

**Faculty Meeting Minutes**  
**March 2, 2020**

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

**Meeting was called to order at 4:02 pm.**

**2. Remembrance of Professor Robert Newton (Dan Shannon)**

Bob Newton came to DePauw in 1956, and when I came to DePauw in 1990 he had already been here for thirty-four years. He would remain at DePauw until he retired in 2008. He was here for 52 years. At the time of his retirement Bob was the third longest serving faculty member in the history of the school. When Bob arrived, DePauw was a full bodied Methodist institution, which meant of course no drinking or smoking, and social engagements were hosted by faculty wives, where lemonade and cookies would be served. It was also an institution where the power of the faculty resided in “heads,” long time senior male faculty, who decided everything from teaching loads to salaries to who did or did not get tenure. Teaching was done by lecturing, and there was not much emphasis placed on either discussion or learning skills. Bob belonged to a new kind of faculty. He admitted to me that he saw himself as a young Turk who wanted to turn out the old dinosaurs. He, along with other new faculty colleagues, sought to dethrone the heads and replace them with chairs nominated from department colleagues, whose power was restricted. The rules of tenure and promotion would be written down in a handbook, the review process would become open, and probationary faculty could see their own files and have the opportunity to respond to anything that was in them. The administration was also pressed to be less autocratic and respect the review process, that is, to heed the advice of the faculty committees. These reforms took time. There was resistance, but all along the way Bob, and his fellow young Turks, were there pushing and lobbying that these reforms be done. Eventually, they were. We should remember Bob as a happy warrior who fought for our collective good.

He respected his colleagues, and he lived for the institution. He wanted DePauw to be a better place for both faculty and students. He was committed to faculty governance, even though he knew it would never be perfect, but he believed in its spirit of democracy that was committed to the liberal arts. He helped to develop the common curriculum where each of the six areas identified a core value of a liberal arts education, and the courses in each area sought to instill these respective values in students. He promoted skill based learning. He along with Cynthia Cornell developed and maintained the language across the curriculum writing program. They headed the W workshops for decades.

He did not always respect the chief administrators of the school, especially when they failed to abide by their agreements or when they preferred secrecy and privilege to openness and fairness. He could be passionate in his dissent. He wrote a lot of letters and memos to this end. He admitted, however, that he often did not hear back from his recipients. He stood up for people. Bob was a defender for faculty colleagues who he thought were unfairly treated. There was very early in his career a philosophy colleague who was loved and respected by the students, but whose philosophical attitude went against the sentiment of the department, and for that reason he was denied tenure. Bob opposed such arbitrary and unfair treatment of others. He wanted to prevent such occurrences from happening in the future. He was also a defender of students, especially of those who promoted equality and fairness on campus. He was an advocate for admitting African American

students into Greek housing, despite opposition from white only Greek organizations. He was a long time member of the NAACP.

He liked teaching. He began his career with course offerings on Christianity, especially Protestant theologians. In the fall he would teach Christianity from St. Paul to Luther and in the spring from Luther to Barth. As Methodism began to wane at DePauw, he and other departmental colleagues developed a discussion based course called "Basic Beliefs," which he was especially proud of. The purpose of the course was to get students to express and articulate their own fundamental values. It was free ranging didactic class, where students were challenged to speak and defend their beliefs, and Bob enjoyed playing the role of "Socrates" to the DePauw youth. Even in the early 2000s I would meet alumni from the 1950s-60s who would tell me just how much Basic Beliefs shaped their perspectives on the world, and how much they appreciated Bob's wisdom. He also developed a popular class, "God, Evil, and the Meaning of Life," which he taught as a W course until he was nearing retirement. Late in his career he continued to develop new courses. His interest shifted to applied ethics. He taught a professional ethics course, and he, along with Marcia McKelligan, became the team coaches for the DePauw's ethics bowl. Even after he retired, he really enjoyed coming to the prep sessions and talking to the students. He found fulfillment as coach and mentor. He continued being a team coach after retirement up until his 90s.

Bob was both energetic and friendly. He liked to play tennis, ride bikes, and go snorkeling on vacations. He was very proud of the fact that he could climb the Asbury Hall stairs two at a time, which he did until he was well into his eighties. He was an able administrator. He was chair of the philosophy and religion department for close to two decades. His endurance as chair is a testament to the fact that his colleagues continually supported his reappointment to the position. They believed in his abilities to act professionally, and he was always a consensus builder, even when it was apparent that no consensus was going to be reached.

He was an ordained elder of the Methodist church, and was active in church affairs right up until his final illness. I heard at his funeral service just how much he was admired by the pastors and members of the congregation of Gobin Church. They spoke of his intelligence, personal support, and grace as a human being. Indeed, as a person, he did not have many vices, except for one: he was wicked for chocolate. Nothing seemed to give him more pleasure than when he was able to break out the Swiss Miss coco mix and distribute hot chocolate to his students during exam week. I remember, when I first arrived in Greencastle, that Bob and Ann invited me to their house, not for dinner, but for courses of chocolates: all different varieties, shapes, and sizes.

Finally, let us not forget that Bob was a family man. He loved his wife, Ann, his children, Chris and Beth, and his three grandchildren. Family was very important to him, and he was dedicated to them. He taught them tennis and "for fun" took them on marathon bike rides, which, I gather, they did not always appreciate, especially as young teenagers.

Bob gave DePauw his whole professional life. The institution itself is a better place because of him, and we should collectively thank him, or the memory of him, for his dedication and service. Those of us who knew him will miss him with fondness, but the university itself should miss him because there are few who are willing to commit themselves so sincerely to the betterment of others.

**3. Quorum** - Quorum was reached before Prof. Shannon completed his remarks.

**4. Consent agenda**

**A.** Approve minutes of February 3, 2020 faculty meeting.

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

**COMM 339, Advanced Topics in Media Studies, 1 credit**

This course offers an intensive examination of specific critical issues across a wide range of topics within media studies. Recent topics include: Advertising and Consumer Culture, Film Theory, and Cross-Cultural Journalism. Repeatable for credit with different topics.

Motion to approve consent agenda by Doug Harms, seconded by Nayhan Fancy. Motion approved.

**5. Faculty Personnel Policy and Review (Rob West)**

**A. Motion to amend the Academic Handbook with language related to Service to be voted on:**

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

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

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

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

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

V. Criteria for Decisions on Faculty Status

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

A. FACULTY MEMBERS

Decisions should express judgments about a candidate's merit using the principles of equity, which considers each individual faculty member in terms of his or her unique talents, abilities, and accomplishments in relation to the criteria for personnel decisions, and quality. A large amount of activity per se does not necessarily contribute to a superior academic environment. Criteria for possible dismissal (Article VI.B. below) are also applicable to decisions on faculty status.

