

DePauw University Faculty Meeting Minutes

May 1, 2017

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

The meeting was called to order at 4:05 p.m.

2. Verification of quorum

Quorum was reached at 4:07 p.m. and verified by the chair.

3. Consent Agenda

A. Approve Minutes from the April 10, 2017 Faculty Meeting

B. New Courses (Descriptions in the Appendix)

Film 230, Introduction to Digital Film Production (1 course)

ITAL 472, Italian Cultural Studies II (1 course, IE)

MATH 145, Calculus for Life Sciences (1 course, SM)

MATH 146, Mathematical Modeling for Life Sciences (1 course, SM)

MATH 348, Introduction to Computational Statistics (1 course, SM)

C. Distribution Areas

WGSS 362, Feminist Approaches to Environmentalism (PPD)

WGSS 350, Feminist Inquiry (PPD)

UNIV 184K, Music, Dance and Culture of Sub-Saharan Africa (IE)

ASIA 140, Introduction to Chinese Culture (IE)

UNIV 183, History, Art History and Cultural Fusion in NE Italy (IE)

HONR 300, Religion and Literature (IE)

UNIV 184A, Man Up: Unpacking Manhood and Masculinity (PPD)

ANTH 183AA, Public Health, Community and Culture in Cuba (IE)

ENG 183, Enchanted Spaces (IE)

CLST 183, Greece: Heritage in Context and Conflict (IE)

ASIA 183, East and West: The Great Wall and Silk Road in China (IE)

UNIV 183, A Zen Buddhist Monastic Experience in South Korea (IE)

FREN 201A, Intermediate French I (PPD)

The consent agenda was approved.

Reports from Core Committees

4. Faculty Priorities and Governance (Glen Kuecker)

Written announcement: This past month, Faculty Priorities and Governance Committee has moved forward with finalizing its proposed Handbook language for defining and normalizing the faculty role in review of senior administrators whose work pertains to the academic mission of the university (President; Vice President of Academic Affairs; Vice President of Student Academic Life; Dean of the Faculty; Dean of School of Music; Dean of Academic Life; and Dean of Libraries). We are happy to report that Governance has now passed the proposal to the President and VPAA for their review. Our next step is to determine the extent of agreement regarding the draft language, and then move forward with presenting the proposal as advance notice for a faculty vote of endorsement next fall. The committee also remains engaged in working with the VPAA and Assistant Dean of School of Music with School of Music governance as it moves forward with recruiting an Interim/Visiting Dean. Our work continues in collaboration with Strategic Planning and the Administration on the university's strategic plan. On this front, we are working toward constituting a Summer Working Group, and hope to soon have more information circulated for the faculty. Work on university confidentiality policies has not progressed due to the saturated and weighty items the committee has engaged, but we are hopeful to move forward with that work in the fall. The committee will be working

with the Chair of the Faculty to fill committee positions, and we again encourage all to consider volunteering for the open positions. The committee chair takes this moment to recognize the hard work and dedication of the committee members.

Submitted by Glen David Kuecker, Chair of Faculty Priorities and Governance Committee.

I wish everyone a happy May Day. As a proud Chicagoan, I recognize the worker's struggle in 1886 and remind all that May First commemorates the sacrifices of those who fought for an eight-hour day, the weekend, and the benefits merited to those whose labor creates the wealth of the rich and powerful. I am in solidarity with the millions of undocumented workers who are taking action today as they fight for their rights to a decent life as they do the brutal stoop labor to provide food on our tables, keep our lawns ridiculously manicured, cook our food, clean our messes, butcher our beef, and nanny our children. I recognize that they now do this labor in a state of fear created by a system of state sponsored terror. I also recognize DePauw University's long history of silence on May First. We can do better, especially when members of our student population have undocumented family members or come from working class families that have sacrificed greatly for them to be here.

As indicated in the written announcements in the May Faculty Meeting Agenda, Governance Committee has been busy with labor. While I am available to answer any questions or hear concerns regarding the written announcements, I do have some important announcements for your attention.

