

**Faculty Meeting Minutes  
October 1, 2018**

**1. Call to Order – 4 p.m. Thompson Recital Hall, Green Center for the Performing Arts**

The chair called to order at 4:02.

**2. Tribute to Tom Musser, Professor Emeritus of Economics and Management (Gary Lemon)**

Tom Musser's Legacy:

I have been asked to say a few words about my dear friend Tom Musser who passed away on September 1. Although I am honored to speak about my colleague, I am afraid my words will not capture the true greatness of this remarkable man.

Tom joined the DePauw faculty in 2001 and retired at the conclusion of the 2017-2018 academic year. Tom or as his students called him T-Muss was truly an exceptional teacher. Many students dreaded his classes because he was known as a tough grader. Although known as a tough teacher, I never heard one student say that he was unfair. He just wanted his students to work hard and come to his classes prepared. Students had to be prepared for Tom's classes because he would call on students by randomly pulling their names out of a hat. Yes, Tom was old school because he chose students to participate in answering questions by literally pulling their names out of a hat. This is not the only thing that Tom did in old-school fashion. He used an overhead projector that was probably first introduced to the classroom in the 1950s; never did I see him use PowerPoint slides. He wanted students to focus on the material and not on a glitzy presentation. Tom's homework assignments and tests challenged his students; he truly wanted them to be the best they could be in accounting. He spent countless hours grading exams, homework, and meeting with students outside the classroom. He was always willing to go the extra mile for students; this included calling one student who had trouble waking up for his 8 o'clock class. When Tom first came to DePauw, he could be found before 6 AM at the truck stop on I-70 grading papers; later he changed his venue to McDonald's in Greencastle to do his morning grading.

Tom's classes were always full, and he had a waiting list for almost all of his classes. Truth be told if you had a good reason for wanting in his class he would find a space for you. I would guess during the years he taught at DePauw, no faculty member taught more students than Tom. He almost always had more than 90 students each semester; he routinely had more than 40 advisees and would spend a considerable amount of time with each one; he cared deeply about all of his students and wanted to ensure that they had the best schedule possible. He was constantly writing letters of recommendation for students. He would pull out old grade books to try to accurately reflect the work the student had done in his class. Tom was instrumental in creating minors in accounting and finance and creating bridges to accounting programs at other schools so those students who wanted to continue their work in accounting could do so with minimum effort. He was also a great mentor for those students who wanted to sit for the CPA exam. As one of my colleagues put it: "Tom's greatest legacy at DePauw is the love and respect that he generated from the students that possessed the good fortune to have him as a professor."

On a personal note, I considered Tom, a true friend. You always knew where Tom stood on the issues and didn't have to fear he would change his position depending on whom he was talking to. He would always listen to you even if he did not agree with you. I had the pleasure of going with Tom on two Winter Term trips. It was readily apparent on these trips how much Tom cared about the students and how he wanted each student to get the most out of the experiences they were encountering. On one trip I was having trouble walking, and I often told Tom to go ahead of me, and that I would catch up but he never once walked ahead but stayed with me until I was ready to walk again. When a student encountered a problem, Tom was the one to spend the extra time to make sure that the problem was solved.

Tom and I had many conversations about our families. Tom was truly a devoted husband, father, grandfather and a good friend to many people. Tom also owned many dogs that he loved even if they were

not well trained. One of the great tragedies is that his young grandchildren will never know how great a grandfather Tom would have been.

Wherever Tom is I am sure he is teaching young people how to balance the books and how to review income statements.

