the principles and procedures in the Personnel Policies Section IX, Section B.

2. Membership: The committee will consist of five tenured members of the faculty with priority given to those with experience on the Faculty Priorities and Governance Committee, the Faculty Personnel Policy and Review Committee, or previous service in one of the administrative positions subject to review under this policy. At least one member will be a current member of the Faculty Priorities and Governance Committee and at least one member will be from the Faculty Personnel Policy and Review Committee. The remaining three members will be selected by the Faculty Priorities and Governance Committee.

Under Personnel Policies add:

Section IX. Faculty Participation in Recruitment, Review and Retention of Senior Administrators

This policy applies to the following senior administrators: President; Vice President of Academic Affairs; Vice President of Student Academic Life; Dean of the Faculty; Dean of School of Music; Dean of Academic Life; and Dean of Libraries. This list is to be amended as administrative roles and positions change. The Faculty Priorities and Governance Committee has the primary function of amending this list, in consultation and

agreement with the administration.

In general, the following items define the scope of shared governance for each step in an administrator's cycle:

A. Recruitment: Policy passed by faculty at September 2018 faculty meeting.

B. Review

Periodic and regular reviews are the norm. The timing of the review is defined in the appointment letter. A review normally takes place in the year prior to a decision about renewal. In special circumstances agreed upon by Faculty Priorities and Governance Committee and the President (or Board of Trustees in the instance of a Presidential review) a review can be undertaken outside the normal timeline.

The Administrative Review Committee solicits input from the faculty, and students through the following process.

1. The committee solicits letters from all faculty, which follow the university's open file policy. The candidate may review the letters.
2. The committee conducts an anonymous opinion survey of the faculty. The survey is generated and revised by Faculty Priorities and Governance Committee in consultation with Faculty Personnel and Review Committee. Candidates are entitled to see and respond to the surveys.
3. Student Academic Life Committee conducts an anonymous opinion survey of the student body. The survey is generated and revised by Student Academic Life. Candidates are entitled to see and respond to the surveys.
4. The candidate provides a short reflective statement highlighting goals, successes, and challenges.
5. The committee interviews the candidate in order to ask questions emerging from the evidence collected.
6. The committee provides a written report that summarizes the evidence collected and makes a recommendation. The report is both developmental and evaluative. The appointment letter is used as benchmark criteria for development and evaluation. Additional criteria may be developed which might include: integrity, communication, transparency, respect, problem solving, ability to balance institutional interests, or the pace of administrative work. The candidate has the right to respond to the report. The report is confidential and provided to the President and Board of Trustees for all Cabinet level positions (President, VPAA, VP of Student Academic Life, and Dean of School of Music). Reports for non-Cabinet positions (Dean of Faculty, Dean of Libraries and Dean of Student Academic Life) go to the position's supervisor.
7. A brief executive summary of the committee's findings, including recommendation, is provided to the faculty. The summary should follow confidentiality policy.

The Administrative Review Committee has access to previous review reports. The Administrative Review Committee can consult with previous and present chairs of committees, department chairs, program coordinators, and leaders of centers for their insight.

The Administrative Review Committee has access to confidential information, and follows strict confidentiality guidelines.

C. Retention

The Administrative Review Committee's report serves as part of the retention process for senior administrators. The retention recommendation options include: continuation, non-continuation, and continuation with conditions. In instances of continuation with conditions, the administrator provides an explanation for how the conditions were resolved for the next review. The Administrative Review Committee may recommend a shortened review period or progress check for the administrator receiving an evaluation of continuation with conditions. The process follows a 360-degree review model, with other parts of the review falling within the administration's jurisdiction.

The President and/or Board of Trustees decision ought to align with the recommendation of the Administrative Review Committee. When disagreement occurs, the administration meets with the Administrative Review Committee and Faculty Priorities and Governance Committee to provide the reasons for the disagreement. Faculty Priorities and Review Committee along with the administration report the disagreement and its resolution to the general faculty.

D. Dismissal not subject to a review process

Senior administrators are administrative appointments, either made by the VPAA, President, or the Board of Trustees. Administrative prerogative makes senior administrative positions "at will" appointments. The administration has the authority to dismiss a senior administrator without the normal, formal review process. These situations are exceptional. With exception of an emergency situation requiring an expedited dismissal, the administration or Board of Trustees consults with the Faculty Priorities and Governance Committee prior to the dismissal. It is preferable that Faculty Priorities and Governance Committee is notified and consulted about concerns with an administrator early in the process. The administration and Faculty Priorities and Governance Committee are to reach an agreement about appropriate actions. The Faculty Priorities and Governance Committee reports a decision to dismiss the faculty member from his or her administrative position to the faculty in coordination with the administration's reporting out. In event an agreement cannot be reached, the Faculty Priorities and Governance Committee through the Chair of the Faculty reports to the Chairmen of the Board of Trustees.

Dismissals that take place during Winter Term, summer, or semester breaks follow the above guidelines, except a pool of senior faculty from the eligible members of the Administrative Review Committee substitute for unavailable members of the Faculty Priorities and Governance Committee.

E. Interim appointments

When occasion arises that require an interim appointment where a time factor prevents full search processes, the administration consults with the Faculty Priorities and Governance Committee about appointment process, including job description and search method. The administration also consults with Faculty Priorities and Governance Committee about the final appointment. The Faculty Priorities and Governance Committee, in coordination with the administration, reports to the faculty.

F. Processes pertaining to the President

The appointment and dismissal of the President is within the authority of the Board of Trustees. Faculty, however, play an important role in the selection, review, and retention process.

1. Recruitment

Searches are open searches for the final, "on-campus" phase. Faculty will have access to the finalists for presentations and questions directed to the candidate about his or her positions on higher education and issues facing DePauw. Faculty participate in presidential recruitment, in part, through serving on the Presidential Search Committee. The faculty has significant representation on the Presidential Search

Committee. Faculty Priorities and Governance Committee issues a call for faculty volunteers to serve on the search committee and selects representatives from the resulting pool. Faculty participates in the formation of the job description.

2. Review

The review process follows the procedures defined above.

3. Retention

The retention process follows the procedures defined above.

4. Dismissal not subject to a review process

The retention process follows the procedures defined above.

G. Appeals Process

Candidates have the right to appeal the retention recommendation. Candidates with faculty status appeal through the Handbook's Personnel Policy VIII. C. Petition for Faculty Personnel Policy and Review Committee Review of Actions That Were Not Previously the Subject of a Faculty Personnel Policy and Review Committee Recommendation.

Candidates without faculty status appeal through Human Resources.

Rationale:

The Board of Trustees, President, and Vice President of Academic Affairs each have prerogatives and authority regarding appointment, renewal, and dismissal of senior administrators. Best practices in shared governance, however, include faculty participation in the decision-making processes. With regard to university practices and processes for the recruitment, review, and retention of senior administrators with significant role in the academic mission of the university, the following principles apply: a spirit of shared governance guides policies; reviews are periodic, regular, and known; these policies are referenced in appointment letters; alignment of prerogatives between faculty and administration is desired; and except for confidential information transparency is to be maintained. Faculty participation in review and retention is part of the larger, "360" review and retention process. We are guided by AAUP policies, including: Statement on Government of Colleges and Universities (1966); Faculty Participation in the Selection, Evaluation, and Retention of Administrators; Statement on Presidential Searches (November, 2015).

Links to AAUP policies

Statement on Government of Colleges and Universities (1966)

<https://www.aaup.org/report/statement-government-colleges-and-universities>

Faculty Participation in the Selection, Evaluation, and Retention of Administrators.