First, I am pleased to report that Governance Committee submitted a draft of Handbook language for faculty role in the recruitment, review, and retention of senior administrators whose work pertains to the academic mission of the university. This measure is a significant undertaking in formalizing institutional policies and practices, and constitutes a progressive step forward with enhancing university shared governance. We hope to hear preliminary responses from President McCoy and VPAA Harrison soon. Our goal is to have the Handbook language ready for advance notice in the September faculty meeting for an October vote. If all goes well, the proposal should go before the Board of Trustees at its October meeting. If more time is needed to arrive at the optimal approach, Governance Committee is ready and willing to work with the administration next fall on reaching a consensus.

Second, Governance Committee along with Strategic Planning and the Chair of the Faculty, in consultation with the university administration, are hosting an open meeting for all faculty and staff for Monday, May 8. The purpose of the meeting is to solicit feedback, input, insight, and sentiment about the university Strategic Plan and The Commitment. An email with particulars about the open meeting is forthcoming. In order to facilitate broad attendance there will be two separate 90-minute sessions, with the first meeting from 4:00 until 5:30 and the second meeting from 5:30 until 7:00. The meetings will take place in the Union Building Ballroom.

Third, Governance Committee along with Strategic Planning is close to finalizing the announcement of a faculty and staff Summer Working Group that will work on the university Strategic Plan, including The Commitment. While some adjustments may still play out we anticipate a group of seven faculty and seven staff that will be co-chaired by one faculty member and one staff member. Their charge will focus on the continued development of ideas, content, and processes for next year's work on implementing the strategic plan. We anticipate the Summer Working Group will meet during the span of the summer, and most likely will have weekly meetings. The team will have a particular focus on The Commitment and other components of the plan that need to be in place once the academic year commences in August. I invite everyone to consider volunteering for this important effort.

Finally, in keeping with May Day, it is time to recognize the hard work of Governance Committee members. Thank you for your service.

5. Curricular Policy and Planning (John Caraher)

Submitted tenure line requests today is the deadline for the proposals will give until midnight.

Report from the Writing Curriculum Committee (Rebecca Schindler)

WCC Report on the Summer Writing Assessment

- Thank you to the curriculum committee and Howard for giving me a few minutes to report out to the faculty on one aspect of the Writing Program assessment that the WCC has been conducting.

- Beginning in the summer of 2015, with the support of a grant from the AAC&U, we initiated the Incoming Student Writing Assessment with the class of 2019. Prior to arriving on campus, students are asked to write an argumentative essay based on a prompt that we proved - for the class of 2019, it was the Almond Essay, and for 2020, it was Rebuilding the Monuments of Palmyra. We are still working on the prompt for the class of 2021, but it will be something related to the locavore movement and our food supply.

- Very briefly, I want to share with you the results from the scoring of the incoming essays, and the comparison of those scores with papers from FYS and W courses that were taught in AY 2015-2016. And, I want to make an appeal for your support of this ongoing assessment project.

- (Rubric for the Assessment) We scored the essays using a combination of the AAC&U's Critical Thinking and Written Communication rubrics. (As you can see in the slide) There are 7 rubric items that are assessed from benchmark (level 1) to capstone (level 4); we also included an 8th category for Overall quality of the essay. Level 0 on any category is used when the essay does not show any evidence of the item.

- The goal was to get a baseline metric for our students' critical thinking and writing skills as they entered college, and to measure that against their development as they move through the writing program.

- (Frequency Distribution for the class of 2019) This chart shows the 7 rubric items, plus the overall quality. Can see that most students score a 1 (red) or a 2 (green) - those go back and forth a bit. When we get to mechanics and quoting/paraphrase the purple bar (3) starts creeping up. When we ran correlations for the overall quality, that item was tied most closely to position and conclusion.

- (Frequency Distribution for the class of 2020) This is the data for the class of 2020. It shows a roughly similar pattern, although somewhat better on taking a position and conclusion than the previous year; and the mechanics also appear to be better with this group. (I realize that the scale on the two charts is not the same, so we need to look at the numbers not the size of the bars).