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

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

#### 1. Teaching

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

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

##### a. Professional Competence

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

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

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

##### b. Content and rigor

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

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

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

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

#### 2. Scholarly and Artistic Work

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

Candidates are required to show:

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

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

1. Intellectual liveliness outside the university.

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

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

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

3. Service

Effective July 1, 2020 the service expectations for all faculty members are those described here.

Any review of service after this date uses these criteria; any review of service prior to this date use the criteria listed below.

Adequate service to both the department (or school) and the university is necessary for positive personnel decisions. In establishing a record that goes beyond adequate service the candidate is free to provide further evidence of service to the department (or school), university or profession. The three areas of service to be considered are Departmental (School), University, and Professional. More activity in Professional service can compensate for less activity in categories Departmental (School) and University, but not to the exclusion of departmental and university service.

a. Departmental Service. All members of a department or program, during semesters in which they teach, must engage in the following service contributions: attend departmental meetings, work on curricular development, participate in advising, engage in course observations and other mentoring of junior colleagues, represent the department as needed, manage commercial cards and budget processes as needed, and serve on personnel committees and search committees following membership rules specified in Article IV. A.

5 in the By-Laws and Standing Rules of the Faculty section of the Academic Handbook. The following service contributions are to be distributed among departmental or program members in accordance with a distribution agreed upon by the department or program: subcommittee work, admissions liaisons, programming, mentor associated student organizations, mentor individual or informal groups of students, instrument or equipment maintenance, student testing or juries at all levels, student awards, advising on or supervising internships, advising independent research projects, and any other projects that further the community and academic experience of the department.

b. University Service. Service within the University is distributed across faculty committees and other engagements that advance curricular and co-curricular experiences for students. Faculty without a leave in a given academic year are expected to fulfill University service obligations. Faculty members engaging in the following activities will fulfill their University service through one of these activities: Faculty Personnel Policy and Review Committee, Curricular Policy and Planning Committee, Faculty Priorities and Governance Committee, University Strategic Planning

Committee, Student Academic Life Committee, Faculty Development Committee, Institutional Review Board (IRB), and other single committee work that the Review Committee assesses to fulfill University service. Faculty members not serving on one of those committees will instead fulfill their University service through any combination of two or more of the following activities: all other faculty committees, interdisciplinary program committees, Q, W, S competency committees, Honors and Fellows program steering committees and mentoring of student work in these programs, DePauw Dialogue planning committee, any ad hoc committee, participation in community outreach programs affiliated with the university; and similar activities that show a commitment to the good of the university.

c. Professional Service. Beyond scholarly activities directly related to participation in learned societies, a candidate could fulfill their professional service by participation in professional societies, journals, institutes, governmental agencies, and the like. This might include organizing conference sessions, being a juror at competitions, visiting schools for accreditation reviews, holding office in professional societies or foundations, and similar service activities which are related to the individual's fields as either a scholar or teacher.

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

1. Departmental Service. Evidence might include effective participation in departmental governance, including committee assignments; effective advising of majors and minors; participation in curriculum and course development; resource acquisition, laboratory supervision, maintenance of office and lab equipment or musical instruments; and similar activities.
2. University Service. Evidence might include effective participation in university governance, including committee assignments; effective advising of first year students and/or student organizations related to academic life; effective work in developing interdisciplinary or general education programs; administrative assignments and appointments; participation in community outreach programs affiliated with the university; and similar activities that show a commitment to the good of the university.
3. Professional Service. Beyond scholarly activities directly related to participation in learned societies, a candidate could supply evidence of service to professional societies, journals, institutes, governmental agencies, and the like. Evidence might include chairing conference sessions, being a juror at competitions, visiting schools for accreditation reviews, holding office in professional societies or foundations, and similar service activities which are related to the individual's fields as either a scholar or teacher.

**The current handbook language is in Appendix A.**

**Geoff Klinger** - Reservations about the motion, coercive nature of the proposal with language such as "must" include, the faculty is giving the administration one more way to club us into submission if we do not do these service activities. Department service: department meetings are required attendance, but attendance at faculty meetings are not required. This is a process to circumvent tenure process, opportunity to fire tenured members for not following the guidelines. Review committee or grievance committee should be prepared for the grievances that still could come.

**Meryl Altman** - Exhausted debated this last year and the motion passed the faculty. What we are considering now is the motion of where in the handbook does this go.

**Rob West** – The notion of coercion had not come up in previous discussions.

**Bridget Gourley** - Handbook used to require attendance at faculty meetings, but I am not for sure it is relevant at this time.

**Jeannie Pope**-Department meetings and faculty meetings are in appendix A. Attendance at faculty meetings and department meetings is already there.

**Kelly Halle** - FYS advising and all advising are gone out of criteria for service. FYS advising doesn't count for anything.

**Lydia Marshall** - Concern about the variety of activities it is now covered under similar activities that show a commitment to the good of the University, encompasses this.

**Rob West** - Advising is in most everyone's Appendix B.

**Kelly Hall** - Appendix B is not visible to the public and our higher education colleagues need to know that advising matters at DePauw University.

**Nahyan Fancy** - Faculty meetings are not required under the handbook, it says all faculty members "may" attend. Are other aspects about inequities going to be addressed? Pre -2005 and professional competence will that still be valid?

**Rob West** - That cycles out, one set of criteria across the board.

**Dave Berque** - Once retirements take place there is going to be a category that is no longer relevant.

**Rob West** - Provision for split review depending on where you fall in review. The committee will continue to look at inequities.

#### **Motion Approved.**

**Pam Propsom** - How often have lesser sanctions been levied in the last five years?

**Dave Berque** - Does not know about last five years, but VPAA reports to the Review Committee about lesser sanctions at the start of each year, and there was one case last year.

**Jeanne Pope** - Detailed job descriptions include the paragraph about service, then she read it. Faculty might think about ways to further acknowledge the service they do.

**Chair Brooks** - Many colleagues especially those from SOM cannot attend at 4pm, and previously we held faculty meetings at the 7pm time while the School of Nursing was still here.

