

**Faculty Meeting Minutes
October 2, 2017**

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

The chair calls the meeting to order at 4:02 p.m.

2. Verification of quorum

The quorum was eventually reached. The agenda items not requiring a quorum were considered first.

3. Consent Agenda

A. Approve Minutes from the September 11, 2017 Faculty Meeting

B. Approval of International Experience designation (recommended by Course and Calendar Oversight)

ASIA 140, Introduction to Chinese Culture

ASIA 290, Classical Chinese Literature in Translation

HONR 102, Managing the Chinese Empire

UNIV 290B, Mathematics Across Cultures

E. Approval of Power, Privilege and Diversity designation (recommended by Course and Calendar Oversight)

CLST 300A: Sex and Gender in Greco-Roman Antiquity

HIST 100B, Sex and Society in Modern America

The Consent agenda was approved.

Reports from Core Committees

4. Faculty Priorities and Governance (Glen Kuecker)

Written Announcements: Faculty priorities and governance committee had its first meeting of the academic year on September 19. The VPAA participated in the first 45 minutes of the meeting. We discussed the VPAA's agenda for the academic year. The committee held an election for the new chair. However, nobody on the committee volunteered to serve as chair. One committee member did nominate another committee member, but that individual did not want to serve as chair. Last year's chair agreed to continue as chair on a temporary basis, and will be very glad once a new chair is selected. The committee discussed the possibility of sharing the chair duties. The committee continues to work on Handbook language for faculty voice in the recruitment, review, and retention of senior faculty members, as well as Handbook language for confidentiality policy.

5. Curricular Policy and Planning (Scott Spiegelberg)

A. Advance notice of a motion to be voted on at the November 6, 2017 faculty meeting: "The faculty approve the museum studies minor." Details of the minor are found in Appendix A.

B. Report from the Writing Curriculum Committee (Rebecca Schindler)

1. The WCC has approved revised writing guidelines for the FYS (see Appendix B).

Please note, that this revision is not substantive change in regard to the number of assignments or suggested pedagogies (such as conferencing and peer-editing) but rather shifts the emphasis to focus on process and mentoring students as they develop effective writing strategies and habits. The revision is

based, in part, on feedback from faculty who have regularly taught both FYS and W courses and how they have distinguished between the two in terms of student development. We are now working on a parallel revision of the W course guideline, but we wanted to get the FYS revision to the faculty ahead of the call for FYS courses for 2018. Which brings me to the second announcement on the agenda.

2. The WCC has a proposal for a new model for designing FYS content, "The Decus Seminar." Those interested in participating a pilot for 2018 should contact Rebecca Schindler by Nov. 1 (see Appendix C).

We are seeking faculty interest in participating in developing this new course. Building on DePauw's Latin motto Decus Lumenque Reipublicae Collegium (The College is the splendor and light of the common good) – the seminar asks "What does it mean to be an educated global citizen in the 21st century?" The content for the course would be generated by asking faculty participants to ask themselves what they believe students should be reading, listening to, watching or looking at in this moment. Faculty interested in learning more should let me know by Nov. 1. The VPAA has agreed to provide some faculty development funds for this pilot.

3. The WCC reminds the faculty to please reply to the survey about the FYS. We would like to hear from as many colleagues as possible. The deadline is Oct. 13. I will send a reminder after this meeting. Thank you!

Faculty Member – Is it possible to have a second course for writing in a first year seminar?

Response - Yes we have talked about it. The motion that was brought by the curriculum committee included that idea, but that part was never a motion that was passed.

Faculty Member – I am worried about the basic things that students are not able to do with writing. Some cannot tell the difference between fiction and not fiction. I would say that out of 20 students 15 can't not tell the difference. This is not really a question, but just a statement.

6. Faculty Personnel Policy and Review (Clarissa Peterson)

The Review Committee has been busy as usual. We are continuing to work on chair selections. We are trying to make every possible accommodation so that each department can meet with the Review Committee members. We are also working on appendix B's more of a standardized process for the University.

7. Faculty Development (Angela Flury)

Written Announcements: FDC would like to announce upcoming deadlines for faculty development opportunities, encourage faculty to apply, and offer the assistance of committee members in the application process:

Faculty Fellowship October 4

Fisher Course Reassignment November 1

Tamara – Happy to announce a new faculty development resource – 12 week boot camp problem heads up kind of resources. Weekly Monday motivator for productivity tips. Access to weekly seminars. Peer mentoring discussion forums. Buddy matches different campus. 14 days writing challenges. Access to a lot of archive materials. Tamara will be sending an email out with information. Tamara will send a survey about 6 months out. Small handful of faculty who have already participated.

8. Student Academic Life (Rich Martoglio)

Presentation of Sexual Assault Assessment Review - Wendy Wippich (Director of Sexual Assault Education and Prevention Program) and Sarah Ryan (Women's Center Director and Sexual Assault Survivor Advocate)

Written Announcements: Wendy Wippich (Director of Sexual Assault Education and Prevention Program) and Sarah Ryan (Women's Center Director and Sexual Assault Survivor Advocate) attended the Student Academic Life (SAL) Committee meeting and presented information from the Sexual Assault Assessment Review.

DePauw Student Government (DSG) is discussing the tiles discovered during the recent Asbury renovations and potential actions regarding these discoveries, access to transportation for students who do not have access to a vehicle or a driver's license. Students have concerns that the student who discovered a "back-door" into student e-services might face sanctions. DSG will also be electing new first-year senators. The SAL committee asked DSG to consider the next steps to take with regards to the Statement of Shared Values.

The SAL Committee reminds faculty to please provide textbook information in a timely manner for courses scheduled for upcoming semesters.

The SAL Committee discussed ways that faculty can help address drinking culture which includes scheduling more morning classes, providing positive role models for alcohol usage by networking or meeting with students more informally and encouraging students to attend athletic events instead of just "tailgating". Hard alcohol is supposed to be banned unless an event has been registered through Student Life.

The group charged with selecting a common reading for incoming students continues their work.

Faculty Member – Your presentation covered a number of things. How to give students a voice in or classroom. One of the issues I have been dealing with that we operate under the assumption that faculty members know how to deal with this. How can we expect faculty members to speak on behalf of students when they are allowing certain comments in class? How do we assure that we have the tools to do this?