<https://www.aaup.org/report/faculty-participation-selection-evaluation-and-retention-administrators>

Statement on Presidential Searches (November, 2015)

https://www.aaup.org/sites/default/files/AAUP_Statement_on_Presidential_Searches_0.pdf

Governance talking with AAAS about demands from last year. Replacement of Dean of Academic Programs will have a call for self-nominations.

Questions from the floor:

Nahyan Fancy (NF) - Has Governance started working with administration on the VPAA Search?

David Worthington (DW) - No.

NF – Was the same Consulting firm hired for many executive level positions, for President Casey, for VP Stimpert, and President McCoy. Is that accurate?

President McCoy(MM) - Two of them.

DW -It is not unusual for presidents to hire the same company that they were hired through.

NF – Was the same firm used for the Dean of the School of Music search?

MM - No

NF - Suggests not using a consulting firm. Consultancy was at a minimum redundant and in the worst incompetent.

NF - Is there in the board of trustees handbook a conflict of interest policy in the by-laws?

Anne Harris - Accreditation requires a conflict of interest policy be signed by board members, and one is sent out annually.

MM - The search firms don't choose the candidates. The choice is always made by the search committee. We have used many different search firms other than the ones mentioned.

NF - It's about the sourcing part of it that there are questions. Committee can only make a decision based on what they receive.

Melanie Finney (MF) - Can you tell me when Governance was contacted by President McCoy concerning the restructuring?

DW – The chair of the committee and the Chair of the Faculty were called to a meeting at 1pm on the Tuesday that the announcement was made.

MF - Was there any prior consultation?

DW – No.

MF – Was the compensation package that part of the Voluntary Early Retirement Incentive Program discussed?

DW – I asked questions of lump sum or spread out, criteria for determining job cuts.

MF - Wooster was also offered a voluntary package of 62 with 10 years of service.

MF - Why were we told last week that DePauw was not allowed to do monthly payments?

MF - Why is DePauw refusing to provide TIAA contributions when Wooster is allowing this to happen?

Peter Graham (PG) - What is Wooster endowment?

Renee Madison(RM) – I want to see Wooster's plans first to provide a written response. The decisions at DePauw were based on the opinion of legal counsel.

MF - Asked that Renee or VPAA contact the provost at Wooster to get this complete document.

MF - Is this public information for the packet? Or is it confidential?

RM - We do not have a confidentiality clause, except for specific individuals who did not want it disclosed.

MF - Anne has VPAA as cohort, share the non-confidential information about your VEIRP?

PG - How was this interpreted to be against the law?

RM - Tax code compliance and our benefits code compliance. Engage in substantive duties, indicates the type of program we are in.

PG - These should be reconsidered, if Wooster is doing something different we should look at this. The enormous tax burden which is huge.

MF- This issue impacts the faculty. Given legal precedence from another University, our institutional decision is offensive.

McCoy - Happy to take back for legal review

MF - Would that change it?

McCoy - It could.

PG - Like the administration and trustees to reconsider the monthly versus annual, and the TIAA CREF benefit.

Anne Harris – Returning the motion concerning the Handbook and adding a Review of administrators section. This is a part of the Handbook that requires joint approval of the faculty and administration. There are concerns with changes to the Handbook that have not been vetted by legal counsel and HR and worked

through by administration.

DW - If faculty approves this motion, then the administrative review can take place afterward

AH - Language might change after being voted on.

DW - Yes

McCoy - Presidential search is not within our power. That is a board problem. Handbook some is determined by the faculty and some of the administration, and some joint work. This comes out before we reach a joint agreement already.

DW - Okay

Howard Brooks - Committee can note this going forward.

Student - Will you consider packages offered to faculty based on Wooster? As students we were told that the university did a comparative survey, was Wooster not included

McCoy - This is a legal question, we are going to look into the difference of two pieces of legal advice.

Student - Dates of when to look into it?

Howard Brooks - Student questions are not allowed at this time.

7. Student Academic Life (Doug Harms)

Setting up common read committee, looking at demonstration policy and meeting with Dorian Shager, looking at Holy Days policy. Let us know anything else you want to consider.

Kelly Hall – The Common Read, will it be done in the same way since staff positions that have worked with the program during Orientation have been eliminated?

Doug Harms (DH) – I will send that information to the sub-committee

Nahyan Fancy - Was Student Academic Life consulted about the lay-offs in Student Services?

DH - No

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

Written announcement:

The Review Committee continues to consider cases. We are also continuing to work on Service, Student Opinion Surveys, and guidelines for preparing a file.

The Review Committee will be looking at the direct impact on course offerings of any staff who are losing their job that were scheduled to teach a class next academic year.

No Questions

9. Faculty Development (Erik Wielenberg)

Thanks to the generosity of several alumni donors, we have expanded support for funding Summer 2019 projects.

1. FDC Student-Faculty Summer Research

- Due Wed, March 6

2. Danks Fund for Student-Faculty Multidisciplinary Research

- Due Wed, March 13 (please see Dave Berque's emails from 2/12 and 2/25)

3. FDC Faculty Summer Stipends (pedagogical and scholarly projects)

- Due Wed, April 10
- Additional project funding is available for technology-related course development projects. Mike Boyles, Tenzer Technology Center Director, and Monica Perjil, Director of Faculty Instructional Technology Support, are available for consultation.

4. Asher Funds for Undergraduate Research in the Sciences, Social Sciences, and Humanities

- Due Wed, April 17
- \$116K to award among the three divisional funds

In the interests of equity that departments with their own endowed funds for summer work utilize those before applying to these University sources of support.

Mike Boyles & Veronica Pejril – Shared that they want to help faculty to leverage new technologies. They are here to assist. Interested in working with faculty over the summer. Please reach out to them to see how then can help.

Diversity & Equity Committee – (Karin Wimbley Interim director of CDI)

Continue listening sessions for BIRT, open session occurred on 2/13. Tamika Smith reached out to department chairs and program. If anyone would like to set up an appointment they can contact her. All student session coming up 3/14.

Questions about BIRT get in touch with Myrna Hernandez

DEC Update: updating 5 year plan, go online. Reaching out to everyone as determined by each online goal. Hope is to create more transparent tracking on the web rather than a .pdf document

Matt Abtahi, Assistant Director for the CDI - Showed model for doing these initiatives.

DEC – Has provided recommendation for VP for Diversity and Inclusion. Alan Hill is in charge of search committee.

Karin Wimbley (KW) - Uncomfortable number of bias incidents in classroom are being reported formally and informally at an alarming rate. It's happening everywhere. Encourage you to reflect and become more informed. Cultural Competency is not going to be an option it's going to be a viable skillset.

Rich Cameron - If there were student BIRT complaints against a faculty member, would the faculty member know this?

Myrna Hernandez – If there is a BIRT report from the classroom, that report gets forward to the VPAA and Dean of Faculty and then their office runs the report.

KW - Informal reports takes to coaching students on how they may or may not engage with the professor to have meaningful relationships.

VPAA - Work with the student directly because they are in the classroom, because of the power structure. It's mediated in many different ways, some students will say let's wait until the end of the semester.

10. Honorary Degrees and University Occasions Committee (Brooke Cox)

Written announcement: Honorary Degrees and University Occasions continues to invite nominations for Honorary Degrees to be awarded at commencement May 2020. Details about the process were sent via email on February 15. Nominations should be sent to the committee by March 15. This year's committee members are: Deborah Geis, Brooke Cox (chair), David Worthington, Keith Nightengelser, Mark McCoy; two students Kamal Apatira and Kayden Lichtenauer. Ex Officio, Ken Owen, Mike Seaman.