### **3. Verification of quorum**

**Quorum is met. There were more than 125 faculty present.**

### **4. Consent Agenda**

#### **A. Approval of the following new courses (recommended by Course and Calendar Oversight): (Course descriptions are found in Appendix A.)**

**MATH 143, Mathematical Modeling, 1 credit, SM**

**GLH 242, Topics in Global Health, 1 credit**

**GLH 342, Topics in Global Health, 1 credit**

**WGSS 270, (New) Media & Marginalized Bodies, 1 credit, SS**

**WGSS 360, Women and the Internet, 1 credit, SS**

**ENG 359, Anglo-Saxon Language and Literature, 1 credit, AH**

#### **B. Announcements of changes in number, title, description, prerequisites, and/or distribution requirement designation:**

**(Course descriptions are found in Appendix B.)**

**REL 354, Women, Gender, and Sexuality in Islam, 1 credit, AH or GL [change title from Women and Gender in Islam]**

**SOC 240/ANTH 250, Pro-Seminar in Anthropology and Sociology, 0.25 credit [change description]**

**ENG 215, Language, Power & Writing: Global Englishes, 1 credit, AH or GL [change number, title, and description from ENG 315, Language, Writing and Power, remove PPD, add GL]**

**ITAL 171, Italian Through Culture I, 1 credit, LA [change title and description from Elementary Italian I, add LA]**

**ITAL 172, Italian Through Culture II, 1 credit, LA [change title and description from Elementary Italian II]**

**ITAL 271, Cultura e Societa' Italiana I, 1 credit, LA [change title, description, & prerequisites from Intermediate Italian I]**

**ITAL 272, Cultura e Societa' Italiana II, 1 credit, LA [change title, description, & prerequisites from Intermediate Italian II]**

**ITAL 371, Contemporary Italy: Confronti Interculturali I, 1 credit, LA [change title, description, and prerequisites from Advanced Italian I, add LA]**

**ITAL 372, The Italian Context: Confronti Interculturali II, 1 credit, LA [change title, description, and prerequisites from Advanced Italian II, add LA]**

**ITAL 375, Topics in Italian Literature and Culture, 1 credit [change description and prerequisites]**

**ITAL 376, Italian Through Film, 1 credit, LA [change description and prerequisites]**

**ITAL 471, Italian Cultural Studies I, 1 credit, GL [change description and prerequisites, add GL]**

**ITAL 472, Italian Cultural Studies II, 1 credit, GL [change description and prerequisites]**

#### **C. Announcements of approval of distribution area designations:**

**PSY 260, Social Psychology: PPD**

**(Jan 2019) SOC 201, Man Up: Unpacking Manhood and Masculinity: SS, PPD**

**(Jan 2019) UNIV 183IG, Winter Term in Service: Cultural Arts Exchange in Accra, Ghana: IE**

(Jan 2019) **UNIV 183IC, The Netherlands: History, Art, Politics, and Culture: IE**

(Jan 2019) **UNIV 183IF, Winter Term In Service: Community Development in El Salvador: IE**

The Consent Agenda was approved.

#### **4. Student Academic Life (Rich Martoglio)**

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

Students recently met with Student Academic Life staff to talk about the DePauw demonstration policy. The SAL committee will continue to discuss student concerns and issues related to the demonstration policy.

The SAL Committee plans to discuss feedback related to the common read and provide recommendations for the next academic year.

**Susan Hahn (SH)** – Can you clarify where we can find the new protest or demonstration policy? We all need to be clear about the policy. I have heard that minority students who received scholarships have been told they can't protest because donors of their scholarships would be unhappy. Students are very concerned about what the policy is. This is understandable. We all need to know the definition of "disrupt." Literally, in the past civil rights and women's movements, if we had been told we could not disrupt something, we would have never gotten anything done.

For example, Can faculty hold signs outside the board of trustees meeting?

**Rich Martoglio (RM)** - The policy is found in the student handbook.

**SH** - Will you send the link to faculty and staff so we can find it? We need to understand the language, what is the difference between "interrupt" and "disrupt."

**RM** - Originated out of Jenna Fischer event last spring is when the discussions began and continue. I will share the link.

**SH:** I was in a session at Day of Dialogue where students were told the policy was made to "protect" students. Students of color very eloquently responded that the university needed to be aware that this rationale of protection seems to be implying that if groups of black or brown students get together to protest racism, they are being told they are dangerous.