Response - Excellent point that we can take to the Title IX committee.

Reports from other Committees

9. University Strategic Planning Committee (Howard Brooks)

Advance notice of a motion to be voted on at the November 6, 2017 faculty meeting:

The faculty approves the following amendment to the Academic Handbook:

"To replace the Function and Membership of the Strategic Planning Committee as found in Article IX. University-Wide Committees, Section A. University Strategic Planning Committee

1. *Function.* This committee will consider long-term initiatives and priorities of the University in service of its mission and ambitions. Annually, the University Strategic Planning Committee will consider information provided by the Vice President for Finance and Administration, Vice President for Admission and Financial Aid, and Vice President for Development and Alumni Engagement on potential available University resources, and will consider long-term needs, expenditures, and requirements of the University. At the end of the fall semester after hearing reports on area needs and the status of new and proposed initiatives, the University Strategic Planning Committee will deliver a report to the President offering recommendations on University resource allocations and the status of funding for long-term needs and initiatives. The President will offer a timely response to the University Strategic Planning Committee report. The

University Strategic Planning Committee report and the President's response will be made available to the entire DePauw University community and will be forwarded to the Board of Trustees prior to their February Board meeting. The University Strategic Planning Committee will consider student enrollment targets, tuition rates and student financial aid, faculty and staff salaries and benefits, faculty development academic program support, student life and residential programs, the physical plant and deferred maintenance, sustainability, auxiliaries, and the library and information services.

2. *Membership*. Composed of five (5) senior administrators (Vice President for Finance and Administration, Vice President for Academic Affairs, Vice President for Development and Alumni Engagement, Vice President for Student Life, and Associate Vice President for Facilities), seven (7) faculty members, three (3) students, and two (2) staff representatives, and staffed by the Associate Vice President for Finance. *Faculty membership*: Chair of the Faculty, member of the Curricular Policy and Planning Committee, member of the Faculty Development Committee, and four (4) faculty members elected directly, for a total of seven (7) faculty representatives. *Administrative members*: Voting: Five (5) senior administrators: Vice President for Finance and Administration, Vice President for Academic Affairs, Vice President for Development and Alumni Engagement, Vice President for Student Life, and Associate Vice President for Facilities. *Student members*: Three (3), appointed by Student Government. *Staff members*: Two (2), appointed by Human Resources in consultation with the President of the University.

with the following:

1. ***Function***. This committee will consider long-term initiatives and priorities of the University in service of its mission and strategic plan through the joint membership of faculty representatives and senior administrators. With the endorsement of the Board of Trustees, the President has created the University Strategy Map that established initiatives and metrics that support the work of Enrollment and Visibility, Culture and Community, Engagement and Learning, and Student Success. The primary work of the Strategic Planning Committee is to work with the Administrative Council and other Cabinet members to implement the University Strategy Map by reviewing identified initiatives and metrics, guiding the execution of the initiatives, and inviting new initiatives for consideration at the appropriate time in the service of making considered recommendations to the President for inclusion in the Strategy Map. To do so, the University Strategic Planning Committee may need to consider topics that broadly encompass the themes of the Strategy Map, including Enrollment and Visibility, Culture and Community, Engagement and Learning, and Student Success. Regularly, the University Strategic Planning Committee coordinates an information session for faculty core committees at the beginning of the academic year that offer information about the operations of the University.

2. ***Membership***. Five (5) senior administrators (Vice President for Academic Affairs, Vice President for Student Academic Life, Vice President for Enrollment Management, Senior Advisor to the President for Diversity and Compliance/Title IX Coordinator and Vice President for Strategic Initiatives), five (5) faculty members, and three (3) students. The Vice President for Strategic Initiatives and the Chair of the Faculty will co-chair the committee.

Ex Officio (without vote) : Dean of the School of Music

Faculty membership: Chair of the Faculty, and four (4) faculty members, one from each curricular area, elected directly, for a total of five (5) faculty representatives.

Student members: Three (3), appointed by Student Government.

Rationale: The function and operation of the committee has changed with the change in the President of the University and the work completed during the 2016-17 Academic Year that developed a comprehensive set of strategies for the University. The committee, jointly created by the faculty and the administration, sees this new function statement as the best fit for the work of the committee. In an effort to recognize the workload of this committee and the workload of faculty on core committees, it was agreed that there would no longer be the expectation to have faculty representatives from selected core committees. The University Strategic Planning Committee may be asked to consider topics, such as, student enrollment targets, tuition

rates and student financial aid, faculty and staff salaries and benefits, faculty development academic program support, student life and residential programs, the physical plant and deferred maintenance, sustainability, auxiliaries, and the library and information services.

Communications

11. Remarks from the President (Mark McCoy)

Thank you to all of you for facilitating and participating in another powerful day of dialogue. A special thanks to Anne and Renee and all on the steering committee. It was an impactful day. I am continually amazed at the accomplishment and polish of the alumni that return to campus and was so again on that day.

The Board of Trustees is here this week and we will be working with them on DePauw's future. We want to be as transparent as possible in this process and will invite faculty to a special session or two in the coming months to discuss exactly where we are with respect to admissions, finance and the higher ed landscape.

Last month I stated that there was a "There is a powerful and beautiful, financially sustainable DePauw in our future." This is absolutely true. However, there are challenges on the path between this point and that. When I speak to alumni and prospective parents and donors I always explain this challenge in the same way: "You read about colleges going under. DePauw will not do that. We have a large endowment and a billion-dollar balance sheet. At the same time, we run a \$10M structural budget deficit every year. This cannot continue. We have this problem for all the right reasons: small class sizes, no economy of scale brought on by graduate students, very high institutional financial aid. It is for all the right reasons, but a deficit of that size cannot continue. When we pull from the endowment like this and still run deficits, we are, to use a metaphor appropriate for Indiana, 'eating our seed corn.'" This cannot continue.

The Board can't fix this problem. The administration can't fix this problem. The faculty can't fix this problem. The staff can't fix this problem. But if we all row in the same direction, *we, together*, can fix this problem. Staff, faculty, administration and board, when united, can fix this problem.