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

I appreciate the time to make comments about specific issues that I've been asked to share by different constituencies of the institution. I will then have a few comments about the restructuring that was announced and begun last Tuesday as we all continue to discern our relationship (and the relationship of those things we care about) to the changes that the restructuring will bring. I then look forward to

answering your questions.

I. Free speech executive order for federal funding

- FIRE (Foundation for Individual Rights in Education) will get involved
- # of federal grants currently awarded (7) and in application (3)

II. Bias incidents in the classroom

21 total this year thus far; 13 Semester I, 8 this semester.

2017-2018 has 25 total reports, 11 Semester I, 14 Semester II.

Tamara Beauboeuf and I are partnering with Myrna Hernandez, Karin Wimbley, and Matt Abtahi in meeting with faculty and students to provide resources. As we act on specific and systemic issues, we encourage everyone to continue to participate in faculty development programs that address inclusive pedagogies so that all students feel that they can belong to our learning spaces. Tamara and I will be working with FDC for the future of PPD and GL programming as well as inclusive pedagogy programming. On that note, I wish to thank David Alvarez and his colleagues for the award of a \$21,887.04 for a Global Learning Workshop to be held at DePauw in 2019.

III. Danks and Percy Julian Anniversary

I also want to remind you about two new and related, opportunities that have been shared in several emails from Dave Berque.

First, is the availability of a new fund that supports multi-disciplinary student-faculty research projects that relate to contemporary societal problems. While proposals are still accepted on all topics (due date: March 13th), members of DePauw's Howard Hughes Medical Institute Grant Team have expressed interest in proposing or coordinating summer student-faculty collaborative multidisciplinary projects related to the life and work of Percy Julian.

In particular, members of the HHMI team are interested in projects that develop materials (e.g., videos, narrations, visualizations, simulations, physical displays, etc.) that showcase Percy Julian's life and work as a way of supporting groups that are underserved by STEM education. The HHMI grant team imagines developing materials that would become available to DePauw students and/or local K12 students. In addition, some materials would ideally be developed for online use nationally.

Next year is the 100th anniversary of Percy Julian's graduation from DePauw, so the timing seems right to shine a light on his work. We also encourage departments, programs and Centers to look for ways to incorporate this theme into their programming next year.

If you want more information, see Dave Berque's email from February 25th or contact him and ask him to resend you the email.

IV. Restructuring

The principle:

Doing less – “What do we stop doing?”

- less programming (conversations with chairs and departments)
- less outreach (reconfigure programs and programming)

Specific cases:

Re: library

- Changes will come in the summer of 2021 when renovations will be complete
- In the meantime, consultation with Library and Technology Committee about Prevo

Re: Nature Park

- Nature Park is not closing – meeting with Nature Park Committee in the coming weeks
- Other faculty members do research in the Nature Park – focus on academic program

The very important matter of privacy:

- Please do not discuss or pressure anyone to learn the identity of impacted individuals
- While an eagerness to restructure is understandable, impacted individuals have the right to their narrative out of the institution.

Going forward:

Committee work for spring 2019 and 2019-20

- Work with RAS and Curriculum – process and criteria of rehires following VRIP –
- Work with Review – service and standards – not budget, but equity
- Work with Faculty Development – course reassessments are not endowed, how do we reconfigure course reassessments (for research but also beyond) for curricular stability, student access to courses, and equity among faculty members)

What to expect after the voluntary retirement incentive program

- **March 29** - deadline for eligible faculty to return their completed ***Notice of Interest*** form. Note: They can still decline participation after this deadline. However, if they do not submit a notice of interest form by this date they will be ineligible to participate. Soc. Sec., TIAAA-CREFF
- **May 31** - deadline for eligible faculty to return the ***Separation and Release Agreement*** form. Note: If they do not submit this form, they will not be eligible to participate. They have 7 days after they submit to revoke their election.
- Shift in student-faculty ratio from current 9:1 to 11:1 (separate SOM and CLA)
- Conversion of courses with fewer than 8 students (300 level with 5: find solution)
- Distribution of advising across the faculty (embedded in faculty position at institutions)

Questions for the VPAA

HB - Tuition Remission. Will this be taken away in general?

Renee Madison – It is part of the retirement eligible package, that is a benefit. Overall current employees and ongoing, that benefit removal has not been discussed at all. Provide tuition remission through 2024 particularly for employees that were interested in receiving that benefit. Identified a way for them to continue this.

HB – Winter Term compensation will that be dispersed as stipend or be included in the salary?

AH - All deferred compensation is in the first payout after June 30 of this year.

HB - Can we quantify the number of staff positions with teaching responsibilities that were cut?

AH - it's a small number. She is concerned with outing people. Provide an answer, the way people are configured for our accreditation process. When it comes to part time teaching models, some are administrative with occasional teaching duties they are considered staff with part time teaching duties. It is different every semester, some it's 10, 12, 5, 3 etc. We are talking about three positions at this time.

HB - What about Faculty Development funds? Reduction or elimination of course release, conference travel money?

AH - If it's endowed it's not a pressure on the budget such as Fisher and Asher. In terms of faculty development conference funds there has been no discussion of looking at those. Course assignments are not endowed only the salary increase is endowed, but the course reassignment is not. This conversation will

be taken to the Faculty Development Committee. 60% of the faculty can teach less than 3/3. Could it be a 3/2 every year when teach a winter term? Everything has to be approved by the board. We know we have course reassignment in the institution. 60% of faculty enjoy some type of benefit knowing it's not endowed, How do we figure this out? Invited by FDC in their next meeting.

Jeff Kinney (JK)- Address the other part of FDC funding, such as Professional Development Funds?

AH - Neither PDF or conference funds have been cut. Nothing has been discussed or been asked to look there at faculty development monies.

JK – Is everyone going to be on a 3-3 load?

AH - That has not been looked at.

Nahyan Fancy - It's not the same 60% with course release from 3-3, it's not the 120 faculty that never teach 3-3. That is a rotational basis. The small cohort who have never ever received it and how can we change it. It is disingenuous to use the phrase 60% don't teach a 3-3.

AH - It is not the same 60%

Karin Wimbley - You haven't been asked to look into professional development funds particularly those that are not endowed. Is it possible to look into endowing those funds?

President McCoy - Yes it is.

AH - Provide FDC a full inventory of endowed faculty development funding. We know we have some at the departmental level as well. Maybe we could change things around.

HB -The historic current retirement arrangement where people get three course release and the buyout of adjunct will that continue to be available?

AH - Yes, voluntary incentive on one side of the table and the phase out we are looking it at as well. 5 year window.

Jeff Kenney - Earlier reference to conversations about the restructuring. For those of us considering this offer, without know if we don't take the offer we don't know what we are coming back to. If I am trying to consider what option that I have here I'm also waiting wishing/hoping that it will work. No idea what is on the other side. What is the image the school likes after?