**RM:** Comments and concerns can be sent directly to him.

**Alan Hill (AH):** We work with DePauw Student Government to review policy and they are also represented. Students will know exactly what we were talking about interruption vs. disruption. No one has said anything about financial aid being taken away. That is not true.

**SH:** What is the difference between disrupt and interrupt?

**AH:** If we had notice that there was a demonstration going to be held in the Julian Center, the students there were only holding up signs in the lobby. No complaints about faculty members trying to hold class. We could have a situation there where it is so loud where courses are being taught and faculty would feel like they could not conduct classes. Students have the choice to reduce their sound or move location.

**SH:** So, Students can hold signs and quietly chant as long as they are not disrupting classes/meetings as long as they do not obstruct anything?

**AH:** Demonstration Response team first response is to make the individuals aware that there is a policy. Talk it through before taking any other action. If the faculty determine it is a disruption. Anne or Alan would decide the next course of action.

**Rebecca Alexander (RA):** Is the Student Academic Life committee looking at particular ways the students are being talked to about the policy being implemented and understood?

**RM:** Primary focus on the language of the policy and also the perhaps awareness of the policy so students know what the policy means. Ongoing conversations are happening.

**RA:** Other conversations are happening with students that it is shaping what students know.

**Rich Cameron (RC):** There is a problem in the current language in the current handbook in that it will never

be clear enough. As it stands, it will always have the impact of silencing and creating fear concerning what the students can or cannot do. That fear may be mistaken given the good intentions of administrators; but then again the fear may be accurate if the policy is misapplied or wrongly applied. Thus, the students are right to be uncertain and fearful – they cannot know how it will be applied. The only real solution is to make our policy a truly liberal policy: if we are going to support the right to protest we need to state that we support the right protest, period. If we don't do this we will cause silencing and students won't be able to express their rights.

**AH:** Student government held open forums to walk through students through the policy. Part of what we are doing is managing the policy with the students and those who are involved. We want to be able to make decisions that support our students without calling in people outside the institution we want to handle that within our own community. Once it becomes a police call it can escalate quickly. We need to make sure our students are safe, they have the ability to raise their voices. Certain behaviours escalate to a level that we need to handle it if it gets to that level. There are ramifications that happen if it gets elevated to a certain point. I don't want to see the black and brown students on the ground with the police over them.

**Rachel Goldberg:** Some of the students talked to her about being afraid and not for sure if they would be expelled or what other serious consequences there are. Have a conversation about escalation and punishment/consequences. Students aren't clear what the consequences are.

**Kaleb Anderson, Student** – I think that this conversation about the potential revision of the Demonstration Policy is necessary. However I think we should not forget that a reason many students protest and demonstrate is due to the lack of/ or ill response from the institution regarding incidents that happen. We should keep this in mind as we think about revising or updating the language of the policy. This institution needs to also have better responses to the incidents that happen.

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

### **Prior Notice of a Motion to be voted on at the November 5, 2018 faculty meeting: Proposed Changes to the Handbook Regarding Board of Student Publications**

#### **Current Handbook Language STUDENT PUBLICATIONS COMMITTEE**

1. *Function:* This committee shall exert final authority over *The DePauw* and *The Mirage*. The board functions much as would the owner of a private publishing operation except that it does not dictate editorial policy. This committee reports to Student Academic Life.

2. *Membership:*

*Faculty membership:* Three (3) appointed representatives.

*Administrative members:* Voting: A permanent treasurer appointed from the faculty by the President, Instructor of journalism courses.

*Ex Officio (without vote):* Vice President for Academic Affairs or representative.

*Student members:* Three (3) appointed by Student Congress, one each from the sophomore, junior and

senior class. One student must be actively engaged in *The DePauw* or *Mirage*.