I will be addressing this challenge in this meeting every month. I would encourage you, as faculty, to think carefully about how our faculty meetings are constructed and utilized. This is a powerful moment—the entire faculty together. Faculty meetings are a potent opportunity for us to chart our path together and I encourage you to consider how we might make these meetings as impactful and energy-giving as possible.

In the coming weeks and months, we will be sharing specifics on a pathway to prosperity that together, we can achieve. One of the four goals of our strategy map is to become "university of choice and distinction." When we have done that, this financial picture improves dramatically. At the same time, another of our four goals is to become a great place to learn, live, and work and the steps we take to improve our financial situation must also serve that goal. This is why it is important to share the challenges and strategies as faculty and staff. You can expect this opportunity in the coming weeks. I hope you will attend.

Over time, VPAA Harris will be talking with you about our other goals including integrating a rigorous curriculum with a robust practicum. What I would like to do in my remaining time with you today is to discuss the final of our goals, a commitment to the success of each student.

To put this in context, I will quote from an article in last Friday's *Washington Post*:

When American universities were founded in the Colonial days, they didn't have majors. They were designed for a small slice of the population, namely statesmen, lawyers and clergy who studied a subject a day, from morning into the early evening. The prevailing teaching method was recitation and debate.

Higher education was never intended in those days to be a route into the job market. But that is exactly what it has become, especially over the past four decades as more [college-going students choose majors designed to prepare them for a job](#), such as health care, communications and the most popular undergraduate major, business. The proportion of undergraduates in the liberal arts has fallen by almost 50 percent since 1970. Even on elite campuses, some of the most popular majors are the newest ones that are riding the wave of job market trends. At Yale University, one of the [hottest majors this year is statistics/data science](#).

The flight away from the liberal arts has left English, history and philosophy departments, among others in the humanities, searching for a purpose. Small colleges that offer nothing but such majors are fighting for survival as they try to justify their existence and large price tag. The well-worn arguments in favor of the liberal arts —that they teach you how to problem solve and communicate effectively, and train you for jobs not yet imagined — has largely failed to win over students and their parents these days.

At the beginning of the semester, a speaker stated that 4% of college students go to residential liberal arts schools like DePauw. I corrected them to say it was 3%. Later in the semester, I was speaking and was corrected and told the latest data now shows it is only 2%. The trend here is as disturbing as it is obvious. In fact, the *Chronicle of Higher Education* recently shared research that showed:

- A relatively high proportion of respondents (65% or greater) associate the liberal arts with many characteristics educators would agree are central to a liberal arts education
- Over half of the respondents believe that there are particular benefits to a liberal arts education

All good so far. However, it went on:

- Only 38% think it is the best kind of education for them
- In each case, the mean rating of the description that included the term “liberal arts” was significantly lower than the one without this language
- For no segment of the population did association with the liberal arts enhance the appeal
- And for those who might still be interested in a liberal arts education, more than half believe that liberal arts education is available at almost every college or university

The title of the article was, “*Liberal-Arts Colleges Should Take Initiative in Defining Themselves, Survey Suggests*”.

All of us in this room would agree that the world needs liberally educated people and leaders and perhaps now more than ever. Mark Cuban had a great quote in the same article in defense of liberal education in lieu of specific job training: “*What looks like a great job graduating from college today*

may be not be a great job graduating from college five or 10 years from now,” he said. The challenge is that parents increasingly believe liberal arts education is a dilettante’s education and that it does not lead to meaningful employment. We know it leads to a life of meaning and means. They think it leads nowhere. And there is the rub. Are we to abandon liberal arts education? Of course not.

Once again, a great opportunity comes to us disguised as an insurmountable problem. This is DePauw’s moment—this is our opportunity to truly distinguish ourselves. That fewer people are liberally educated is a clarion call to DePauw’s mission—to the reason for our very existence.

What defense do we have against these aspersions and misunderstandings of our liberal arts education? The answer is simple. We have the facts. We have the data that shows DePauw students succeed. Somewhere around 95% of our students are in graduate school or meaningfully employed within months (both before and after I might add) of graduation. “Johnny can’t go to a liberal arts school because Johnny needs a job” is refuted by our record of success. And now we take a step no school like us has taken and that is to commit to the success of *each* student. Not 95%. Not 98%. 100%. We can do this. We should do this. It is an absolute refutation of the biggest argument against a DePauw education. We have four years before we graduate the first class but only a few months before this announcement. While other colleges are focused on inputs, we will be the college focused on outcomes. It is a powerful statement. “Come pursue your passion—expand your view—get a liberal arts education—it will all be okay. Our track record proves it and if you still need help, we will be there.”

Description of Commitment

This is our chance to prove the value of the liberal arts. This is our opportunity to show conclusively that the liberal arts leads to a life of meaning and means.

I recently received a president’s grant of \$100K from the Mellon foundation. I am committing the whole of it to our efforts on the strategic plan, particularly the commitment. If you need hospitality funds for your team to have time to work on this, please apply. If you would like to bring in someone to help us think about how we connect our various operations to the success of each student, please apply. If you have ideas for how we operationalize the commitment, please apply.

I will leave this subject with this thought: Katherine Bond-Hill, the retired president from Vassar, wrote that between 1975 and 2014, the average income of households in the middle 20 percent increased by 15 percent. During this same 40-year period, the average price (tuition, room and board) at a four-year, private, nonprofit college or university has gone from \$16,213 to \$43,921, an increase of 171 percent. We need the sharpest value proposition in our history. The Commitment is that. As *The Chronicle* article suggested, we are taking the initiative in defining ourselves. I am energized that we are on the cusp of distinguishing ourselves and standing strong in support of the liberal arts.

Finally, a quick announcement. One of the ways we become that university of choice and distinction is with a new website. Ours will be unveiled in the typical rolling fashion. That is to say, a website is too dynamic to pull down for a week and put up a whole new website. The first page will have been updated 4 times before the last one gets posted. Therefore, we will be posting those pages which will have the biggest impact upon the prospective class first. Here are three examples.

You will be hearing for our marketing and web teams in the coming weeks and months as they continue to convert more and more of our old pages to our new format.

I welcome your questions.

Faculty Member – Are there faculty members meeting with the Board of Trustees?

Response - Yes they are. We have invited trustees to attend class on Thursday. We are trying to increase the faculty and trustees relationship. The goal is to have more time with faculty over a meal or reception or something.