AH - Looking at other institutions that have a gap surplus. What are they doing differently? Library, IT that research has begun in earnest. Meeting with different committees that work will happen as well. Absurd things to some are we going to become a regional, nursing, cyber security etc. President McCoy has said the liberal arts mission remains the same. Concrete things we can expect the student/faculty to change from 9:1 to 11:1 continue to separate the school of music from the CLA, fewer courses with 8 students or less, and if they are 300-level with 8 or less, look at the curriculum. Some of these schools that are ranked higher than we are have 12 fewer majors, 20 fewer minors, and 20 fewer faculty. What is happening at those place? Expect a higher student/faculty ratio a look at department curriculum. August 2020 we owe our first report. Review committee meeting about service. Rethinking about advising, finding out a lot of staff to advising. Many years ago at Faculty Institute you got six names and that's who you advised. New structure of advising. Mission of Liberal Arts is there.

Ask what Liberal Arts means? A regional masters school, Marion or Butler. Having the departments that we have and provide a BA.

HB - What is the future of honors and fellows program?

AH - Three different areas for academic affairs. Libraries, IT, and Other. We had to take a look at what we are doing. School of Music, Centers, Honors and Fellows. Absolute a need to talk about these three entities. Some are endowed and will stay. Endowing professional development, endow centers. Honors and fellows programs, conversations with the six directors of those areas. 5 siloed and 2 science 3 fellows based on internships. Can we have two? Future of honors and fellows is a conversation about structure really important for faculty involvement and labor. Curriculum contribution that these programs require. Honor Scholar classes open to more than Honor Scholar students. No sweeping away of honors and fellows. Most liberal arts colleges do not have these programs. Right now they will stay in existence, good conversation to be had about their structure. 5 different ones might not be the same.

Doug Harms - Prevo library closing, concerned about it. Was the library technology committee consulted on

this?

AH - Moving the collection to the renovated space and requiring less space, converting the space to high density storage, peer tutoring rooms, having reserves there. That will come before the library and technology committee. The collection remains intact. Moving the collection was not brought up to the committee.

12. Communications from the President (Mark McCoy)

Howard Brooks (HB) Reading Questions from faculty

HB - What is happening to improve communication for Board and Faculty

President McCoy - Reach out to governance, board is interested in increasing that communication, scheduled extra time during the next board meeting. Starting with governance move forward from there.

HB - Were any faculty committees consulted about the restructuring plan?

MM- Strategic Planning Committee was consulted in Florida

HB - What alternatives were considered?

MM- Everything was on the table. The board asked the administration in October to do a serious benchmarking look. Presented data in January. The board voted to delegate the remainder to the executive board. Benchmarking Data showed the number of faculty and the number of staff. Staff was around 125 more staff than schools that have balanced budgets. As for faculty, DePauw has between 20 and 60 more than the balanced schools. DePauw 25 years ago, had fewer faculty, fewer staff and more students. With that information the administration and the board worked through the options. Some chose to close departments, others chose different things. We instead offered a voluntary plan to faculty and then we looked at voluntary plan to staff. Did a deeper dive and that was not possible to make it possible on staff side. We were not just doing a blind cut we looked at other institutions that balanced their budget. How we could make the most beneficial package for everyone involved. Probably better to wait until May, thought it would be better to announce in February. Felt that was the best method forward. Worked until finally this is what was implemented.

HB – This plan focuses exclusively on the expense side. Could you provide some detail about the plans for maintaining and increasing revenue?

MM - Many things were brought forward from committees and faculty. Look into those as we go, changes in marketing and where we are marking. What makes us distinctive, FYS, general studies curriculum. Continue to develop.

HB - Capital Projects freshman quad how much is already borrowed?

Bob Leonard - Last spring we borrowed 40 million that covers first hall in south quad, campus energy master plan and GCPA repairs.

David Worthington - How much are we in debt right now?

Bob Leonard - Reinvesting \$110 million of the \$130 million bonds. We are fairly close to maybe \$200 million in total liabilities. Net assets just over \$850 million.

HB - What number in the voluntary early retirement do we consider a success?

MM - Depends on which people will accept it, and we will replace some of the retirees. high demand course work, majors, hard for us to put a number on. Thinking 25 or 20-30 we will know more in time. There are 144 eligible for the plan.

Rich Cameron (RC) – On what factors would rehiring be made? Handbook puts those decisions under RAS. Tradition is that the administration follows the RAS recommendations.

MM - That is not exactly true, we have not followed the RAS proposals every year.

RC - Administrators will be telling the faculty which areas get the rehires? This won't be a faculty prerogative?

MM- RAS will continue to operate, they met already to discuss this.

HB - If someone does not take the early retirement and then we don't reach that number so we cut departments and programs. Will that individual receive any compensation?

MM - Our goal is and our conservative estimate is that we will do this once and it will work. We will come back to faculty and see where we stand. Are we intending to offer additional voluntary retirement? No we are not.

AH - Conversation with RAS, multiple ways it is structured academic programs and fellows. What is that differentiate, do we use the spring semester to come up to this. Can we get a summer RAS process going?

MM – Since the plan makes next year the final year of service, we have another year to work with RAS.

Dave Guinee - We should have a Voluntary Retirement Plan in place all the time. It would serve as a good way to encourage some people who are close to retirement. It could also encourage people to transition to a new career. What are other opportunities for me that make it very attractive to leave and start a different career? Faculty and staff we might be available to affect the overall demographics in a positive way.

Melanie Finney – Is 11:1 student to faculty is it long term goal?

MM – No. The models range from 9-1 to 11-1 or 12-1.

HB - When will we know if this plan works?

MM - We won't know until June 7, although we will have a first idea at the end of March. The June 7 results will be communicated via email.

Nahyan Fancy (NF) - Clarify we are 9:1 now because our student body shrunk. That is always a moving target, how are you addressing the larger points? Why are we delaying the timing of the annual salary letters?

Bob Leonard – Faculty salaries and benefits account for 25% of our total budget. The bottom line is our 1% raise is the equivalent of \$400,000 to DePauw. We need to feel strong about our revenue and our cost estimates. We don't have weekly sales, month sales, we have a revenue number that we are confident with after the students show up. We are trying to give ourselves more certainty.

MM- No one loses anything because it goes back, melt increases each year. Multiple deposits are influencing melt. Moving it to October it will backfill. That's when we know we can give the best raise that we can.

Doug Harms – I admit I was a crappy teacher when I started, and am much better now. We have a lot of full professors that are damn good teachers. Don't make us feel like we are just a drain on the budget.

MM - We do appreciate the quality of our faculty. Students aren't willing to pay the difference to come to DePauw.

Carrie Klaus - feels frivolous to talk about campus climate now. Measure of success of this program that 25-30 faculty take and we've invited 100 faculty to retire early. Yet the message that my knowledge and expertise is valued so little by the university that is hard lesson to take.

MM- I am moved by your point. I would not want faculty to look at it that way. Another University just cut faculty and DePauw is trying to find a way to honor their faculty.

Sharon Crary- If I choose to stay here, how am I going to have my trust in this institution? How many things we do for free, and I don't know that I will continue to do for free. Then you will have to hire more people to replace what I do. I don't know that I want to continue to do those things for free.

MM – We have been under financial duress for a very long time. We cannot hide it any longer. Idea that somehow we have to address this perennial problem. Trying to put DePauw in a better financial place.

Geoff Klinger (GK) – This is not supported by anecdotal evidence. Health care benefits cut last semester, We were told our plan was Cadillac compared to other schools. However, there is evidence that we were not up to par. Separation packages being offered, but now we hear that Wooster has better package. Institutions over higher education have adjusted and made changes, have not only survive but thrive. Can you name some of these schools?

MM- we can do this in the kindest way that we can.

GK - What are these schools that we are trying to be like?

MM – We are trying to put DePauw on a footing where we can be like these other schools.

GK - So there are not a list?