- (table comparing Inc. FYS, and W essays) Most interesting so far, however, has been the opportunity last summer to score essays from FYS courses and W courses using the same rubric for the incoming assessment and to compare that data - we can see on all rubric items that there is an increase in the scores. This represents 517 incoming essays; FYS: 106; W: 73

- (chart of the comparison data) What is interesting to consider is the skills that stay relatively flat through the FYS and then increase at a steeper rate after the W course, and vice versa. So, for example, we can see that

6 - control of syntax and mechanics has a steeper increase in the FYS, flatter with the W

whereas 2 (evidence) and 4 (position) are flatter from the Incoming to the FYS, but improve more dramatically with the W

- I want to stress that this is only one year of data with a limited set of essays from the FYS and the W classes. Nevertheless, we this is the first time we have had the opportunity to assess the writing program in this way and we are looking forward to continuing with this project, hopefully with more robust sets of essays.

So, how can you support the ongoing Writing Program assessment?

1. If you are teaching a W course this semester, please consider giving a set of essays to Ken for the assessment; and, if you taught a W or FYS in the fall, there is still time to submit sets of essays from those classes. Ken will be sending a reminder.

2. Participate in the reading and scoring of the essays this summer. This year the summer assessment will take place August 9-11. The first part of the assessment is a workshop in which the participants talk through the rubric items and work towards a consensus on what we value in our students critical thinking and writing skills. Over the last two summers, faculty from across the university have come together to do the assessment and the best part is, of course, the opportunity to talk to one another about our practice as writing teachers and our shared goals for our students. Plus, you get paid \$500.

An invitation will be coming in June from the Dean of Faculty.

6. Faculty Personnel Policy and Review (Meryl Altman)

Written announcement: The regular work of the Review Committee continues.

7. Faculty Development (Susan Anthony)

No announcement

8. Student Academic Life (Tim Good)

Written Announcements: Dean of Libraries Rick Provine offered a report on the textbook pilot program implemented this past year. This is where books used in courses that primarily enrolled first year students were purchased and put on reserve in the Library.

The Library recommends that we discontinue the textbook pilot program due to low student usage – instead, see if there are other ways we can focus on different kinds of solutions.

Other strategies for faculty:

Get out information about the growing amount of open access materials;

Replace expensive textbooks with materials already licensed by the Library;

As always, faculty can put books in reserve.

Library is happy to work with anyone to undertake new strategies. SAL endorsed this recommendation.

SAL greatly encourages faculty to keep up with our responsibility to get our book orders in.

The committee offered input into a Draft of a Statement of Shared Values, from a student leadership team, headed by Student Body President Claire Halfield. After incorporating the latest input, they will propose a draft of the Statement to the wider DePauw community.

The student leadership team will make a petition open to student, staff, and faculty, to see who is willing to sign the Statement of Shared Values. The response to the petition will help decide how to implement this Statement moving forward.

It is hoped that the Motto and Statement will be shared more prominently throughout DePauw materials. (DePauw's motto – decus lumenque reipublicae collegium - The college is the honor and light of the republic.)

The student leadership team will submit a report to the Student Academic Life Committee, to decide how to carry the Statement forward in the coming year.

The new student orientation team, led by Dave Berque, and the Writing Curriculum Committee, chaired by Rebecca Schindler, reported that using a book as a common read for incoming students proved to be inconsistent with the writing assessment administered by the WCC. Therefore, for the class entering in the fall of 2017, the following decisions were made by the new student orientation team and the WCC, and reported to the Student Academic Life Committee:

- Use a set of articles that present multiple perspectives (rather than a single book) for the common read.
- These articles will also form the basis of the writing assessment organized by the WCC. The WCC will select the articles, as they have done in recent years.
- Set aside time during New Student Orientation to discuss the articles, with each discussion group to be led by a faculty/staff pair. Dave has agreed to find the volunteers and organize the discussions. He will confer with Susan Wilson since these discussions can be seen as "S" activities.
- Ideally use a theme related to food/farming as the basis of the articles and discussion. This theme ties nicely to the new campus farm we will be developing next year.
- If possible, include Barbara Kingsolver's new essay, which appears in the recently published book "Letters to a Young Farmer" as one of the pieces students will read. This would be exciting since Barbara is an alum. You can read about "Letters to a Young Farmer" here: <http://www.depauw.edu/news-media/latest-news/details/32971/>
- If possible, tie the orientation week service activity to food/farming or at least provide that as a service option.
- Assess at the end of New Student Orientation Week and immediately make plans for fall 2018, using the process described in the minutes from the last SAL meeting. If the assessment suggests we should use a different process to select a reading for fall 2018, we would come back to SAL in September 2017 to discuss.