Faculty Member – What is the budget for the commitment?

Response - What we provided for the board was a range of possibilities or example of how it could work. The Commitment could cost up to \$12 million. Although it is more likely to cost as little as \$500,000 and it is possible that we might come out ahead, that we might earn \$500,000.

Faculty Member – We keep hearing that they day of Dialogue was a success. How are we assessing this information?

Response - Faculty voted this in for a 5-year period. I welcome that reassessment. I said to other colleagues it was the most successful, and most powerful dialogue, but how do I really know? I would love to see that be assessed. I think we do need to have a better assessment. We need more faculty participation we haven't had a lot of volunteers.

12. Remarks from the Vice President for Academic Affairs (Anne Harris)

Good afternoon. I come before you to gather three of the transformative conversations that address **Teaching within the Commitment**, and that have been developing this fall and summer in preparation for the full faculty's engagement with the Commitment in the coming weeks. These conversations are designed to address the challenges identified by President McCoy. They give shape to our response to these challenges, and they call on our agility, expertise, creativity, and collaboration to answer them and assert ourselves in this competitive marketplace. These conversations are carried by the energy of the many faculty and staff who have participated in them this spring, summer, and fall, and I think of the work ahead with gratitude and anticipation.

What will it mean to teach within the Commitment? Faculty and Staff Institute this year presented the **goals**:

- a higher graduation rate
- a curriculum in dynamic collaboration w/ a co-curriculum/ practicum
- clarity/access to knowlde/opps. to remove barriers to inclusion

The work of the fall is to discern the **actions**.

Designing an advising structure to integrate the co-curriculum into advising
Developing relationships between departments/programs and Centers to foster connections between the curriculum and the co-curriculum for our students

Continuing our ever-present work of renewing our curriculum and pedagogy to be agile and responsive to our current situation

We do so having learned the following from the last major University initiative in teaching, the First Year Seminar program 20 years ago: **creative input** is the success of initiatives, and **additions** put strain on the system which may not be felt until many years later. Seeing our work with the Centers and the co-curriculum helps me understand our work as one of *renewal* rather than just of “the new.” This is our chance to gather the multiplicity of all that we do in our curriculum and co-curriculum, in our advising and our opportunities, and cohere it so that we operate within articulated and shared values and actions, and our students benefit from the intentionality and access that result from our work.

It is humbling and inspiring to look around this room and know of the specific contributions that each of you have made to ideas, programs, and initiatives that have benefited students over the past twenty years or six weeks. Bringing those specific contributions into a shared and collaborative academic enterprise is one of the markers and benefits both of the Commitment. We all do this work; what if we did it together?

My emphasis on “renewal” does not preclude the new, and indeed, we have seen especially in the past five years, a profound new emphasis on inclusion – our seeking to be aware of how our pedagogies (from our instructive metaphors, to how we teach resilience to challenging academic experiences) and our class content (from addressing identities that are reduced to a single story in our curricula, to adapting our content to be responsive to changing demographics, demands, and conditions beyond the academy) shape campus climate and student belonging, persistence and success. Lessons learned from the new underscore the power of collaboration, of reaching outside of our expertise to learn, and of engaging in national conversations of higher education.

And so, three campus-wide conversations as they will emerge:

Advising. October 26 will host an open faculty meeting on advising within the Commitment. What is new is that advising will now need to entail the co-curriculum as well as the curriculum. The renewal comes from the fact that many faculty were doing co-curricular advising already but without the support of a coherent framework. Jacob Hale and members of the Advising Committee benefited from the survey sent out in the spring, and presented possible models of Commitment Advising at the Faculty and Staff Institute. As these are furnished by more information about the co-curriculum, they have become more detailed, and will provide the content of this much anticipated conversation on the 26th. Bring your ideas, your expertise, your questions: advising has been relegated to a listing of numbers of advisees in the service section of our tenure and promotion process. Through national conversations as well as our institutional initiative, it is being valorized in powerful new ways as a mode of teaching and mentoring. How do we accommodate that aspiration within our current teaching assignment? How do we provide development to engage in national conversations? How do we rethink advising at DePauw under the Commitment?

The Co-Curriculum/Practicum and the Centers. The Centers Council has been meeting and aligning the multiplicity of programming and opportunities in each of eight (perhaps soon to be ten) Centers. For those of you new to DePauw, these form a name poem of dedication to the University.
McDermond Center for Management and Entrepreneurship
Pulliam Center for Contemporary Media
Prindle Institute for Ethics
Tenzer Center for Technology
21CM (Music and Entrepreneurship)
Hubbard Center for Student Engagement

Justin and Darianne Christian Center for Diversity and Inclusion
Hartman Center for Community Engagement

The Ullem Campus Farm and Sustainability Center and the Asher Office of Undergraduate Research are coming on-line this year as well.

This year, academic departments and programs will be asked to imagine a student experience that engages with at least one Center. What does a DePauw with an integrated curriculum and co-curriculum look like? How would it be if departments, programs and centers co-ordinate their programming? If our students could see connections between our curriculum and our co-curriculum? If we have a curricular trajectory at DePauw, what does a co-curricular trajectory look like? These will be the questions of the November 30 open meeting (Thursday, 4-6 p.m.).

Curriculum. My fascination with the etymology of the word “curriculum” is amplified every time I see students or parents (during Admissions events) process it. The *curriculum* is the little race, the one in preparation for the big race, the *currus*, the rest of your life. In some ways we teach for the accomplishments of our students here and now; in others, we constantly teach to their futures. And students and parents come to us with many questions about their futures, questions that have increasingly positioned liberal arts on the defensive in national rhetoric. Though this morning’s *Washington Post* ran a story on the new book by business journalist George Anders, *You Can Do Anything: The Surprising Power of a "Useless" Liberal Arts Education* – another song of praise for the collaborative, problem-solving ethos of the liberal arts as the answer to our society’s and our economy’s most pressing challenges. The Amazon copy for the book are as intriguing as the book itself: “the ways [liberal arts] can open the door to thousands of cutting-edge jobs every week” and seek to address the anxieties of both parents and students who ask about outcomes, and transferable skills, and networking. How will we answer them? Bobby Andrews, as VP of Admissions and Enrollment Management, and Deedie Dowdle, as VP of Marketing and Communications, will work with us to craft meaningful answers that will provoke deeper engagement with the University. What will our curriculum answer? How do our courses speak to the present and the future? How will the collaborative principles of the Commitment be lived out in our curriculum?