MM – We compared ourselves financially to Rhodes College, which has a stringent policy on how they hire people and what they have to have before they build.

Joe Heithaus – I am upset with university communications. We received a letter dated 2/26, which began as DePauw prepares to move into its third century. Burying the lead, and that is what we did. That letter makes me the most sad. Alumni that read that letter and see the bullshit first four paragraphs before they get to the real news. We need to communicate better. Embarrassed that that letter went out. Who is looking at these letters before they go out?

MM - Thanks for bringing it up. That letter was reviewed by dozens of people, recognize by the research we had one. All different people read these letters. The ones that did this had the better impact for what we wanted. All of the communications experts who did this put this foot forward. People wrote thank you for the way you are handling this. We've gotten the opposite response.

David Alvarez – The letter included a statement that Board of Trustees communicated their care or love.

After a bewildering style on the roll out for healthcare, why was it repeated? Lack of consultation with any faculty governance committee? How is that care? How the form of communication that the board of trustees and you are using is an expression of care?

MM- The letter was written by a group of people who do this all the time. We did research on how these things work what works well what doesn't work well. There are horrible ways that this is done. Most important thing is not to let them know it in social media or from someone else. The entire challenge became how do we do this so we can communicate this the best way. Research, board members all came together with timing. Timed down to the minute. A lot of professionals and experts involved with how to roll this out.

NF - You followed the corporate model for doing it in a University setting.

MM – There were conversations with other universities. This was the best way forward.

NF - Wooster shows us how to do this. Oberlin letter from earlier this year was a community model. It's about which benchmarks we pick.

HB - Did we consider eliminating the gold commitment? The letter said we were 97% successful.

MM - we haven't staffed up, we are just putting it out there. One reason we were successful is because we do put outcomes out there.

HB - Did you benchmark the number of VP, Deans, Associate Deans - the cuts are inordinately administrative. The percentage with administrator title was greater than the average.

HB - Did members of cabinet take a pay cut to reduce staff lay-offs?

MM – The Board sets salaries for top administrators, they do the benchmarking. The salaries of administrators was not out of line but the number of staff was out of line.

Rachel Goldberg - Clearly done a lot of thinking and we have grown. If you bring us along with you so we are gaining an understanding with you even if we are making terrible decisions we won't have the feeling of betrayal.

MM- debated at board level and administrative level on how do this and how we do this so the word doesn't spread. You can't delegate this kind of pain. You have to own this yourself and move forward and do this.

GK - comment that you said about comparative schools that have made similar changes that have not only survived but thrived.

President McCoy – I misunderstood question earlier. Schools are striving through thriving.

GK- The VPAA has been quite insistent and consistent in remaining confidentiality with those cuts. Did those people who were cut receive a list of people?

MM- Have been working with every bright mind with every person that we could in making this process happen. Far better to get paid in a monthly payout. We will look into that thank you for looking into it. This has been 24/7 for a lot of people. It is required by law for every impacted person in the involuntarily that they get a list of titles and ages. If you are in a giant school it is not problematic in a small school it is problematic. Legally we were required to do this. We don't share publicly. Violating the care we were trying to impact when it went out on social media.

Brian Wright - If this doesn't work have you started discussion on plan B?

President McCoy - Built conservatively with every intention that it will work. If that works we don't need a plan B if this doesn't work. We are not talking about what happens next. If it doesn't solve it then we will start immediately.

Mary Kertzman - Concerned numbers for student faculty ratio and numbers of hopeful volunteers. Is 25-30 going to take us to the ratio of students that we are needing?

MM - Faculty student ratio is not driving us, the budget is. Depends on what areas this impacts, we won't know until after we see who retires. There are positions that might accept the retirement but they won't make an impact.

Rachel Goldberg (RG)- Changes, please make them with us. Bring proposals to us,

MM - This is on our campus and we have to be very careful. These were decisions about staff positions based on a benchmark based on decisions by who those people report to. This decision was made in an ownership way on best advice that we had.

RG - Concern that none of the relevant faculty governance committees have been involved. The faculty are officers of the university. Have not addressed that faculty that this needs happen that your administration in particular has fallen down in their responsibility in making decisions in legitimate faculty control such as the curriculum. That is not shared governance.

MM- We need to work as a collective in shared governance. The efforts have been to do this as graciously as possible. All the positions we reviewed to a Vice President who could make the decision to cut under them.

David Alvarez - Board of Trustees were interested in an overhaul with faculty governance. What are the problems and what are the proposals?

MM – The trustees want it clearly made known who makes what decisions and is involved in the process. Who is responsible for every decision that is made? Sit down collectively and figure out how this works.

Melanie Finney (MF) - HR have you been told how many people are negatively affected by this change in insurance.

Jana Grimes - Yes

MF - Can this be reported to the board?

Jana Grimes - HR is having lots of conversations, individuals are coming to this that they have increases. For a large number of individuals we were able to look at other options to help them. It is working both ways. If you know of a colleague that is struggling, send them to HR for help.

MF - Please still make a report.

Jana Grimes - Yes will put together a report.

MM- Point well taken, assumption I will not make again.

Jonathan Nichols-Pethick - Thank you to Jana for your help. Can the University intervene on our behalf? I am already experiencing an amazing amount of dishonest actions from the insurance company?

MM - Yes, go to HR.

13. Old Business None

14. New Business None

15. Announcements

A. Course Calendar and Oversight Committee announces the following approved course changes

Course Code and Name	Change(s) Asked	Committee Decision
HIST 338 – The Enlightenment: Europe and the Other	Name change	Approved
UNIV 183 – Scientific Revolutions	Adding GL designation	Approved
ENG 149 - Introduction to Creative Writing	Adding AH designation	Approved
WLIT 105 – Introduction to World Literature	Replacing WLIT 205 Cross-listing with ENG 141	Approved
ENG 141 - Reading World Literature <i>and</i> WLIT 105 – Introduction to World Literature	Adding GL designation	Approved

B. Course Calendar Oversight Committee announces off-campus courses approved for GL designation

Name of the Course	Institute Offering the Course	Committee Decision
Swedish Language and Culture I	DIS Stockholm	Approved

Principia Consortium	University of Glasgow	Approved
Visualizing Scotland	University of Edinburgh	Approved
Celtic Civilization: Continuity and Change	University of Limerick	Approved
Irish Traditional Music	University of Limerick	Approved
Irish Traditional Music 2	University of Limerick	Approved
Sociology of Globalization	University of Limerick	Approved
Irish Folklore	University of Limerick	Approved
Gaelic Games	University of Limerick	Approved
Global Literatures of Conflict	Edinburgh Napier University	Approved
Espanol Avanzada 1	Pontificia Universidad Católica Madre y Maestra	Approved

C. The process of filling vacancies on elected faculty committees continues. An update of the filled and unfilled positions will be provided this week.

16. Adjournment

Adjourned at 7pm.

Appendix A. Complete Description of the Proposal for a New Major and Minor in German Studies

Proposal:

The German Studies major and minor have been developed as part of the curricular restructuring of the Modern Languages program. German Studies, with its interdisciplinary approach to German-language cultures, supports DePauw University's global learning goals. The program will be centered around the critical investigation of major ideas in German Studies, such as self and society, modernity, and the global. Through the study of German language and culture(s) in the broadest sense -- canonical, popular, and marginalized -- students will explore how the past, with its explicit moments of extreme violence, informs the present within the German context. By studying German-language culture in a global context and within an interdisciplinary critical framework, students will learn to look at their own lives through a transcultural lens, to see their own societies in a more critical light, and to interrogate their own belief and value systems. By developing analytical abilities through different disciplinary lenses, German Studies provides students with the tools to successfully maneuver our increasingly intercultural world and open doors to many professions.