*Officers:* At the first meeting in the fall The Board elects a faculty and a student chairman. The faculty chairman conducts the meetings during the first semester, the student chairman conducts the meetings during the second semester.

**New Handbook Language (Bold type indicates new language to be added, strikethroughs indicate text to be deleted)**

## **STUDENT PUBLICATIONS COMMITTEE**

1. *Function:* This committee shall exert final authority over *The DePauw*. The ~~board~~ **committee** functions much as would the owner of a private publishing operation ~~except in~~ that it **oversees the financial and structural procedures of the newspaper. However, the committee** does not dictate editorial policy. **This committee elects *The DePauw* editor-in-chief and has the authority to dismiss the editor-in-chief, after consultation with student editorial board. The committee also provides guidance if the publication's content is challenged and the issue is not satisfactorily resolved by editor-in-chief and advisor.** This committee reports to Student Academic Life.

2. *Membership:*

*Faculty membership (4 total):* Two (2) ~~appointed~~ **elected** representatives, **as well as the faculty advisor to *The DePauw* and the Pulliam Visiting Professor of Journalism.**

*Administrative members (2 total):* (Voting) A permanent treasurer appointed from the faculty by the President, Ex Officio (without vote) Vice President for Academic Affairs or representative.

*Student members: (4 total 3 voting):* ~~Three (3)~~ **Two (2)** appointed by Student Congress, one each from the sophomore, junior and senior class. ~~One student must be actively engaged in *The DePauw* or *Mirage*,~~ **Editor-in-Chief of *The DePauw*, Business Manager (without vote)**

*Alumni Members: (3 total)* **Three (3) alumni who are currently working journalists, recommended by the committee and appointed by the President.**

3. *Structure:* **The Faculty advisor to *The DePauw* will convene the first meeting of the academic year, at which time a chair will be selected by the committee from among the faculty members on the committee. The chair will convene the committee twice per semester for the remainder of the academic year. Additional meetings may be convened as the need arises.**

*Rationale: The Board of Student Publications was established during a different era in journalism and the university. The current language creates a particular problem for the adequate operation of the Board: it creates an imbalance between journalists and non-journalists on the Board, favoring the latter. Several faculty serving on the Board in the past have expressed reservations about their ability to provide appropriate guidance, especially with regard to professional practices, personnel matters, and potential legal issues. In light of a recent study conducted by Xie and Simon ("Supervising the Campus Media," 2013), we recommend that the Board be renamed the Student Publications Committee and be comprised of an equal number of journalists and non-journalists in order to provide balance between providing guidance on professional practices and staying attuned to the particular context of student journalism at DePauw. We recommend that three alumni who work as professional journalists be added to the Board in order to provide a more grounded context for current best practices in the industry. These alumni can also serve as additional mentors and conduits to expanded professional networks for our students and staff.*

**Rich Cameron:** I have a question regarding the new language regarding the committee's authority to dismiss the editor in chief; can you elaborate.

**David Worthington (DW):** There were no mechanisms previously and now there is.

**Rich Cameron:** I am concerned, then, with the current wording in that it provides the committee with a blanket authority to dismiss the editor with language specifying that the committee has any obligation to transparency, i.e., no language specifying that their obligation to explain their decision publicly and openly.

**David Alvarez :** Would you please share the context for the motivation of this change?

**DW:** Rationale provides some context. There is the desire to even out the board. There are different areas in journalism, and there is the effort to give journalists more voice with what's going on in the world.

**Jonathan Nichols-Pethick:** Faculty weren't sure of their role on the board. Felt strongly to include more people. We had to look at whether to suspend the editor in chief in recent years and we had to go outside and consult student press law center. This would function more consistently and more in line with contemporary journalism practices.

**Nahyan Fancy:** I am not sure that the new membership is legal. Last spring after a story ran in The DePauw the administration said that any reporter had to contact Ken Owen for access to upper level administration. This seems to be a problem. Is there something in the new committee structure that could allow this to happen?