Teaching within the Commitment will mean engaging in its principles of collaboration: between faculty and students in advising, between departments/programs and Centers in programming and networking, of collaboration between the curriculum and co-curriculum in student experience. Can we imagine a liberal arts major at DePauw where one or two courses are regularly taken out of the department as allied or cognate courses? At the 200/300 level? Some departments and programs already do this – but could it become a hallmark of an agile curriculum that invites students to cross disciplinary boundaries as a value of the liberal arts? Can we imagine a practicum built into every liberal arts major at DePauw? Engaging Centers or the community or summers or Winter and May terms? These are the questions that the Commitment opens up for us. There may not be enough open faculty meetings in the world (or at least this semester) to play in these sandboxes and see what is possible. But we have each other, and the time we secure in our departments; or the time we *make* for each other as we consider the tremendous possibilities that our collaborative expertise can make accessible to our students. These are the conversations, let’s talk.

We can start with questions.

Additional Business

13. Unfinished Business

14. New Business

16. Announcements

17. Adjournment

The meeting was adjourned at 5:28 p.m.

Appendices

Appendix A: Museum Studies Minor proposal

The Department of Art and Art History proposes a minor in museum studies, to be administered by faculty of the Art History program in consultation with the Director/Curator of Galleries and Collections.

The purpose of this minor is to offer a comprehensive set of courses that will prepare liberal arts students to work in entry level positions in art museums and other cultural institutions, or to enter graduate programs aimed at preparing them for careers in museum and cultural management. As more and more of our majors go on to pursue careers in museums, galleries, auction houses, and other cultural management fields, we wish to offer a course of study that will help guide and prepare them for professions closely allied with the majors we offer.

The minor will consist of a foundations course, one half-credit practicum course, a capstone course for seniors (also .5 credit), a requirement for three art history courses, and one cognate course. The foundations course will be taught by art history faculty in rotation, and will introduce students to the historical origins and civic mission of museums and to the ethical, intellectual, and practical considerations that museum professionals face in their work. The capstone course will involve working closely with the DePauw Art Galleries staff to produce a professional exhibition drawn from the permanent art collection along with a small publication. The requirement for the half-credit practicum course can be met in a variety of ways, including courses offered by the gallery staff, and off-campus practica.

It is to be desired that the next full-time member to join the art history faculty will have expertise in museum studies in addition to his or her primary field, will sometimes teach the introductory course, and will add courses to the list of possible classes that fulfill the requirement of three art history courses. *However, the minor will not require additional staffing in and of itself.* The foundations course will be a 100-level course open to all students, and will be taught once a year. We anticipate having this course approved as a PPD course. The practicum will not be a stand-alone course, but will be met through Extended Studies, internships arranged in consultation with the minor advisor, Prindle reading groups, or independent study courses. The capstone course will be offered in the spring semester each year. All courses can be taught entirely with existing faculty, and the minor proposal has been vetted and endorsed by the VPAA.

Required courses :

Foundations course

.5 credit practicum

.5 credit capstone course

one 100-level art history course

two of the following:

ARTH 226 Contemporary Art and Theory

ARTH 231 Prints & Print Culture of Early Modern & Modern Japan

ARTH 232 Warrior Art of Japan and the Ryukyus

ARTH 233 Monumental Art of Japan

ARTH 234 East West Encounters

ARTH 331 Kyoto

ARTH 332 Representation in Japanese Visual Culture

ARTH 333 Supernatural in Japanese Art

ARTH 334 Women and East Asian Art

ARTH 350 Van Gogh, Gauguin, Post-Impressionism

ARTH 360 Picasso and Matisse

and one cognate course in consultation with the student's minor advisor from any of the following: ANTH, CLST, COMM, FILM, REL, HIST, PHIL, SOC, or WGSS.

Our proposed minor, with an emphasis on the intersection of museum studies and art history, is distinctive in that many programs do not pair a focused discipline with an accredited museum program (accreditation pending). At present, there is low market saturation for undergraduate museum studies within our state and region. This is especially true within small liberal arts institutions. Yet our students exhibit strong interest in such a program. When asked in a recent survey (designed with input from the Office of Institutional Research), 63% of students (36 of 57) enrolled in art history or studio art classes who responded to the survey indicated that they would be somewhat or highly likely to declare a museum studies minor, and 40% (23 of 57) indicated that they would be likely or highly likely to pursue graduate studies in arts administration, museum studies, or curatorial studies. See appendix below for raw data. The following chart indicates the number of students who have in recent years participated in the museum program at DePauw, as interns, as work-study students, or as students enrolled in courses offered by our museum and galleries staff.

AY	5th-Year Fellow	Work-Study	Volunteer	WT	MT	Prindle Topics	IS	# of students engaged
2011-12 (spring only)	1	0	7	0	0	0	0	8
2012-13	1	0	10	10	0	0	0	21
2013-14	0	0	12	0	0	0	0	12
2014-15	1	0	13	10	0	0	0	24
2015-16	1	1	4	0	8	0	1	15
2016-17	1	1	7	12	0	10	1	32
Subtotals	5	2	53	32	8	10	2	112

Students will further benefit from the gallery program's forthcoming accreditation commission review by the American Alliance of Museums--a distinction afforded to just 16% of all academic museums and galleries nationwide. Accreditation ensures that our students will learn alongside gallery staff who employ museum best practices in all aspects of our operations, including: governance, strategic planning, collections care, exhibitions, and interpretation. With the opportunity to hire a new art history line and forthcoming accreditation for the gallery program, both the department and galleries are well positioned to implement a new minor and exhibit the institutional readiness required for increased student capacity, teaching, and mentoring.

APPENDIX – Google Survey Data

This survey was offered to all students enrolled in an art history or studio art course during fall 2016. Students completed this optional survey during their regular course evaluation time.