## **6. Curricular Policy and Planning (Tim Good)**

**A. Motion to be voted on:** The faculty approves a Minor in Musical Theatre. See Appendix B.

**Tim Good** - Special thanks to Caroline Jetton and Steven Linville for their work in putting this together.

#### **Motion Approved.**

**B. Advance notice of a motion to be voted on at the April 2020 faculty meeting:** The Curriculum Committee The faculty approve changes to the Actuarial Science major requirements. See Appendix C.

#### **Announcements:**

##### General Education discussions.

An open meeting was on Thursday, February 13 from 4-530 in the Julian Auditorium, with about 12 people in attendance.

Materials of deliberations and research generated by and through the Curriculum Committee will soon be posted to the Faculty Governance Moodle page. Faculty members are encouraged to look through these materials, which include departmental answers to "What does a liberally educated person need to know?" and

the essay “Avoiding the Potholes: Strategies for Reforming General Education” by Jerry G. Gaff, which has informed several recent decisions by the committee.

Curriculum is moving forward in proposing a 2-year working group on General Education. Details will be shared as soon as they are ironed out.

### Assessment of University Learning Goals

The initial set of Learning Goals for DePauw University has been established by the Curriculum Committee for the purposes of assessment. The committee is in the process of responding to departments and programs for the purpose of aligning department/program Learning Goals with University Learning Goals.

Please direct any questions regarding timing and details of the overall assessment process to Dean of Academic Programs, Assessment, and Policies Scott Spiegelberg.

**Learning Goal:** A statement describing a broad outcome that is desired. It should be far-reaching, and describe the best situation that could be hoped for. There is no specific number of goals a course, program or institution can have, but they should be distinct.

**Student Outcomes:** Statements derived from a goal that identify specific skills, knowledge, or behaviors that will manifest when the goal is achieved. Each objective/outcome should include the expected magnitude of skill/knowledge/behavior, and the expected time period for development of the skill/knowledge/behavior.

**Performance indicators:** Concrete measurable evidence that indicate achievement of the objective/outcome. Each objective/outcome should have 2-3 performance indicators that support the intended outcome and describe what the student should know, do or think.

Task for Committee on Curricular Policy and Planning, from Dean Speigelberg, 22 October 2019: “Curriculum should decide what are the **learning goals** for the university. All of the departments' and programs' learning goals should align with the university's learning goals (not equal to, but not contradicting and cooperating in some way), and should also be understandably descriptive to people outside of the department or program.”

Departments should receive feedback about their Learning Goals by spring break, or very soon thereafter.

The current task for Curriculum is to concentrate on LEARNING GOALS.

Learning Goals for DePauw University as of 22 February 2020, drafted by the Committee on Curricular Policy and Planning:

“The College is the Splendor and Light of the Common Good”  
Decus Lumenque Reipublicae Collegium

The primary intellectual aims of the University are **to seek truth** and **to educate minds**.  
Students who graduate from DePauw will:

- 1. Love learning**  
and exude a commitment to continued learning throughout their lives.
- 2. Appreciate varied disciplinary and interdisciplinary methods**



for acquiring knowledge and demonstrate the ability to synthesize knowledge from multiple disciplines.

3. **Understand and value artistic, cultural, and scientific achievements**  
and the limits of those achievements, past and present.
4. **Understand and appreciate cultures, languages and groups**  
different than their own and regularly reflect on domestic and global issues of power, privilege and diversity.
5. **Identify and solve well-defined and ill-defined problems**  
both collaboratively and individually, and apply these skills to problems facing humanity.
6. **Demonstrate competency with varied forms of data analysis**  
including organizing, interpreting, and drawing conclusions from quantitative and qualitative information.
7. **Demonstrate knowledge of technology and its implications in society**  
and be able to design and/or use technology for creative activities or innovative solutions to problems.
8. **Develop capacities for clear, thorough, and independent thought**  
that demonstrates the ability to analyze arguments on the basis of evidence and to understand the value and limitations of multiple types of evidence.
9. **Clearly express their ideas and the ideas of others**  
to varied audiences, both in writing and orally.
10. **Engage in serious reflection**  
on the moral and ethical aspects of situations and cultivate a commitment to act in the world for good.
11. **Embrace healthy and sustainable living**  
through self-reflection and commitment to cultivating positive relationships with others, and both the global and local environment.
12. **Attain a deep understanding of a subject area**  
to appreciate the value of depth of knowledge and to serve as a foundation for future learning.

#### RAS Process Update

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

RAS will be considering eight proposals this spring:

- Economics - Accounting
- English - Writing Program Director
- Geosciences

- Kinesiology
- Mathematics
- Physics
- Psychology and Neuroscience
- Sociology

## 7. Faculty Priorities and Governance (David Alvarez)

### Written Announcements:

A. The Governance Committee continued its work with the VPAA on a proposal to identify and share reports that are relevant to the charge of faculty governance committees. Faculty representatives on the Presidential Search Committee updated the committee on the search process. We invited the chairs of core and university-wide faculty governance committees to join a "Welcome Retreat" for DePauw's next president. We also met with the Dean of Academic Planning about a request from the Student Academic Life Committee to create two ad hoc committees in support of the "Common Read" program. The January Board of Trustees meeting was discussed. We continued our efforts to improve communication lines between faculty governance committees and between these committees and the faculty, especially in relation to the DEC's comprehensive ["Inclusion Plan."](#) The committee requested reports from the Hartman Center for Civic Engagement and Nature Park Committees. We began considering requests to reduce the number of faculty governance committee positions and/or to change the qualifications for serving on faculty governance committees. We have started to discuss ways to strengthen the capacity of the Center for Diversity and Inclusion to support faculty pedagogies and research efforts related to PPD. And we agreed to select a faculty member to serve on the search committee for the Director of the Center for Diversity and Inclusion.

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

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

**Jackie Roberts** - Find out percent of tenure and tenure track members that have departed based on gender, information on exit interviews, and the number of people who took the buy out based on gender, and the number in the five year. Also who was restructured in terms of staff based on gender as well.

**Dave Berque** – I will be answering some of these questions in my report.

**David Alvarez** - Call for nominations to serve on search committee for the Director of the Center for Diversity and Inclusion

The membership of the search committee is as follows:

- Director of Housing & Res Life (Kevin Hamilton)
- Staff member from Admissions (Richie Cain)
- Students appointed by DSG (3 students)
- DEC faculty member (Sarah Lee)
- Interim Assistant Director of International Student Services (Yoanna Sayili)
- VP for Diversity and Inclusion (Amanda Kim)
- faculty member appointed by Governance Committee (TBD)

### **9. Student Academic Life (Naima Shifa)**

**Written Announcements:** The Student Academic Life (SAL) Committee determined the function and the membership of two Ad Hoc subcommittees after the approval from the Governance Committee: The Common Read Preparing Committee 2020 and the Common Read Committee for incoming class 2021-2022.