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

The new German Studies major is based on two particularly important aspects of a rigorous liberal arts curriculum: interdisciplinarity and global learning. Accordingly, it has been designed to: (a) foster interdisciplinary learning and collaboration among the many DePauw faculty members with expertise in German-language culture, (b) offer our students new entry points into the study of German language and culture (as the presence of German language programs in high schools declines), (c) increase the visibility of the study of German culture on campus through courses taught bilingually or in translation, (d) and add another dimension to DePauw's diverse, inclusive, and global educational offerings. German Studies courses taught in English will be open to all DePauw University students, regardless of their German language background. While German Studies could be seen to lack a ready-made critical framework, in its confrontations with Germany's past, it offers influential approaches to the study of self and society and a self-reflexive critique of modernity. By developing linguistic and intercultural competence in our students, German Studies prepares them to engage as self-reflexive leaders in their own communities and beyond.

Learning Goals:

The new German Studies major/minor aligns with DePauw University's new global learning general education goals: "engagement with cultural difference", "historical/structural analysis", and the "recognition and development of cross-cultural skills." German Studies majors will develop German proficiency (300-level minimum) while at the same time gaining in-depth knowledge about the German-speaking world and its influence within a global context. Through the close examination of a variety of texts and other cultural forms—taught both in German and in English—students will learn to analyze and interpret human experiences and interactions. The interconnectedness of language and culture will open their eyes to new ways of thinking and empathizing with others. The analytical skills students develop will be transferable to other areas of study, will help them to adapt to an ever-changing world, and will cultivate self-reflexive global citizens in today's interconnected world.

Questions:

1. Why does the "German Studies" major require a course in German at the 300-level?

The development of language proficiency sufficient to perform the tasks required by the upper-level and capstone courses of the curriculum is an integral part of the instruction in German Studies. Such proficiency is not developed until students reach the 300-level of courses offered in the German language.

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

History classes have been taught regularly, as have classes in translation by the German staff. Given that several of these courses are offered every year and that only one is required by the major, we anticipate no difficulty. In addition, one of the purposes of the program is to encourage the development of more such classes.

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

We had a series of meetings about the development of German Studies and participation of faculty from a variety of departments and programs. After regular conversations starting from the beginning of this academic year with Anne Harris, David Alvarez, Inge Aures, and Howard Pollack-Milgate, we invited possible affiliate faculty to a series of planning meetings in which the program description was drafted and cognate courses were discussed. The following faculty members attended one or more meetings, in addition to the organizers:

Julia Bruggemann (History)
Angela Flury (English)
Matthew Balensuela (Music)
Karin Wimbley (English)
Amity Reading (English)
Henning Schneider (Biology)
Mahdis Azarmandi (Conflict Studies)
Carrie Klaus (Modern Languages / Global French Studies)

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

The new major will be offered in addition to the current German major and minor; as all existing German courses will count for both majors, students in the current program may simply continue with their studies in the major.

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

Due to upcoming sabbaticals over the next two years, the full implementation will occur in 2021-2022 (unless a full-time sabbatical replacement is granted for 2020-2021, in which case we can begin a year earlier).

6. Do the new “German Studies” major and minor carry staffing implications?

The new major and minor have been designed to take advantage of the courses we are already teaching, in addition to being open to courses taught in other departments. We will be able to offer all the courses required for the new programs in addition to the courses offered for our current major without hiring additional staff.

7. How does the “German Studies” major differ from the current German major?

The new German Studies degrees offer more points of entry than our current program; it is designed to be a far more interdisciplinary major; and it opens up the possibility of taking courses in several other departments for major credit.

First, students who enter the current major with no background in German must take five sequential courses (111 – 112 – 211 – 212 – 300) in order to continue with other courses required by the major. In the new program, students can start and continue with a variety of classes, while simultaneously or subsequently developing their German proficiency (they are also encouraged to study in a German-speaking country).

Second, students in the new major are required to pursue interdisciplinary study through two new course requirements: first, a history class and second, a class on German through the disciplines, where they will apply their knowledge of German language and culture to a different field of inquiry.

Third, the requirements for the current major only accept courses taught in the German language, which effectively limits them to courses offered by the German faculty in the Modern Languages Department. In the German Studies major, they will be able to take courses in other departments that support the learning

goals of the major.

MAJOR / MINOR

German Major and Minor Templates

Total courses required	Eight
Core courses	<ul style="list-style-type: none">● Introduction to German Studies 115, 116, 117, or 118● Intermediate German I (211), Intermediate German II (212)● A course in German history (HIST 244 “Modern Germany,” HIST 245 “The Holocaust”)● One 300-level German course GER 307 “Introduction to German Literature”, or 314 “German Cultural Studies” and a Bridge Course (German Studies 306, “German Studies Through the Disciplines”). The bridge course is an independent-study seminar, with treatment of texts in German, in which students learn deeply about a German aspect of one of their other courses.)● A Senior Thesis (GER 448, “Advanced Readings and Projects in German.”)
Other required courses	<ul style="list-style-type: none">● One cognate course taught in English, or an additional German course, or an additional bridge course
Number 300 and 400 level courses	<ul style="list-style-type: none">● Three
Cognate Courses	<ul style="list-style-type: none">● ART 225 (“Modern Art and Modernity”), ART 275 (“First World War and Modernist Culture”), ARTH 290 (“Art & Lit / Paris & Berlin”), ENG 255 (“The Literature of Existentialism,” “German Jewish Literature,” “German Romantic Literature,” “Reality, Fantasy, and In-Between: Fiction and Modernity,”), ENG 261 (“Modern Continental Literature”), ENG 392 (“The Bildungsroman”), GER 115, GER 116, GER 117, GER 118 (“Introduction to German Studies”), HIST 244 (“Germany from Unification to Unification, 1870-1989”), HIST 245 (“The Holocaust”), HIST 342 (“Europe of Dictators”), HONR 300 (The Legacy of Nietzsche and Kafka), ML 295 (“Holocaust and Exile in Film,” “20th-Century German Through Film,” “Beyond Good and Evil: Romanticism and Radicalism in German Culture,” “Wor(l)ds of German Music: Text and Tones in Opera, Lied, and Song,” “Deep Thinking: Psychoanalysis and

	<p>the Search for a More Meaningful Life”), MUS 265 (“History of Western Music I”), MUS 266 (“History of Western Music II”, MUS 390 (“Bach and the Baroque”, “Mozart”, “Beethoven”, “The Early Romantics”), PHIL 220 (“Existentialism”). Topics courses with German content with the approval of the program.</p>				
Senior requirement and capstone experience	<ul style="list-style-type: none"> ● A Senior Thesis (German 448, “Advanced Readings and Projects in German.”) ● Semester-long internships in Germany and/or courses taken during study abroad in Germany may count up to 2 credits toward the requirement for the major. 				
Writing in the Major	<p>Students may satisfy the Writing in the Major requirement for German Studies either with German Studies 306, “German Studies Through the Disciplines” or German 448, “Advanced Readings and Projects in German.”</p>				
German Studies Minor Proposal	<table border="1" data-bbox="388 1431 1455 1924"> <tr> <td data-bbox="133 1628 323 1712">Total courses required</td><td data-bbox="323 1628 1455 1712">Five</td></tr> <tr> <td data-bbox="133 1755 323 1881">Core courses</td><td data-bbox="323 1755 1455 1881"> <ul style="list-style-type: none"> ● Introduction to German Studies 115, 116, 117, or 118 ● Two semesters of German language above the 100-level </td></tr> </table>	Total courses required	Five	Core courses	<ul style="list-style-type: none"> ● Introduction to German Studies 115, 116, 117, or 118 ● Two semesters of German language above the 100-level
Total courses required	Five				
Core courses	<ul style="list-style-type: none"> ● Introduction to German Studies 115, 116, 117, or 118 ● Two semesters of German language above the 100-level 				