Museum Studies Survey

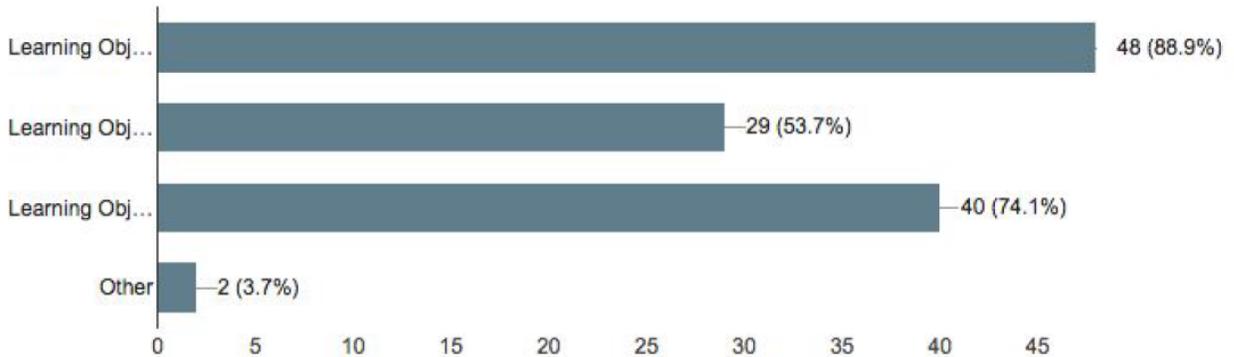
“The research in which you are about to participate will ask you to answer 10 multiple choice and one open-ended question about your interests in future course offerings at DePauw University. In particular, the survey will ask if you have prior museum/gallery internship experience, familiarity with campus resources related to museums and galleries, and if you would be interested in enrolling in a

museum studies minor should one be offered in the future. The procedure in the study is very simple, and participation should take no longer than 4-7 minutes.

Note: The Museum Studies Survey is anonymous, completely voluntary, and is *not* connected to the student opinion survey given at the end of each course. You may withdraw from this survey at any time without penalty.”

Would a full-semester Introduction to Museum Studies course with the learning objectives listed below interest you? Choose all that apply.

(54 responses)



****Above:**

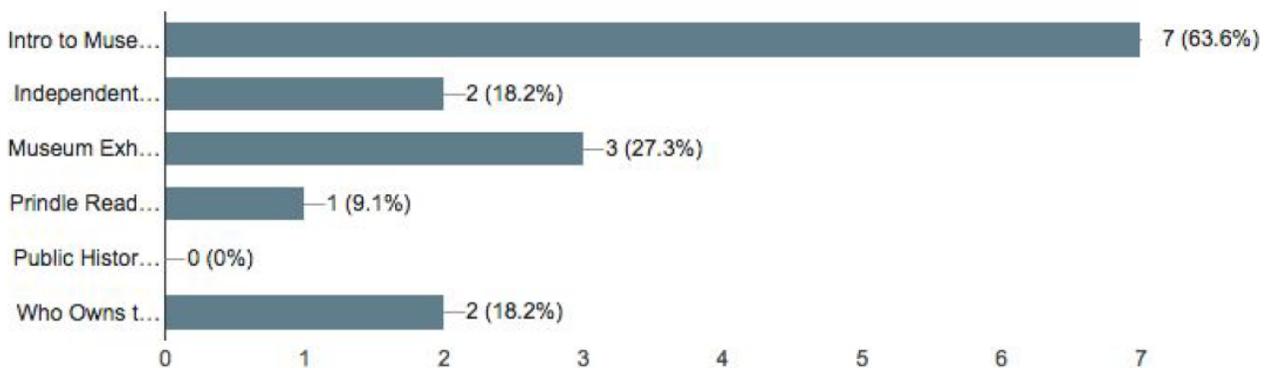
Learning Objective 1: Integration of theory and hands-on museum practice in a series of workshops with gallery staff.

Learning Objective 2: Read, discuss, debate, and demonstrate familiarity with current museum theory.

Learning Objective 3: Learn about career options and graduate school training in the museum field.

Have you taken any of the following courses at DePauw? (Select all that apply)

(11 responses)



****Above:**

Intro to Museum Studies (offered periodically by gallery staff)

Independent Study related to museum topics (offered by gallery and/or art history faculty)

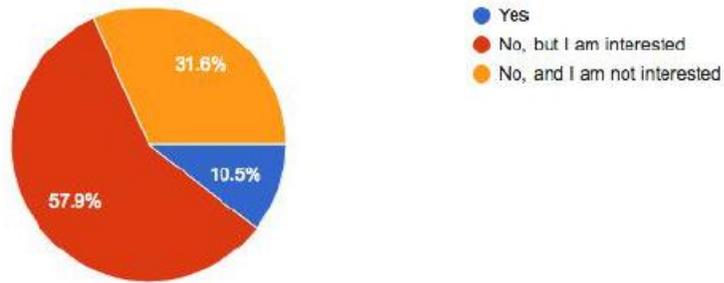
Museum Exhibition Workshop (offered periodically by gallery staff)

Prindle Readings Courses related to museum topics (offered periodically by gallery staff)

Public History / Museums (offered before 2015 by Professor Schlotterbeck)

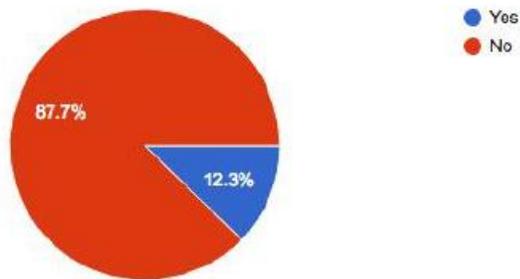
Who Owns the Past? (offered periodically by Professor Schindler)

Were you aware of the courses offered in the preceding question? (57 responses)



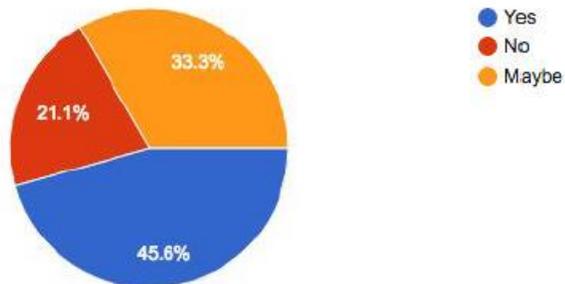
Have you interned or volunteered in an off-campus museum or gallery while a student at DePauw?