The SAL Committee also invites faculty members to serve these subcommittees.

Julia Sutherlin from the Student Academic Life updated the committee about the previous and current programs on tobacco cessation.

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

**Written Announcement:**

FDC has been working on plans to provide funding for teams of 3-5 faculty to work on mini-projects focused on inclusive pedagogy during the fall 2020 semester. We're in the process of working out the details and expect to provide additional information later in the semester.

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

**Announcement:** SPC met twice since the last Faculty Meeting. In a meeting with Bobby Andrews and Amanda Ryan we discussed ways faculty could contribute to Admissions effort. These options were shared by VPAA in a message to all faculty on 2/17. SPC has also been discussing Handbook language related to membership and charge and role of committee in presidential transition.

**Francesca Seaman** - Forwarded to HR the questions concerning health care expenses and Jana Grimes is working on it. We are promised results by the end of April.

### **13. Honorary Degrees and University Occasions (Debby Geis)**

**Announcement:**

The Honorary Degrees and University Occasions committee (Deborah Geis [chair], Brooke Cox, Mike Seaman, and two student representatives, requests your nominations for Honorary Degree recipients at the May 2021 Commencement.

Please submit to us, by emailing the committee chair or one or all of us, the names of candidates, accompanied by short biographical sketches and the reasons for believing that the candidate would value an honorary degree from DePauw.

Nomination materials need not be extensive but should indicate the extraordinary nature of the candidate's life and contribution. If you are submitting a nomination on behalf of a department or campus group, please include the names of all individuals who support the nomination from the department or group. We especially encourage nominations of candidates who have ties to the state of Indiana or DePauw through birth, residence, education, service, or notable achievement. Please also note that a candidate must be present at commencement in order to receive the degree, so we appreciate nominations of candidates for whom there is a reasonable chance that they would accept the invitation.

Candidates nominated last year but not selected for an honorary degree may be nominated again.

We need to receive your nominations by **Sunday, March 15th, 2020 at 5:00 p.m.** At the April faculty meeting, the committee will present the slate of candidates for faculty approval (via voting booth) and then will present the faculty's slate of candidates to the Board of Trustees' Nominations and Trusteeship Committee in early May at the Spring Board Meeting for their approval.

**Debby Geis** - Would like to have all nominations by March 15th before spring break.

### **14. Communications from the President (Mark McCoy) - President McCoy unable to attend**

### **15. Communications from the Vice President for Academic Affairs (Dave Berque)**

As always, I want to thank you all for everything you are doing for DePauw. I especially appreciate those of you who assisted with our Honor and Fellows & Rector Scholars recruiting yesterday. Your work in supporting our admission efforts is greatly appreciated. Near the end of my remarks I will cede time to Bobby Andrews for an update on that front.

As a reminder, I presented four reports at the February Faculty meeting:

- DePauw Faculty Demographic Trends since 2005-06
- DePauw Faculty Demographic Comparison to GLCA Schools
- DePauw Faculty Salary Scale for 2019-20
- DePauw Faculty Salary Comparison to GLCA Schools as reported to the American Association of University Professors

As promised, all four of these reports have been shared with the Chair of the Faculty to be posted on the Faculty Governance Moodle site.

At the February faculty meeting I was given several homework assignments and I would like to start my time today by sharing my progress in gathering the information you requested.

Nahyan Fancy asked me to clarify exactly what is and is not included in the salary data that is reported to the AAUP. We follow rules put forward by the AAUP when reporting salary. Administrative stipends (for example, for serving as a chair or a dean or a faculty development coordinator) are not included. Nahyan was correct, in suggesting that faculty fellowships and endowed chairs are included in what we report. This has been clarified in the version of the document that will be posted to Moodle.

Jackie Roberts asked for some additional data about faculty demographics including the number of faculty who are taking the Voluntary Retirement Incentive Program broken down by and the number who were eligible broken down by gender.

Eligible females: 46

Eligible males: 81

Females who took the Voluntary Retirement Incentive Program: 13 (28.3%)

Males who took the Voluntary Retirement Incentive Program: 23 (28.4%)

Jackie also asked for the number of females and males with phased retirement agreements of up to five years:

Number of females: 4

Number of males: 8

Additionally, Jackie asked for information about tenured or tenure track faculty who have left DePauw in the last 24 months broken down by gender:

Number of female resignations during 2017-18 through present: 7

Number of male resignations during 2017-18 through present: 1

Number of females on (or to be on) leave that may lead to resignation: 2

Number of males on (or to be on) leave that may lead to resignation: 1

Finally, I want to respond to a question that Rich Cameron posed at the February meeting. As indicated in the minutes, Rich recalled from a slide deck presented last year a promise to fund all new construction at 125% before construction begins. Rich asked for clarification about why that is not being applied to the current Library and Residence Hall projects. After discussion with Bob Leonard, I confirm what Bob stated at the February Faculty meeting, and as reported in the minutes. Specifically, we acknowledge that the slide that Rich recalls may not have not been well-prepared. However, the statement on the slide was intended to apply to the constructions of new footprints (as opposed to renovations or replacements) because new footprints add new overhead associated with the need for, heating and cooling, renewal, upkeep, facilities staffing, etc.

**Additional requests:**

There were also two requests made at the last faculty meeting that I have not finished following up on yet.

The first was a request for comparison of DePauw faculty salary combined with benefits with other GLCA schools and the second was a request for a comparison of DePauw compensation compared to other peer institutions. I will work on both of these reports for the April faculty meeting. In the meantime, I hope you can give me partial credit for what I did provide.

Before closing, I would like to provide brief updates on three final topics: Faculty Searches, the COVID-19 Virus, and the Sanger Leadership Initiatives.

**FACULTY SEARCHES.** I am pleased to report that we are making good progress on our faculty searches for positions to start during fall 2020. Out of eight tenure track searches, four are complete and an offer is out for a fifth. The remaining three searches are making good progress as are most of the seventeen full-time term searches we are conducting.

**COVID-19.** Like other schools, we are taking steps related to the COVID-19 Virus. Our CIMT (Campus Incident Management Team) has been actively engaged as has our International Risk Assessment Committee. It is especially important to consider these issues as we head into spring break, which we know brings increased travel by our students, faculty and staff. In all our work, we are guided by recommendations from the World Health Organization and the Center for Disease Control in this work and you should expect to receive two updates in the next few days. I also want to remind you that the Global Health Program and CityLab are co-sponsoring a presentation about the virus one week from today, in this room, over the lunch hour.