Additional courses	<ul style="list-style-type: none"> ● Two cognate or German courses or a combination (one at the 300-level) ● ART 225 (“Modern Art and Modernity”, ART 275 (“First World War and Modernist Culture”), ARTH 290 (“Art & Lit / Paris & Berlin”), ENG 255 (“The Literature of Existentialism,” “German Jewish Literature,” “German Romantic Literature,” “Reality, Fantasy, and In-Between: Fiction and Modernity,”), ENG 261 (“Modern Continental Literature”), ENG 392 (“The Bildungsroman”), GER 115, GER 116, GER 117, GER 118 (“Introduction to German Studies”), HIST 244 (“Germany from Unification to Unification, 1870-1989”), HIST 245 (“The Holocaust”), HIST 342 (“Europe of Dictators”), HONR 300 (The Legacy of Nietzsche and Kafka), ML 295 (“Holocaust and Exile in Film,” “20th-Century German Through Film,” “Beyond Good and Evil: Romanticism and Radicalism in German Culture,” “Wor(l)ds of German Music: Text and Tones in Opera, Lied, and Song,” “Deep Thinking: Psychoanalysis and the Search for a More Meaningful Life”), MUS 265 (“History of Western Music I”), MUS 266 (“History of Western Music II”), MUS 390 (“Bach and the Baroque”, “Mozart”, “Beethoven”, “The Early Romantics”), PHIL 220 (“Existentialism”). Topics courses with German content with the approval of the program. <p style="text-align: center;">•</p>
Additional information	<p>Internships in Germany and/or courses taken during study abroad in Germany may count up to 1 credit toward the requirement for the minor.</p>

Description of Required Courses:

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

German Studies 115. Science and Society in Modern Europe: Germany

The German-speaking world, known today for its ecological awareness, was also the origin of much of the modern science and technology which dominates the structure and thinking of our contemporary lifeworld: from public health to heroin, from automobiles to sustainability, from the theory of relativity to the “science” of race and sexuality. In this class, we will discuss various topics in the history of selected disciplines of natural science in modern times against the backdrop of their social and cultural contexts along with the moral issues they raise. Students will learn to see and evaluate the rise of natural science and technology as part of wider cultural developments of modernity. Course offered in English.

German Studies 116. Modern European Culture from a Global German Perspective

“All that is solid melts into air” ...Thus, Karl Marx describes the massive technological, political, social,

artistic, and spiritual transformations which have shaken the modern world and which show no signs of abating. This course critically examines how modern European contributions in literature, philosophy, and the arts (with a German focus) have engaged these changes, from the perspective of 21st century global culture and its discontents. By examining modern Europe's unprecedented emphasis on individual fulfillment both in spiritual awareness and social change as well as seeing the triumphs of cultural achievement against the horrors of colonialism, students will explore models of interpreting a world of constant change, of seeking orientation in times of rapidly changing values, and negotiating a multilingual, multicultural universe. Topic units will vary by semester and may include: the "Project of Enlightenment" and European Imperialism, Romanticism and the "Oriental Renaissance," Contemporary Religion and Spirituality in Transcultural Context. Course offered in English.

German Studies 117. Societies Past and Future: Marxism, Fascism, and In-Between in German Culture

Not long ago, it seemed that the world's future was destined to be a version of US-American culture, what some called "the end of history." Today we need to look farther afield to understand the decline of democracy and liberalism; the history of German politics and culture gives us important insights to the attractions and pitfalls of social movements in the post-American century and questions of transnationalism. In this course we will look back (via history, literature, film, and philosophy) at German-cultural ways of thinking communal living. We will examine societies which had multiple different forms of government and social organization in a single century (Empire, Republic, Fascism, Communism, Social Market Democracy, European Union) and ask questions such as: What are the attractions of totalitarianism? How are national and post-national identities formed? How do imaginative visions of the future comment upon and shape the way modern societies are organized and transform themselves? Course offered in English.

German Studies 118. Germany today

This course will introduce you to contemporary German culture and society. What does it mean to be a German? Is there such a thing as German culture? By closely examining a variety of texts and other media (film, music, contemporary art) we will try to understand what it means to live in today's Germany. How do Germans and recent immigrants perceive daily life in Germany? What are the societal issues Germans are confronted with (migration, gender roles, power structures, family life, environmental pollution, etc)? Are these issues specific to Germans and Germany or are these global issues that impact people around the world? How does life in Germany compare to life in the USA? By closely examining contemporary German culture and society, we will also gain new insights into our own culture and society. You will be introduced to a wide variety of topics, some of which you will study in more detail in upper-level courses. Course offered in English.

German 211: Intermediate German I

General preparation in German for personal, academic and professional use. Exercise in speaking the language and in writing brief original compositions. Reading from modern literary and cultural sources; selected topics about contemporary German life and the German tradition. *Prerequisite: GER 112 or qualifying score on the placement test.*

German 212: Intermediate German II

A continuation of GER 211. *Prerequisite: GER 211 or qualifying score on the placement test.*

German Studies 306. German Studies Through The Disciplines

An investigation that situates knowledge from other disciplines within a German cultural and linguistic

context. Close analysis of a case study or case studies of places where other disciplines touch German Studies, in their origins, development, or application. Depending on enrollment, can meet either individually or seminar-style as a group, but in any case with a significant independent and interdisciplinary research component. Examples include the notion of sustainability (in its original and/or present German context), the economics of the German social market economy, Weimar Republic Film, Kantian philosophy, Neuroscience research in Germany, etc. German texts will be included consonant with the German ability of each student. Prerequisite: German 212 or approval of instructor.

German 307: Introduction to German Literature

Experience in the study of literature and German literary history through texts from the 18th century to the present. Students will gain an overview of the historical development of the German tradition. *GER 212 or permission of instructor.*

German 314: German Cultural Studies

Emphasis on aspects of popular, artistic, intellectual, religious and social tradition from selected periods. *Prerequisite: Ger 212 or permission of instructor. May be repeated for credit with different topics..*

German 447: Advanced Readings and Projects in German

Open to advanced students in German with permission of chair. May be repeated for credit.

German 448: Advanced Readings and Projects in German

A continuation of GER 447. *Prerequisite: Open to advanced students with permission of chair*

History 244: Germany from Unification to Unification, 1870-1989

Germany has played a central and disruptive role in the recent history of Europe. The domestic and foreign conflicts that have dominated the country's history with such far-reaching consequences will provide the focus of the course. The course covers the political, social and cultural developments that shaped the course of German history from the creation of a unified Germany in 1871 to the reunification of Germany in 1990. It examines the Imperial period, World War I, the Weimar Republic, the Nazi experience, the division of postwar Germany and its reunification in our own times.