(57 responses)



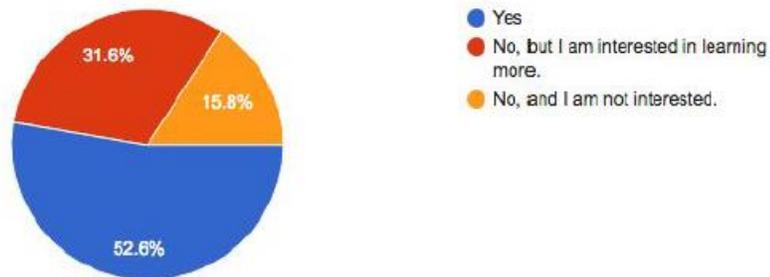
Would you be interested to intern or volunteer in an off-campus museum or gallery while a student at DePauw?

(57 responses)



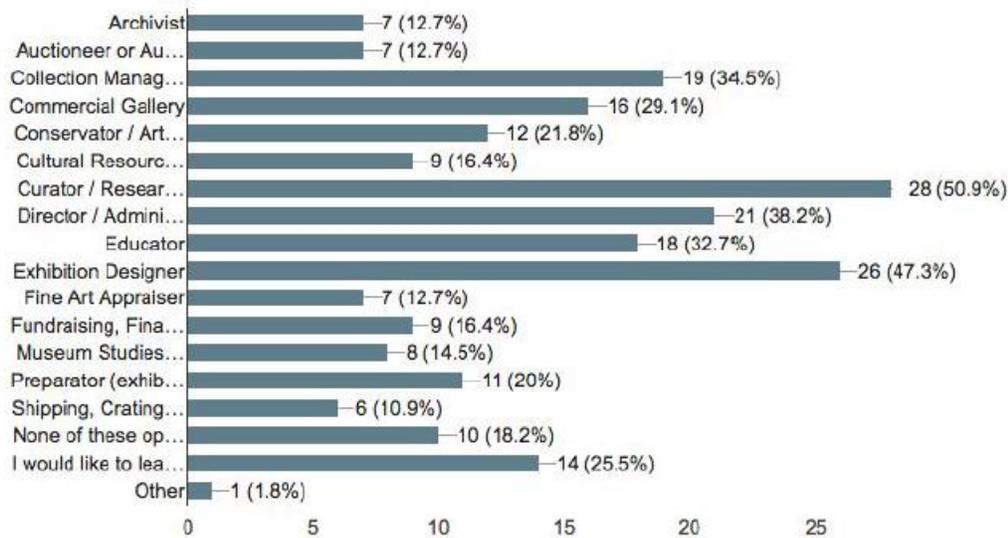
Did you know that volunteer, work-study, and a paid 5th-year fellow position in collections and exhibitions are available at the Peeler Galleries & Collections on-campus?

(57 responses)



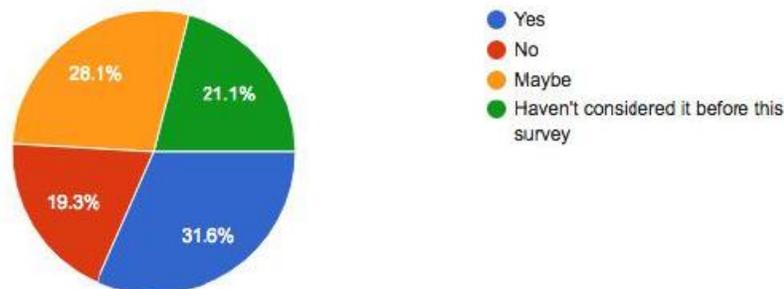
Choose any of the following career options which might be of interest to you or that you would like to learn more about:

(55 responses)



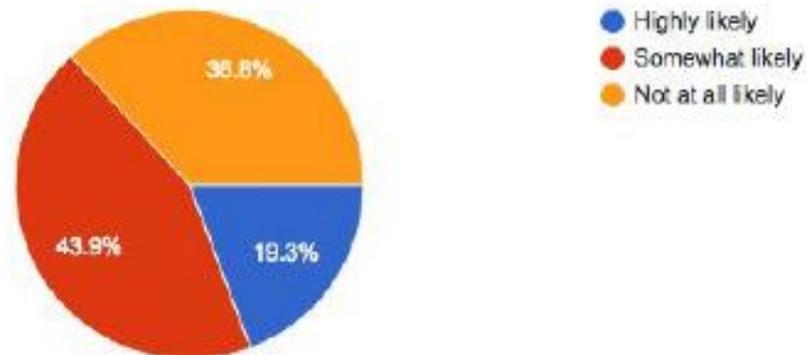
Would you consider a career in museums and galleries interesting for you?

(57 responses)



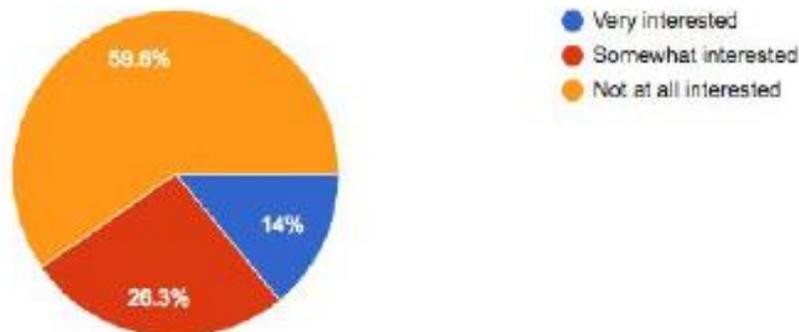
If the opportunity to earn a minor in museum studies existed, how likely would you be to declare museum studies as a minor?

(57 responses)



Are you interested in pursuing graduate study in arts administration, museum studies, or curatorial studies?

(57 responses)



If a minor in museum studies were created, what would you hope to learn in museum studies classes?

(26 responses)

1. How they function, what they look for in art
2. How you decide where to put certain pieces and the way lighting should be set up to best show the work
3. Contemporary art
4. I would hope to learn about the history of museums and galleries and their relevance today.
5. Honestly, I am not really sure. I suppose I would like to learn how museums decide what exhibits to host and how they go about selecting pieces for their galleries.
6. If a minor was created for museum studies I would hope to learn about the history of black or African American art museums and the possibility to further the development of their existence.
7. How the larger museum exhibits plan and set up the final product

8. I would like to have a more comprehensive and global understanding of the relationships between different museums and the exchange and ownership of pieces amongst museums and galleries (etc).