**DW:** Board can't establish that. Cannot override the president.

**Lili Wright:** Curious about how the three alumni would participate if they aren't here.

**Kathy Wyde-Jesse:** Hoping to have three alumni professional journalists; they would skype in.

**Anne Harris:** Students from the media can email her directly and she answers questions. The DePauw has an interesting status as an independent newspaper.

General faculty governance questions:

**Susan Hahn:** I have a list of five items of issues that need to be addressed or communicated to the board. First, the structural representation of faculty to the board. While it is good that three chairs on important committees are invited to come this time, I urge the President and VPAA to request that Academic Affairs Committee reports back to the whole Board of Trustees. I talked to a colleague on the board at another college, and he said they have a regular item on the agenda which is a report from the faculty and from students. We need to move beyond the Academic Affairs link in to the board. Another issue is how distressed and upset faculty and staff are about the elimination of the PPO option in the health insurance plan. We really need to understand the changes. Junior faculty members are shocked that the higher copay and meeting the out of pocket expenses results in a \$5,000 pay cut, depending on which plan they use. I am

very concerned that the board didn't ask the faculty, for example, if, they were going to arbitrarily cut one million dollars from the insurance, which is about the same as the 1% raise, which would we prefer. We might want to have the benefits and not the pay raise. Another issues, is that Staff are worried about being fired if they complain. We must communicate this to Board of Trustees. The policy about protest and demonstration needs to be reported to the Board of Trustees. Another issues is that Some programs and departments are being asked to change their program offerings without the input and review of the curriculum committee. We don't have a clear direct strategy from the board. We need to know before the board says, six months from now they are cutting into our 403b, we need to know now and have input. We need a strategic plan that consults faculty and staff on how we are going to move forward with these austerity measures. I respect that the Board of Trustees are professionals, but I am not sure they know the impact on the people who are literally the core of DePauw.

## 6. Curricular Policy and Planning (David Alvarez)

**Written Announcement:** The committee continued its work on proposals for majors, General Education requirements, and questions related to Global Learning credit.

**Susan Hahn (SH)** – Has the curricular committee being consulted about departments who are told that because of small class sizes, they will not be allowed to offer certain classes which may be part of the major.

**David Alvarez (DA)** – No

**SH** – Would this be within the purview of the committee to oversee this?

**DA** – It would seem that this topic would fall under this committee.

**SH** – If we are cutting certain courses without the overview of the Curriculum Committee, it could shift what the Liberal Arts offers. We need a clear transparent and well-thought out plan of what we are doing.

**DA** – I share the concern that these changes need to be considered in the larger context of the curricular offers of the University.

**Jeffrey Kenney (JK)** – We have for the second semester in a row that department chairs are getting notes from the registrar's office that we need 100-level classes. We can't offer a 300-level course unless it meets a certain number of students enrolled. If this is the intent of the administration, we need to know this. These changes affect our ability to offer majors in many subjects. A 300-level course with 8 students that need to have for their major and we can't offer it because of 100-level courses needs are seen as more important by the administration.

**Anne Harris(AH)** - We need to provide the number of seats that we need for our students. How many students need an AH, SM, W, S, etc. We are saying how do we meet this? We are trying to solve it early before enrollment happens, we know the number of students for which we must provide specific courses. There is always a question about classes under eight and if it's vital for the major those classes happen. If we consistently don't have a high number in a course we need to look back at our requirements. You need to know what our students need. We have to provide for Gen Ed and for our majors.

**JK:** Help me understand. If we are in this shape now and we are under enrolled, what is going to happen this year or next year. Clearly we are not teaching enough classes. Should I create more classes in the department? Everyone in the department is already teaching a full load according to their assignment. I do not have any money to add more classes.

**AH:** Currently seniors and juniors take some gen ed courses later. Providing for our students in a right way, advising with a plan for taking all gen ed by the end of their end of sophomore year. Keep doing the work. We've never had enough W courses, do we need to change this. We've never had enough S courses. Should Arts be a separate component?