The 2017-2018 Student Academic Life Committee will assemble a subcommittee to determine ways to implement a book as a common read for students entering in the fall of 2018.

Reports from other Committees

9. University Strategic Planning Committee (Jackie Roberts)

Written announcement: We would like to thank everyone who attended the open meetings last week. As discussed at the open meeting, members of the Strategic Planning Committee will be working with the Cabinet and President McCoy on the strategic map at a day-long session on May 18th. Faculty members from Strategic Planning Committee will be attending the Board of Trustees meeting on May 10th -12th.

10. Honorary Degrees and University Occasions (Debby Geis)

All honorary degrees voted on were approved and will now go to the Board for approval.

11. Diversity and Equity Committee (Veronica Pejril)

Written announcement: The Diversity and Equity committee has been meeting with key campus stakeholders identified in the 2016-2021 Campus Inclusion Plan, to keep informed regarding the Plan's implementation, to learn about challenges faced by stakeholders, and to provide advice. In the last month, the committee established a communications working-group, charged with drafting white papers and creating advisory memos to the community related to matters of diversity and inclusion. The committee's publicly-posted annual report is forthcoming later in May, and will include a self-assessment of progress on the Campus Inclusion Plan.

Communications

12. Remarks from the President (Mark McCoy)

Dr. McCoy stated that they would be meeting with the board in the next week and will be giving an update about the work that is being done. The current incoming freshman class is currently at 592 and we are trying to get that number over 600. It's very impressive, the work they are doing to get a good class. There is a big increase in the health insurance but DePauw is trying to figure out how to cover this cost. It is a 31% increase. How will we manage that? Employees could see an increase in their plan or DePauw may cover the cost. We are doing raises for employees at 3%. We are working on the deficit now and seeing how the budget will affect us.

13. Remarks from the VPAA (Anne Harris)

A day of thank yous. State of Academic Affairs at the end of the year.

1) Advising Committee

- Many thanks to the 123 of faculty members (well over half the faculty) who filled out the advising survey
- Many thanks to Jacob Hale and the Advising Committee for moving discussions forward
- For the first time, we will have faculty development for advising –
- You've likely heard the phrase "growth mindset" – we are now seeing to bring the originator of the idea, Carol Dweck to campus – stay tuned as well
- We are having discussions that distinguish between advising and mentoring
- We are thinking of the differences between general education advising and major advising
- We are addressing what it means for the student experience & the mission of the institution

2) Connections to the Strategic Map and the Commitment

- Engaging us in national conversations – thanks to authors of *Reports from the Field* – great summer reading
- Thank you to SEED and ARPAC participants, all the May workshop participants – these are formative conversations
- An amazing opportunity within our history to come together as we never have before: faculty and staff – partnerships that have gone uncelebrated yet are crucial to the sense of belonging and success of our students – new awareness of our subject positions within the University – Campus Beautification Day (Wednesday, May 3 – Mel Hayes in Finance Office; one-time gathering, honor the year-round work of the Facilities crew).
- We're poised to take stock of our resources and opportunities and gather them anew for our students – the Centers, the connections between classroom, campus, and world – more

- Logistically, the work will be organized along our faculty governance structure, opened up to staff engagement
- Aspirationally, the work will coalesce around our commitment to our students and to each other

3) RAS and the new Faculty Position Proposal Process

- Howard (chair of faculty), Pam (then chair of Governance), Rich (then chair of RAS), and John (incoming chair of Curriculum)
- Curriculum committee throughout the fall
- Each of the 14 departments and programs that put forth a tenure track proposal starting with the short form in the fall (and each of the many departments and programs which conducted term searches this spring)
- At midnight, the proposals will be downloaded from their GoogleDoc folder, and RAS will meet for the successive Mondays to create a 3-5 year strategic academic hiring plan
- We have grown by 57 tenure lines since 1998, and will not be growing, so there will be an eye to the dynamic of retirements and new tenure lines within that 3-5 year plan (announcements after July 1, as usual)
- This kind of change takes all of your feedback (critique is care), please keep it coming as we continue to work through how we build a position for a future colleague and then foster their thriving in it.