9. I would like to learn about how the presentation of objects may in itself be biased: in Cubism, I enjoyed our discussion about placing African art in the nineteenth century ethnographic museum and not along next to European art.

10. How the pieces are chosen to be displayed in the museums and how the layout is significant.

11. I would hope to learn about both the hands on skills that are necessary, the business transactions, and the more abstract theory behind it.

12. What exactly one can do with such a minor.

13. not sure

14. I would hope to learn about the processes of how information in museums are conveyed and exhibited and who makes that decision.

15. With the little I know on the subject I hope I would learn all the aspects that pertain to museum studies and the career paths it offers.

16. I would want to learn about different public spaces. galleries, and ect

17. Their inner workings of museums. How they receive their collections, storage options, history, benefits, possible critiques, different forms that a museum could take.

18. How to work with artifacts found in museums and focus on all museums not just art museums

19. Needs to not just be focused on art but also archaeological artifacts.

20. I would hope to learn more about exhibition installation and the history and see different types of exhibition set-ups, as well as work more with caring for and cataloging objects as I would say I am at an intermediate level. I would also like to learn more about prepping objects for installation. I have installed and de-installed exhibitions here at Peeler for two years and would love to know more about how they get from the museum or artist to Peeler and then prepped (if they are even prepped, I do not know) and then into the gallery to be installed.

21. n/a

22. I would hope to learn more about what the field entails at the professional level.

23. I never really knew about Museum Studies until I saw this survey. I would assume that with this kind of minor students would hope to learn how a museum works and all that is essential to running a museum themselves and as well as taking care of the exhibits.

24. Museum theory (the purpose of a museum, educational theory, responsibilities of a museum within their community) and an overview of museum careers. Practical experience (volunteer opportunities, chances to work with the Peeler's collection) would also be good.

25. I would want to learn more about possible future careers, and have more hands-on experience with objects.

26. Learn more about the inner workings of museums and where to look for jobs/internships.

Appendix B. FYS Seminar Guidelines Draft 2017

"Writing is a Constant Conversation"

Writing in First-Year Seminars

LEARNING OUTCOMES

The first-year seminar serves as the gateway to a student's writing experience at DePauw. In this course, students work on developing their writing skills and habits with the understanding that writing is a process that must be practiced over time in many different contexts, for different audiences, and in different genres. The first-year seminar is the beginning of that process.

By the end of the first-year seminar, students should:

- understand writing projects as a series of tasks, including finding, evaluating, summarizing, analyzing, and synthesizing sources.
- understand that writing is social and collaborative.
- appreciate how readers perceive and respond to different forms of writing.

- possess flexible strategies for generating ideas, proof-reading, editing, and revising.
- understand how to document both primary and secondary sources and why that is important.
- understand that the skills and habits learned in the first-year seminar can and should be transferred to other courses and writing contexts.
- be passionate about writing as a means for thinking, communication, expression, and action.

GUIDELINES AND SUGGESTIONS FOR FACULTY

Every first-year seminar is different and there is no one way to design the course or to integrate writing assignments. The following are general guidelines and suggestions that both research and practice have demonstrated are effective in achieving the learning outcomes outlined above.

1. Course content

In choosing readings and other assignments, please consider the relationship between your course goals and your goals for student writing. First-year students are still developing their critical reading skills and need guidance and time to engage with the material. Ideally, some reading assignments should provide students with examples of good writing in a particular discipline and, thus, encourage students to appreciate the relationship between critical reading and developing their own writing.

2. The Writing Process

Faculty should guide students through the writing process, helping them develop good habits, by scaffolding assignments and building in staged revision as much as possible. To help students engage with the process, it is recommended that students reflect on their writing process during the semester. This may be done through class discussions and/or writing prompts that ask students to describe their approach to a particular assignment and what they consider to be their strengths and weaknesses as a writer.

3. Critical Thinking, Genre, and Audience

To the extent possible, students should engage with a variety of source material, practicing the evaluation and analysis of sources, as well as summary, paraphrase, and citation. Attention to genre and audience can help students hone their own rhetorical strategies.

Instructors are encouraged to coordinate with the library liaison assigned to their FYS for sessionson finding, evaluating, and documenting appropriate sources.

Revised by the WCC September 2017

Appendix C. Proposal for a new FYS model "The Decus Seminar"

Course Description:

DECUS LUMENQUE REIPUBLICAE COLLEGIUM

"The College is the splendor and light of the common good."

"What does it mean to be an educated global citizen in the 21st century? From its foundation in 1837, DePauw's mission has been to educate young people who will go on to be leaders and community members who make a difference in the world. DePauw maintains its commitment to that mission. In this seminar, students read, debate, and write about essential works for active participation in global citizenship. Each semester, faculty leaders choose works from across disciplinary boundaries that they consider essential to being an educated global citizen. Together, the professor and students explore challenging topics and ideas that prepare us to be leaders who will transform the world."

Syllabus Design Process:

The content of the Decus Seminar will change each year based on who is teaching the course. Faculty leaders will convene in the spring to choose the course content based on the question: "Right now, in your discipline, what should students be reading, listening to/watching to become educated global citizens?" Ideally this will generate a range of works from across disciplinary boundaries that will engage students with the liberal arts endeavor and prepare them to look and think critically at the world.

Faculty leaders will then generate a common syllabus focused on discussion and written communication. Assignments would strive to address threshold concepts and skills, such as critical reading, thinking, and writing, and would be developed by the faculty teaching the course. Each faculty member would teach their own group of students but there would also be opportunities to come together for shared lectures and/or performances.

An Opportunity for Faculty:

- Work with colleagues from across our curriculum
- Read/listen to/watch a range of works from philosophy, literature, and art, etc.
- Mentor students as scholars on the process of inquiry and communication (without the pressure of being the expert)

Those interested in participating or learning more about developing this common FYS syllabus, should contact Rebecca Schindler (rschindler@depauw.edu) by November 1, 2017.

Note: The VPAA has generously agreed to provide faculty development funds during the spring semester for those engaged in piloting this course for 2018