**Sanger Leadership Initiative.** A draft consultant report related to the Sanger Leadership Initiative have been provided to the Chair of the Faculty to be posted on the Faculty Governance web site. We will be discussing the draft consultant report with Centers Leaders, the SPC, and through open meetings. You may also send me feedback about the report as it is very much a draft.

I am happy to take any questions and then will cede time to Bobby Andrews to speak about Admissions.

**Dave Berque** - Additional information from Jana Grimes, concerning staff reorganization. 482 staff full/part-time, 277 females, 205 males. The restructuring cut 56 staff members, 37 females and 19 males.

**Rich Cameron** - Thank you for answering question from last time. Unsatisfying result, that the language did not include the fine print that is now being added. Disappointing that the president for two months has not been present. Financial protection of these new capital projects has not been provided.

**Dave Berque** - Library project and residence project on not funded through loans but through the endowment. Invite Rich, and Bob Leonard to a lunch to discuss this matter.

**Chair Brooks** - would like to see a summary from that lunch at a different date.

**Geoff Klinger** - Appreciates the transparency that VPAA brings. Question about a memo that was sent in the fall about courses, and time banks. Language from handbook that this is a department decision and not a chair authority. This memo changes chair's power structure. Are there plans to bring this to the floor to change handbook so that it aligns with what we need?

**Dave Berque** - Memo is from him, faculty members teaching assignments are set by the chair. There is some contradictory language, review committee can discuss. Equity issues at DePauw have to do with some departments and programs in making sure that everyone has an equitable teaching for time banks and courses. We need to make sure we are offering what are students need and distributing these throughout the day. We've had guidelines from the registrar on guidelines that we should follow, and chairs feel like they have been walked on when they try and follow that. VPAA will support chairs in doing this.

**Francesca Seaman** - Equity question, in conversation with the chair language. Leave some flexibility or the junior faculty or part-time faculty or women or non-tenure track will be walked over.

**Dave Berque** - Great variety in how departments and programs put this together. English has a very elaborate system and was put forth as a model but that won't work with everyone. Will consult with review committee and come back.

**David Alvarez** - Seeing very few faculty members in the Sanger report. If in the future iteration of this document, more opportunity for faculty to be involved.

**Dave Berque** - Less faculty were involved, still be on agenda for the Strategic Planning Committee, report can be better with faculty and open meetings.

**Glen Kuecker** - three points. Sanger - faculty member who had students that received the Sanger last summer and was unaware that this was in process, perhaps transparency question is in play, what changed when it came back around again, we said no thank you the first pass, and now the door is open again? Why has our approach changed, is that part of this process? Need for having some type of conversation with the faculty with what does it mean to be a faculty member at DePauw. Felt that we desperately need that and have needed it for a while. The financial markets had a 10% correction, but DOW is up today. Perhaps the freefall has stopped. Indicators suggest that global forces are indicating a recession landscape. How well prepared are we institutionally for facing a significant adjustment to the financial landscape?

**Dave Berque** - Would like to participate in conversations about what it is to be a faculty member at DePauw today. Advising, leadership, and other questions that have been raised. As for the Sanger Gift - was not aware of an earlier leadership on this. Sanger Report - was worked on last year with a consultant. It got put on hold with president transition. We are trying to wake that up again and maybe have time for faculty input.

**Dave Berque** - Bob Leonard and Zach Whitesel are coming to Strategic Planning Committee in April to talk about budgets and healthcare discussions.

**Bob Leonard** - Concerning market volatility, we use the measure of 12 quarter average to determine endowment draw which gives a cushion for fluctuations, spent a long time working on maximizing liquidity with We have a lot of factors that make financial planning hard, markets, enrollment. We will meet with SPC on April 7 to have discussions around that and planning for May Board meeting. Complicated process we are operating in real time and by May board meeting we should have enrollment numbers.

**Glen Kuecker** - Thank you for response. Will the faculty get a presentation of these numbers?

**Bob Leonard** - SPC then go to cabinet, the May board meeting, and then have a board report out with numbers etc.

**Chair Brooks** - Have faculty open meetings in March in April that do not have anything scheduled. They could be used for discussions on what it means to be a faculty member at a residential liberal arts college and specifically what it means at DePauw.

**Bobby Andrews** - Thank you for help through this past weekend. See email from SPC on ways you can get engaged in admission. We've had good success on all our markers. Looking back at 2018 or 2017 we are looking at them for markers in health. We are at a 10 year high in numbers. We have maintained the quality of standards that we have had for past we are at 143 paid deposits 111 last year at this time. We had over 170 students on campus yesterday, only had a handful of students talking about major money problems. In a good position now where our numbers are so strong. Already thinking about next year, looking for ideas in the fall, let's plan for that now. Work with high schools or organizations and programs. Had some events off campus this weekend as well. Thank you for all of the help that you have given us so far.

## **16. Old Business**

### **Chair - Searching for new Chair of Faculty**

## **17. New Business** - none

## **18. Announcements**

### **A. Dean of the Faculty (Bridget Gourley)**

#### **Announcements**

If you want to help Admissions, please check with your department colleagues about covering the Discover DePauw Preview Day Saturday March 14 during brunch 12:15-1 pm at Hoover.

I plan take my agenda items out of order relative to the printed agenda both to keep you awake and to keep related ideas together. Also, based on work that has moved forward since the agenda deadline I will comment on one other matter. It is the time of year where we begin to think about celebrating and recognizing the many accomplishments of our faculty. In that regard let me start with:

- ***Celebrating the Careers of our Retiring Colleagues, Save the Dates***

A number of our colleagues are retiring at the end of the Academic Year. To celebrate their many contributions, both to DePauw and to their disciplines, we will host events on several Fridays near the end of the term. We ask that you reserve 4-6 pm on the following Fridays:

- April 3
- April 10
- April 17
- May 1

We will honor several of our colleagues each week with refreshments and tributes in the tradition of the single event we have typically had at the end of the year. I will be reaching out to department chairs and retirees regarding scheduling. Once arrangements are in place, additional details will follow.

***In addition, please hold Friday May 8th from 4-6 pm*** for an end of year gathering that will include recognition of faculty award recipients.

- ***Call for nominations for the Methodist Exemplary Teaching Award***

Nominations of colleagues who demonstrate the criteria of the award -- "excellence in teaching; civility and concern for students and colleagues; commitment to value-centered education; and service to students, the institution, and the community" are due on Monday March 30, 2020. Nominations should be 1-2 pages in length.