History 245: The Holocaust

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

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

Over the past three years, faculty members of the Modern Languages department have engaged in a sustained examination and study of their curricula following a self-study in 2014-15 and external review and

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

I. TIMELINE

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

II. RATIONALE FOR CURRICULAR CHANGE

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

III. SUMMARY OF CURRICULAR CHANGES WITH TIMELINES

Language

Existing catalog offering

Proposed catalog offerings and changes

Asian Studies curricular possibilities:

Chinese Minor

Japanese Minor

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

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

French curricular possibilities:

French Major and Minor

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

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

German curricular possibilities:

German Major and Minor

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

- Add German Studies Major
- Add German Studies Minor

Italian curricular possibilities:

Italian minor

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

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

Spanish curricular possibilities:

Spanish Major and Minor

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

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

Curricular Proposal Template:

Major: Name of the major

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

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

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

Requirements for A Major

Total Courses Required: the total number of courses required.

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

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

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

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

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

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

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

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

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

Web sites – 4 new web sites

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

Directors – 1 course reassignment for Hispanic Studies

Director of Asian Studies - selected from the existing interdisciplinary committee

Interdisciplinary committee - already exists, participation of various disciplines

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

Interdisciplinary committee: French language faculty members and interdisciplinary colleagues

Director of German Studies - selected from German language faculty members

Interdisciplinary committee: German language faculty members and interdisciplinary colleagues

Director of Hispanic Studies - selected from Spanish language faculty member

Interdisciplinary committee: Spanish language faculty members and interdisciplinary colleagues

Director of Italian Cultural Studies - Italian language faculty member

Interdisciplinary committee: Italian language faculty member and interdisciplinary colleagues

Duties of Global Language Studies Directors

(course reassignment as of 8 language faculty members)

Schedule of Classes

Personnel Committees

Search Committees

Off-Campus Study Credit for the Major

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

Lead discussions of curriculum and pedagogy

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

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

Duties of one Languages Coordinator

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

Supervisor of Administrative Assistant

Requirement/Placement advising (at beginning of each semester)

Off-Campus Study Credit for the General Education requirement

Petitions (in coordination with Dave Berque and Registrar Office)

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

Changes to catalog copy about the General Education requirement

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

Appendix C. Description of Proposed English Writing Minor

The English department proposes a minor in English Writing. We have regularly offered a minor in English Literature, and due to requests from students and in response to declining enrollments in Arts and Humanities courses, we would now also like to offer a minor in English Writing. DePauw students want to engage with writing. But not all of them can commit to a major, and English would like to offer those students an additional option. An English Writing minor could provide a clear complement to other academic programs (e.g. Studio Art major/English Writing minor, Philosophy major/English Writing minor, etc.) or supplement work in STEM fields (e.g. Computer Science major/English Writing minor, Biochemistry major/English Writing minor). Also, for School of Music students, a consistent number of whom would like to engage more fully with writing but for whom a double-major is a significant challenge, the proposed minor will offer a more viable alternative.

Proposed English Minor requirements:

1 (one) Literature course (at any level)

1 (one) ENG 149, Introduction to Creative Writing

1 (one) ENG 349, Form and Genre

2 (two) 300-level writing workshops (from):

ENG 232, News Writing and Editing

ENG 301, Creative Writing II: Fiction Workshop

ENG 302, Creative Writing II: Fiction Topics

ENG 311, Creative Writing II: Poetry Workshop

ENG 312, Creative Writing II: Poetry Topics

ENG 321, Creative Writing II: Nonfiction Workshop

ENG 322, Creative Writing II: Nonfiction Topics

ENG 331, Creative Writing II: Advanced Reporting Workshop

ENG 332, Creative Writing II: Advanced Reporting Topics

ENG 341, Creative Writing II: Playwriting Workshop

ENG 342, Creative Writing II: Screenwriting Workshop

ENG 343, Creative Writing II: Dramatic Writing Topics

With permission of the department and associate chair, a course in a related department could count towards one of the minor requirements.

Total Courses: 5 (five)

Through these five courses, the English Writing minor will engage students in literary study through the course requirement in literature (taught by a member of the Literature faculty), the "Form and Genre" course (an upper-level literature course taught by members of the Writing faculty), which explores various stylistic forms within two genres (e.g., fiction and screenplays, poetry and fiction, screenplays and plays), and the literary works taught as models in each of the required writing courses. The three required writing courses include an entry-level creative writing course (149, "Introduction to Creative Writing"), which introduces students to a writing workshop setting and asks them to begin reading and then writing poems, short stories, and short plays or creative nonfiction essays. At the upper level, students deepen their level of exploration and the development of their writing skills by taking two intensive writing workshops that focus on one genre, which can be chosen from courses in fiction, screenwriting, poetry, creative nonfiction, or playwriting.

The minor will not require additional staffing. Students who minor in English Writing would not be able to major in English Literature. Our goal is to use our existing course offerings to provide students with another pathway for studying English and to reward students for the focused study of writing at DePauw outside of the Writing major.

Appendix D. Request to eliminate the Global Health Minor

The Fall 2018 Global Health Steering Committee (Rebecca Alexander, Lynn Bedard, Matt Beekley, Sharon Crary, Colleen McCracken, Naima Shifa, and Christina Wagner, in consultation with Rebecca Upton who is on leave) is requesting that the Global Health (GLH) Minor, as currently defined, be eliminated.

The Current Global Health Minor

Students must currently complete five courses to earn a GLH minor, according to the following criteria:

- GLH 101
- One statistics course to be chosen from: MATH 141, BIO 375, PSY 214.
- Two courses at the 200-level*
- One course at the 300 or 400-level*

**These last three courses are to be selected in coordination with the minor advisor from the list of courses approved for the Global Health major. These courses must come from two academic disciplines.*

Rationale for Elimination of the Global Health Minor

The interdisciplinary nature of the GLH major pushes our students to cross boundaries in how they conceptualize and tackle health challenges in today's world. This same interdisciplinary nature is problematic for the GLH minor.

Introduction to Global Health (GLH 101) sets the stage for thinking about global health for students in the GLH program at DePauw. Students who major in GLH have incentive to take GLH 101 early in their academic careers, as it is a prerequisite for two upper level courses required in the major: the global health practicum course (GLH 301) and the global health senior seminar course (GLH 401). During these courses, student majors are required to consider and tie together material from all their major courses in light of global health. This is essential because their major courses are by definition not global health courses per se. In contrast, none of the courses that comprise the GLH minor require Introduction to Global Health (GLH 101) as a prerequisite. Therefore, while GLH 101 should help students conceptualize global health, many students who are minoring in GLH do not take this course until the end of their academic careers. In practice, we have found that too many students are not gaining new insights 2

from participating in the GLH minor, but rather are able to claim a minor too easily by piecing together courses they have previously taken without considering them in light of global health.

Consider an example of a student who is a biology major and planning on attending medical school when she graduates from DePauw. She might take Microbiology (Bio 250) and Immunology (Bio 361) as part of her biology major, and Structure and Function of Biomolecules (Chem 240) as part of her pre-medical studies. She might have taken Stats for Professionals (Math 141) because it is a popular, useful class for many students. She then only needs to take GLH101 to be a GLH minor, and if she does not enroll in this class until after she took all the others, she will not be encouraged to think of the global health impact of the knowledge she gained in these different courses.

Summary

The GLH Steering Committee has come to the conclusion that the GLH minor is not rigorous enough at this moment in time, due to the interdisciplinary nature of the program combined with the fact that we rely heavily on courses in other departments for the majority (4/5th) of the minor. We imagine there might be a time, if more courses are offered within the GLH program, when we could re-establish the minor. However, we do not have a plan in place or in discussion, so it is unlikely to be the case for at least five years.