**SH:** Has the Board of Trustees pushed to cut faculty or departments?

**AH:** No. SCH, student credit hours is being looked at. How many students are being taught? This is about meeting student need. We need to give special attention to the humanities. General Ed courses in the humanities are healthy, but majors are declining.

**JK:** What should be provided that would be helpful, is a map for next year. Preplan for FYS, give departments what you expect percentage wise for 100, 200, and 300. It would help everyone to have this in advance.

#### **THERE WAS A DEPARTURE FROM THE AGENDA ORDER**

**Bob Leonard (BL)** – I have been here for one year. It's impossible to stay in front of everything communication wise.

I asked Dr. McCoy if I could make a few comments at today's meeting.

First, please know that I truly believe all DePauw administrators care deeply about our employees - even the feistiest among us. Personally, I can assure you, I did not come here to harm, I came here to help. We are working diligently and compassionately to strategically move DePauw to a better place - to a great place to learn, live and work.

We are highly confident that our overall compensation structure (salary, health care plan, including our clinic, retirement plan, campus facilities and more) is highly competitive, in fact, "Cadillac" when compared to most organizations. Moreover, our highly professional outside advisors (LHD) assure us that our healthcare plan, as re-engineered continues to be benchmark superior. Also, I would encourage all to attend one of the open information sessions. I've had several reports that LHD and our HR staff have been very open and helpful.

Most importantly, about our reality - DePauw cannot continue to absorb the annual cost increases caused by the prior plan designs along with rising annual health care costs nationally, and no, we cannot find the savings elsewhere. We're running multi-million dollar operating deficits. We need to find additional and much more material efficiencies across our entire operations, and we are intent on making that happen. Accomplishing a balanced budget in short order is critical as we face the need to make substantial investments in both our campus and innovative revenue generating initiatives. We cannot make that happen without substantially tightening our collective belts. This will become crystal clear to SPC when I share our most recent financial modeling with the committee shortly after fall break. Rest assured, I dearly want to change past practice and make certain faculty are fully aware and engaged in fiscal management.

Having led turnarounds, I would share this counsel with the Community - it is imperative that as we seek input and implement change, we expect and accept consternation, criticism and the need for extra communication with patience. We should also acknowledge that ultimately, DePauw's reality and its compensation structure may not continue to meet the desires of all employees. In those unfortunate and understandable cases, I would expect DePauw to assist employees in finding new opportunities with all due respect and care, and personally, I will have great empathy for any that take that path. I say all this because I see no other way to higher ground than through the eye of the storm.

Finally, much hard work lies ahead but DePauw has in fact seen worse. If curious, I suggest you read about post Great-Depression DePauw, An Investment in Humanity. Talk about tightening the belt. That read made me all the more confident this DePauw will also find higher ground. I'm definitely committed to taking that journey with all of you.

**Rachel Goldberg (RG)** – I want to check and see if I understand, was it implied in your speech that there was an option of intentionality of firing people?

**BL** – That is clearly a possibility.

**RG** – Whatever decisions we need to make we need to make them together.

**David Guinee (DG)** – I wasn't able to go to the health benefit meetings today. When DePauw first started a high deductible health care plan, I did it and despite of the sticker shock, it was fine for me. When we first had that option, the big issue especially with staff, is that you must have money up front to meet that deductible. There was a one-time bonus offered to people who switched over. If we are completely eliminating all other options this might be a good time to have that as a standard feature. I have not seen anything that indicates that.

**Renee Madison (RM)** – During the open sessions we receive feedback and we will continue to update the FAQ online. We are trying to add clarity for everyone. We have received some suggestions like David's. We are capturing those suggestions and going to have a follow up with the president and the cabinet. I will have some communication out this week that will address some of the plan's administrative questions.

**BL** – DePauw is being very gracious. I am seeing a lot of other schools going to other firms for help, knowing they need to make changes.