**Please watch your email for reminders about these and other calls for nominations.**

- ***Update regarding Department/Program mid-year Diversity and Inclusion Reports and feedback***

I want to start my remarks with some high-level feedback regarding the DEC mid-year reports departments and programs were asked to submit at the end of fall term. First, please know VPAA Berque and have read the reports and are in the process of working with our Chief Diversity Officer Amanda Kim to provide individual feedback to departments.

First a comment about process, we are reviewing two details. We are quite sensitive to the feedback we received about the timing of the request and are considering what might be better timing moving forward. If you have any input you would like us to consider in that regard please email me with your thoughts I will share them with VPAA Berque, Chief Diversity Officer Amanda Kim, and our Diversity and Equity Committee (or DEC). Included in thinking about timing, we are considering whether we could achieve our goals with annual rather than semi-annual reporting and welcome your input about how often as well.

The three overarching themes that have emerged from the reports are need for departmental demographic data, needs regarding on-going programming, and in some cases concerns that with the current level of staffing it is difficult to achieve departmental and programmatic vision regarding diversity and inclusion. Again, Dave, Amanda and I will provide individual feedback to departments.

As was noted in the template, DEC will also receive the collective set of these reports.

- ***More about FDC's announcement of new initiatives for AY20-21***

I have saved this announcement to follow the update about DEC reports from departments and programs because it dovetails so nicely. Expanding a little bit on the FDC written announcement. FDC has been discussing our current and recent faculty development programming. In addition, FDC has been engaging in conversations with, how based on the role of the committee, we further support faculty as they work on inclusive practices and support diverse learners. This has included had a meeting where our CDO Amanda Kim joined us for a very open and wide-ranging conversations. Out of this work, FDC is developing a new initiative that morphs together previously successful faculty development models to create a new initiative focusing on growth regarding inclusive pedagogy. allowing teams of 3-5 colleagues to identify what would most benefit them as a group to write brief proposals

### **Other Comments**

Thank you for all you continue to do, with students and in support of each other. After drawing your attention to the other deadline and reminders on the agenda, I am happy to answer any questions you may have now or any time.

### **Spring funding deadlines**

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

### **Reminders**

- 'coffee with the dean' Tuesdays and Fridays 10:30-11:30 am in Wallace Stewart
- 'grants fireside chats' Tuesdays 10:30-11:30 am in Wallace Stewart

### **B. Announcement concerning DePauw Dialogue AY20-21 (Christian Rodriguez Hernandez and Amanda Kim)**



**Christian Rodriguez Hernandez** - The DePauw Dialogue planning committee is starting up again and we are currently in the process of recruiting students, staff, and faculty to serve on the committee. We are working to put together a motion on changing the date for the DePauw Dialogue from fall to spring and welcome feedback via email to Amanda Kim. Being that next year's DePauw Dialogue is scheduled to be the final iteration from the originally agreed upon five-year commitment by the faculty to discontinue classes from meeting on Wednesday September 23 of every fall semester, we believe that the day needs to be pushed from September to March or April. The specific date of the DePauw Dialogue will be determined with appropriate consultation with various faculty committees.

Moving the date to the Spring semester will allow the committee to plan with more time and allow Amanda Kim to better acclimate herself to the history of DePauw Dialogue. And even more importantly, it will allow the incoming DePauw University President to help shape the event.

It will let the committee create a more formal structure to the day and provide time to create a continual dialogue series as opposed to focusing on one day of dialogue.

Finally, moving DePauw dialogue to the Spring will give first year students time to understand the purpose of the day and be better equipped to engage with the programming surrounding the Dialogue

The goal of this committee is to solicit feedback from campus and devise a series of programming that works around the big day. I encourage anyone who has feedback or questions to direct those to Amanda Kim our VP of Diversity and Inclusion.

### **C. Course and Calendar Oversight Committee:**

1. Announcements of change of title and/or course description

#### **COMM 337, Global Media: change of title (was International Media) and description**

This course explores global flows of media texts, industries, and reception practices as elements of complex transnational structures. The course may focus on one or more of a wide array of media forms, including print, radio, podcasting, popular music, television, film, and social media.

#### **GFS 303, Queer Francophone Identities: change of title (was Spreading the Love?: LGBTQI+ Expression in the Francophone World)**

2. Announcements of approval of distribution area designations:

**LACS 100 (Fall 2020, Ryan Bean), Introduction to Latin American and Caribbean Studies, add one-time SS**  
**COMM 237 (Fall 2020, Seth Friedman), Film and Culture, add one-time PPD but remove catalog-level designation**

**UNIV 183IB (Winter 2020), Language & Culture along the Camino de Santiago, Spain: add GL<sup>L</sup><sub>SEP</sub>**

### **19. Adjournment Meeting adjourned at 5:40 pm.**

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

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

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

[Decisions on Faculty Status \(prior to 2004-05\)](#). See [Article V.C.: Criteria for Decisions on Faculty Status \(prior to 2004-05\)](#).

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

Decisions should express judgments about a candidate's merit using the principles of equity, which considers each individual faculty member in terms of his or her unique talents, abilities, and accomplishments in relation to the criteria for personnel decisions, and quality. A large amount of activity per se does not necessarily contribute to a superior academic environment. Criteria for possible dismissal ([Article VI.B.](#) below) are also applicable to decisions on faculty status.

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

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

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

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

#### 1. — Teaching

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

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

##### a) — Professional Competence

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

##### b) — Content and rigor

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

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

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

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

## 2. — Scholarly and Artistic Work

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

Candidates are required to show:

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

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

1) — Intellectual liveliness outside the university.