4) Faculty Achievement event

- Many thanks to Jeff Kenney, Mariel Wilderson, and Carrie Klaus for organizing what will be a beautiful event, **4 p.m. Thursday, May 11 in the Wallace-Stewart Commons**
- Thank you for supporting your colleagues, and for celebrating the grants and publications and collaborations that enlivened campus conversations and disciplinary discussions
- **Friday, May 12 at 6 p.m. at the Elms**, we will gather to celebrate faculty members who are retiring this year (Rex Call and Page Cotton, both involved with Kinesiology in previous structures) as well as the Tucker, Minar, and Oxnam award faculty.
- Key moments of respite and community gathering

5) A final word about the motto (*Decus lumenque rei publicae collegium*)

- Thank you for sharing the power of that phrase: “The college is the light and glory of the republic, of the common good” with me.
- Most of all, thank you for your constant care for our *rei publicae* – the public things, the common good, our commonwealth
- The energy, and commitment, and, yes, love, that it takes is met in private moments of connection and understanding, amplified in public moments of recognition and community, and anchored in institutional moments of celebration.
- As I engage in the great honor of calling out our students’ name at commencement, I will be thinking of the multiple constellations of support, encouragement, and work that you have formed around these students (points of light; beautiful, often unspoken partnerships and networks that gather around our students and hold them, and are in turn shaped by them; marvels you may not know you have in common)
- Upon receiving questions from several of you about the origins of our motto, I turned to Wes Wilson, who, as ever, generously provided a wondrous response from our archives:

I found that the first time today's motto appears was in the 1883-1884 catalog frontispiece. It was then used in the catalog and on the seal up to the present. I cannot find who wrote it, but my guess is that Washington C. DePauw may have had a hand in it, either as author or inspiration... Washington C. was very much interested in education and had already founded a women's college in New Albany, Ind. years prior to his association with our university. He was an active Methodist layman, well educated and well-traveled. He had

grand plans of enlarging the campus both physically and academically. His death cut that short. So the motto seems to reflect his interests.

We also researched the motto that preceded this one

Neither Manhart's history nor the Pictorial History mention this, but Irving Brown's 1914 history does. The original motto was ***Sic itur ad astra, Ind. Asb. U.***, "This is the way to the stars, Indiana Asbury University." He states that the new seal was officially adopted June 19, 1884.

- Wikipedia will tell you that *Sic itur ad astra* is from Virgil's *Aeneid* - from *Aeneid* book IX, line 641, spoken by **Apollo** to **Aeneas**'s young son **Iulus**) and *opta ardua pennis astra sequi*, ("desire to pursue the high (or hard to reach) stars on wings" book XII, lines 892–893, spoken by Aeneas to his foe **Turnus** in their combat).
- It is good to know that embedded in our history is a complex aspiration – it speaks to our sustained multiplicity, to our changing history, and, lastingly, to those marvelous momentary constellations that we form with each other and around and with our students as, indeed, they soar and become stars in our firmament, shining brightly towards a new morning. *This is where the Aeneid takes you!* What I mean to say is:
- Thank you for this most noble work and all that you give to it.

Additional Business

14. New Business

15. Announcements

A. Senior Day

We would like to update the DePauw community on an event occurring on Study Day, Friday, May 12th from 11-1 in Julian. We are continuing a new tradition of having seniors go through an exit process before leaving DePauw. During this time all seniors will obtain their caps and gowns, have pizza, be entered into drawings for a number of prizes, take a scientific literacy assessment, and the Hubbard Center will gather information on post-graduation plans.

In planning for final departmental or programmatic functions at this time of year, we wanted to make sure each of you was aware of this event being held on study day. Your encouragement of seniors to attend this session would be appreciated. We also want to let you know that Julian will probably be loud for this limited 2-hour period.