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

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

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

## 3. — Service

Service to a department, program or school, to the University, and to the discipline is valued for its contributions to the governance, continuity, and well-being of all three. The three areas of service are defined below. More activity in category (c) can supplement activity in categories (a) and (b), but not to the exclusion of departmental and university service.

a.— Departmental Service. All members of a department or program, during semesters in which they teach, must engage in the following service contributions: attend departmental meetings, work on curricular development, participate in advising, engage in course observations and other mentoring of junior colleagues, represent the department as needed, manage commercial cards and budget processes as needed and serve on personnel committees and search committees following membership rules specified in Article IV. A. 5 in the By-Laws and Standing Rules of the Faculty section of the Academic Handbook. The following service contributions are to be distributed among departmental or program members in accordance with a distribution agreed upon by the department or program: subcommittee work, admissions liaisons, programming, mentor associated student organizations, mentor individual or informal groups of students, instrument or equipment maintenance, student testing or juries at all levels, student awards, advising on or supervising internships, advising independent research projects, and any other projects that further the community and academic experience of the department.

b.— University Service. Service within the University is distributed across faculty committees and other engagements that advance curricular and co-curricular experiences for students. Faculty without a leave in a given academic year are expected to fulfill University service obligations. Faculty members engaging in the following activities will fulfill their University service through one of these activities: Faculty Personnel Policy and Review Committee, Curricular Policy and Planning Committee, Faculty Priorities and Governance Committee, University Strategic Planning Committee, Student Academic Life Committee, Faculty Development Committee, Institutional Review Board (IRB), and other single committee work that the Review Committee assesses to fulfill University service. Faculty members not serving on one of those committees will instead fulfill their University service through any combination of two or more of the following activities: all other faculty committees, interdisciplinary program committees, Q, W, S competency committees, Honors and Fellows program steering committees and mentoring of student work in these programs, DePauw Dialogue planning committee, any ad hoc committee, participation in community outreach programs affiliated with the university; and similar activities that show a commitment to the good of the university.

c.— Professional Service. Beyond scholarly activities directly related to participation in learned societies, a candidate could supply evidence of service to professional societies, journals, institutes, governmental agencies, and the like. Evidence might include organizing conference sessions, being a juror at competitions, visiting schools for accreditation reviews, holding office in professional societies or foundations, and similar service activities which are related to the individual's fields as either a scholar or teacher.

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

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

##### **A. — Faculty members hired to begin teaching from 2004-05**

Decisions should express judgments about a candidate's merit using the principles of equity, which considers each individual faculty member in terms of his or her unique talents, abilities, and accomplishments in relation to the criteria for personnel decisions, and quality. A large amount of activity *per se* does not necessarily contribute to a superior academic environment. Criteria for possible dismissal ([Article VI.B.](#) below) are also applicable to decisions on faculty status.

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

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

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

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

## 1. — Teaching

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

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

### a) — Professional Competence

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

### b) — Content and rigor

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

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

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

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

## 2. — Scholarly and Artistic Work

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

Candidates are required to show:

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

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

1) — Intellectual liveliness outside the university.

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

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

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

3. — Service

Adequate service to both the department (or school) and the university is necessary for positive personnel decisions. In establishing a record that goes beyond adequate service the candidate is free to provide further evidence of service to the department (or school) or to the university or to provide evidence for service to the profession. The three areas of service are defined below. More activity in category c can compensate for less activity in categories a and b, but not to the exclusion of departmental and university service.

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

b. — University Service. Evidence might include effective participation in university governance, including committee assignments; effective advising of first year students and/or student organizations related to academic life; effective work in developing interdisciplinary or general education programs; administrative assignments and appointments; participation in community outreach programs affiliated with the university; and similar activities that show a commitment to the good of the university.

Professional Service. Beyond scholarly activities directly related to participation in learned societies, a candidate could supply evidence of service to professional societies, journals, institutes, governmental agencies, and the like. Evidence might include chairing conference sessions, being a juror at competitions,

visiting schools for accreditation reviews, holding office in professional societies or foundations, and similar service activities which are related to the individual's fields as either a scholar or teacher.

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

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

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

Decisions should express judgments about a candidate's merit using the principle of equity, which considers each individual faculty member in terms of his or her unique talents, abilities, and accomplishments in relation to the criteria for personnel decisions, and quality. A large amount of activity per se does not necessarily contribute to a superior academic environment. Criteria for possible dismissal ([Article VI.B.](#) below) are also applicable to decisions on faculty status.

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

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

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

1. — Teaching

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

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

a. — Content and rigor

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

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

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

c. — Effectiveness: evidence to be drawn from student opinion surveys, peer observations, annual reports, etc.; evidence should demonstrate that the candidate has been successful in implementing her or his teaching

methods, has treated students with professional fairness and integrity, and has established relations with students that are conducive to the learning process.

## 2. Professional Growth

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

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

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

### b. Intellectual liveliness

#### 1) Intellectual liveliness outside the university:

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

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

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

## 3. Service

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

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

b. University Service. Evidence might include effective participation in university governance, including committee assignments; effective advising of first year students and/or student organizations related to the academic life; effective work in developing interdisciplinary or general education programs; administrative assignments and appointments; and similar activities that show a commitment to the good of the university.

Professional Service. Beyond scholarly activities directly related to participation in learned societies, a candidate could supply evidence of service to professional societies, journals, institutes, governmental agencies, and the like. Evidence might include chairing conference sessions, being a juror at competitions,



visiting schools for accreditation reviews, holding office in professional societies or foundations, and similar service activities which are related to the individual's fields as either a scholar or teacher.

1. Librarians serving as renewable term faculty

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

- a. reference services for the university community;
- b. development of library collections and information resources;
- c. provision of bibliographic organization and control over library collections;
- d. instruction in the use of information resources and services including workshops, library and information instruction sessions, and research consultations;

**Appendix B. Materials related to Musical Theatre Minor (begins on next page)**

**Minor in Musical Theatre – For Theatre Majors**

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

**Minor in Musical Theatre – For School of Music Voice Majors**

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

**Minor in Musical Theatre – For School of Music Instrumental Majors**

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

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

**Minor in Musical Theatre – For All Other Majors**

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

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

Chair Approval:

Chair(s) Name	Signature	Date

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

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

VPAA	Printed Name	Date
<p>Comments:</p> <p style="text-align: center;"><b>The VPAA is pleased to support this proposal and has no concerns related to staffing or resources.</b></p>		

Faculty Approval:

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

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

Dave Berque	confirmed support via e-mail	
VPAA Name	VPAA Signature	Date

## Appendix C. Proposed Changes in Actuarial Science Major Requirements

### Introduction

DePauw's Actuarial Program was approved by the Society of Actuaries (SOA) in spring 2015 to be listed as a UCAP (Universities and Colleagues with Actuarial Programs) school. The SOA Board in June 2016 approved significant changes to the Associate of the SOA (ASA) curriculum. The changes in the new curriculum were effective in July 2018. To continue to meet the requirements for the UCAP list and provide best-in-class education to our actuarial students to remain competitive as future actuaries, we propose the following changes to the actuarial science major requirements.

1. Add the new course Math 494 (Actuarial Science and Financial Math Case Studies, approved by Course and Calendar Committee in Feb.2020) course as a second option for the actuarial science students' senior requirement and capstone experience.
2. Add three existing 300-level statistics classes (Math 341 Statistics Model Analysis, Math 348 Introduction to Statistical Computing, and Econ 385 Regression and Simulation for Economics and Management) to the electives courses

## **Rationale**

The capstone experience is crucial to the Actuarial Science Program; it serves as the pinnacle course to the program. The new course Math 494, different from Math 495 (Math Senior Seminar), is project-based to provide students with the opportunity to demonstrate their skills and knowledge in a hands-on way that mirrors the work they will do in the workplace. Students participating in this senior capstone course are exposed to case studies in Actuarial Science and Financial Mathematics. Students will work in groups to complete various projects such as mortality and lapse studies in insurance and use public data in the Society of Actuaries, Casualty Actuarial Society, and other resources to model and price financial derivatives. Students will apply techniques from courses to real-world data using data analytic methods and tools to complete research.

In Math 494, students will gain experience in the practical application of their coursework as final preparation for entering the workforce. Besides opening students' minds to new possibilities, capstone projects also encourage students to think critically, solve challenging problems, and develop their skills in areas such as research, oral communication, and public speaking. The new course supports the DePauw Gold Commitment. Students are encouraged to connect their projects to community issues or problems and to integrate outside-of-school learning experiences. They will gain integrated experiences in applied skill development, civic engagement, and career development. This rewarding and valuable experiences will stimulate students' education and empower their creativity, especially for those without actuarial internship experience before graduation.

Math 494 is offered every other year. Students can take Math 495 to fulfill the senior requirement and capstone experience if Math 494 is not available in that year. Or students can do an independent study.

### **Learning Goals:**

#### 1) Professional Development

- Students will develop a knowledge of fundamental mathematical tools for quantitatively assessing risk. Emphasize the applications of these tools to problems encountered in actuarial science and financial math.
- Students will exhibit an understanding of additional considerations in practical applications of actuarial and financial theories, such as assumption setting, Actuarial Standards of Practice, the professional code of conduct, and effective communication.

#### 2) Writing:

- Students will develop the ability to communicate the results of quantitative analysis effectively in writing.
- Students will have an understanding of the standard project report structure and demonstrate the ability to write a project report including Title and executive summary, Introduction, Sources and structure of the data, Model selection and interpretation Summary and Conclusion, References and Appendices.

#### 3) Research

- Students will be able to use standard research databases to identify research relevant to the topics in actuarial science and financial math.
- Students will be able to construct research topics in the field of actuarial science and financial math.

#### 4) Speaking

- Students will be able to communicate their research problem, hypothesis, research process, and findings in clear terms understandable to a general audience.
- Students will be able to explain the relevance of their topic and findings to professional mathematicians.

The **prerequisites** of Math 494 are

(1) Two core actuarial science courses (Math 331 Theory of Compound Interest and Math 441 Probability)

(2) **One upper-level statistics course** offered in the Math Department (Math 341 Statistics Model Analysis, Math 348 Introduction to Statistical Computing) or Econ department (Econ 385 Regression and Simulation for Economics and Management, Econ 450 Econometrics).

Actuarial science uses the mathematics of probability and statistics to define, analyze and solve the financial problems of uncertain future problems. Predictive analysis and Big data have more and more come into play in the actuarial science field and they all require a better understanding of the statistical analysis. The upper-level statistics courses will better prepare our students for their future studies and career. Econ 450 was in the list of electives courses when we started to offer an Actuarial Science major in fall 2013. Math 341, Math 348 and Econ 385 were available after that. We propose to add these three “new” statistics classes in the electives courses. All these statistics courses help students understand key concepts of statistical learning and employ methods of exploratory data analysis, including data checking and validation. Students develop a solid statistical foundation and are well prepared for the new senior capstone course.

**The proposed changes do not require additional teaching staff.**

The following table reflects the proposed changes in the actuarial science major requirements.

	Current Major Requirements	Proposed Major Requirements
Total Required Courses	10	10
Core 5 courses (4 courses in Mathematics and 1 in Economics) <i>(unchanged)</i>	<ul style="list-style-type: none"> <li>• Math 151 Calculus I</li> <li>• Math 152 Calculus II</li> <li>• Econ 100 Introduction to Economics</li> <li>• Math 331 Theory of Compound Interest</li> <li>• Math 441 Probability</li> </ul>	<ul style="list-style-type: none"> <li>• Math 151 Calculus I</li> <li>• Math 152 Calculus II</li> <li>• Econ 100 Introduction to Economics</li> <li>• Math 331 Theory of Compound Interest</li> <li>• Math 441 Probability</li> </ul>
Other 3 Required Courses (2 courses in Mathematics and 1 in Economics) <i>(unchanged)</i>	<ul style="list-style-type: none"> <li>• Econ 294 Intermediate Microeconomics Theory or Econ 295 Intermediate Macroeconomics Theory</li> <li>• One 200-level math course</li> <li>• Math 332 Financial Math Seminar (1/2 course)</li> <li>• Math 442 Probability Seminar (1/2 course)</li> </ul>	<ul style="list-style-type: none"> <li>• Econ 294 Intermediate Microeconomics Theory or Econ 295 Intermediate Macroeconomics Theory</li> <li>• One 200-level math course</li> <li>• Math 332 Financial Math Seminar (1/2 course)</li> <li>• Math 442 Probability Seminar (1/2 course)</li> </ul>
Electives courses (1 course)	<ul style="list-style-type: none"> <li>• Math 336/Econ 390 Introduction to Financial Engineering</li> <li>• Econ 393 Corporate Finance</li> <li>• Econ 450 Econometrics</li> </ul>	<ul style="list-style-type: none"> <li>• Math 336/Econ 390 Introduction to Financial Engineering</li> <li>• <b>Math 341 Statistics Model Analysis</b></li> <li>• <b>Math 348 Introduction to Statistical Computing</b></li> <li>• <b>Econ 385 Regression and Simulation for Economics and Management</b></li> <li>• Econ 393 Corporate Finance</li> </ul>

		<ul style="list-style-type: none"> <li>• Econ 450 Econometrics</li> </ul>	
Senior Requirement and Capstone Experience	<ul style="list-style-type: none"> <li>• Math 495 Math Senior Seminar</li> </ul>	<ul style="list-style-type: none"> <li>• Math 494 Actuarial Science and Financial Math Case Studies or Math 495 Senior Seminar</li> </ul>	

\* Students double major in Actuarial Science and Economics will have **no more than three** overlapped courses.