Thank you for helping support efforts to assess and improve DePauw's educational experience.

Jackie Roberts and Pam Propsom

B. NSF Curricular Reform Award Winners

The Science and Math Liaisons would like to congratulate the following individuals who have been awarded funding through a National Science Foundation grant for STEM Curricular Reform Awards.

- Christina Wagner and Ted Bitner for piloting sections of Psy 100 with a laboratory component
- Jeff Hansen and Selma Poturovic for pedagogical changes to Chem 120
- Gloria Townsend for developing a new course in Computer Science deigned to introduce students to the discipline
- Pascal Lafontant for creating Bio 190 (Topics: Exploring Regeneration Biology), a new nonmajors course

- Melissa Petreaca for creating Bio 190 (Topics: Inflammation and Health), a new nonmajors course
- Brian Wright and Tom Ball for creating a new Anatomy and Physiology I & II (Kines 255 and 256) course sequence
- Dan Rusu to develop Calculus for the Life Sciences (Math 145) and Mathematical Modeling for Life Sciences (Math 146)

C. Faculty Meeting Dates for 2017-18

2017-18	Faculty	Chair	Open
Sept	11	14	28
Oct	2	12	26
Nov	6	9	30
Dec	4	14	None
Feb	5	8	27
Mar	5	8	22
Apr	9	12	26
May	7	10	None

D. Committee meeting schedule for AY17-18, at 4 pm

Monday – Curricular

Tuesday – Governance

Wednesday – Review, Faculty Development, Student Academic Life, Course and Calendar Oversight

Thursday – Strategic Planning, Chairs and Directors

18. Adjournment

The meeting was adjourned at 5:03 p.m.

Appendix

Appendix A.

Film 230, Introduction to Digital Film Production (1 course)

This course provides an introduction to camerawork, sound recording, lighting, and editing in digital filmmaking, with short units on short film screenwriting and working with actors. Prior experience in film production not required. Prerequisite: FILM 100, FILM 200, FILM 241 or permission of the instructor.

ITAL 472, Italian Cultural Studies II (1 course, IE)

This course is a continuation of ITAL 471. This course is designed to provide options for interdisciplinary work. It introduces students to different aspects of contemporary Italy. Students will look at the changes happening in society and culture. Overall, this course has a thematic approach, offering a portrait of Italy through a discussion of economy, work, food, literature, art, theater, history, geography and famous intellectual figures. The course instigates intellectual curiosity, and invites the students to analyze particular aspects of the language and different textual genres, focusing on a variety of language registers, idiomatic expressions, and cultural variations. We will focus also on developing communicative skills of argumentation and negotiation.

MATH 145, Calculus for Life Sciences (1 course, SM)

MATH 146, Mathematical Modeling for Life Sciences (1 course, SM)

The proposed two-semester interdisciplinary course lies at the interface of mathematics and biology and it addresses the needs of life sciences freshmen/sophomore students. Differential equations, which are built on calculus, represent one of two powerful tools - the other being applied statistics - for modeling and analysis in quantitative life sciences. The proposed courses will combine mathematical training with extensive modeling of biological and natural phenomena by assuming a style that will maintain rigor without being overly formal.

Mathematical topics to be covered in MATH 145 (Calculus for Life Sciences) include functions, basic principles of modeling, limits, continuity, exponential and logarithmic functions, trigonometric functions, rates of change, differentiation, optimization, integration and in MATH 146 (Mathematical Modeling for Life Sciences) includes modeling using differential and difference equations, basic computational methods, functions of several variables, partial derivatives, higher-order approximations.

MATH 348, Introduction to Computational Statistics (1 course, SM)

MATH 348 is designed to provide students with an introduction to statistical computing using RStudio. This course will have two components. In the first part of the course, students will learn data manipulations, data structures, matrix manipulation, database operation, and functions. In the second part of the course, students will learn statistical computing topics including simulation studies and Monte Carlo methods, numerical optimization, Bootstrap resampling methods, and visualization. Students will be introduced to some packages and technologies that are useful for statistical computing. Through producing numerical summaries and creating customized graphs, students will be able to discuss the results obtained from their analyses and to generate dynamic and reproducible documents.