**Carrie Klaus** – Would you explain the need to reserve funds to invest in innovative revenue generating initiatives?

**BL** – We could do online, lifelong learning, if we can get our house in order, we can reinvest in other opportunities.

**Geoffrey Klinger** – I am trying to make best choice out of three offered plans. In salary range 4 for "employee and children," DePauw contributes \$887.74 in Plan 1, DePauw contributes the same, \$887.74 under Plan 2, but DePauw's contribution goes down to \$842.74 under Plan 3. Unless there are hidden costs that I am not seeing, this seems punitive, and an attempt to force us off Plan 3.

**RM** – It is standard to have a defined contribution rate, so employees can change between plans, and not change the contribution made by DePauw. We do not want to see individual areas penalized. We are trying to make sure that the tiers are equitable. We will look into the specific numbers that you mentioned.

**Susan Hahn (SH)**: - I am concerned that these benefit cuts are happening mid-year, if it would happen next July 1 we could have been more prepared and hopefully included in conversations. We understand that we do not have contracts but instead we have appointment letters, so when we are told what are benefits are for the year, we interpret this as a contractual agreement and we make plans based on that. For example I am essentially on a fixed income because of my upcoming retirement plans. If mid-year the benefits become considerably different, that is a crisis for all of us. I do not think we should be implementing these cuts midyear. It seems that the appointment letter is at least partially intended to substitute for a contract. The spirit of DePauw says "it is a great place to live, learn, and work", we need to stop saying it unless it is true. I appreciate that Bob is "manning" (I use that phrase knowing it is sexist) up and admitting for the problems.

**BL** - I thought we were out in front of it far enough, if not, that's on us. I encourage faculty to go to the insurance enrollment meetings before referring to it as a crisis.

**Douglas Harms (DH)** – It sounds like we are up the creek. When will we find out how far up the creek we are?

**BL** – There are board meetings interrupting our intended process but we will begin meeting with the Strategic Planning Committee(SPC) after fall break. Are we screwed? No, I don't believe that. We have a lot of detail to work through.

**Rachel Goldberg (RG)** – I am getting the sense that we are really screwed. I respect that we are going to have to make really hard decisions. Anne Harris said there is not pressure to get rid of any programs. It sounds like there are plans being developed, and I feel like the plans were developed without faculty input. Successful change management requires that you must have input, really clear feedback so everyone knows what is happening all along the line. I ask that you guys let us know what you are planning and include us in the developing of the plan.

**BL** – Faculty can do that through SPC, we will model alternatives and start a discussion. I will tell the faculty what I share with the SPC, and will work with a reasonable group of people intent on finding the best

solution.

**President McCoy**- Agrees with every point made. DePauw has made the choice over and over again by taking care of every single person meanwhile everyone gets a little less. What won't change is that we have a very large endowment. However, that won't stop the bleeding and increasing deficit. How can we move forward together and treat everyone well? The healthcare change saves a quarter of a million dollars for employees, and \$700,000 for the University. We are not trying to hide any of the pain that is out there. There are ways that we can work together to get DePauw to a better place. All of higher ed is facing this problem.

**Anne Harris (AH)** - For the past three years, I have received two million dollars worth of requests for term faculty positions. I have been proactively looking at academic programs so that we have less need for part time staffing. Conversations are going to start this year about specific curriculum. Term staffing budget and class size will also be discussed. We need to meet more with the faculty we have now.

**Nahyan Fancy (NF)** - I would like to talk about the sum of institutional savings. I came here in 2006, and cabinet was a size of 6. The cabinet is a size of 11 now. Bob shared with me a data about missing line in the budget from our earlier discussions. The missing line was the auxiliary budget. It was \$12 million seven years ago, and \$19 million now. This is more than a 50% increase.

**BL** – Auxiliary was not on that schedule because it was irrelevant, we don't make money on our auxiliary. It's not a relevant item. Doesn't like having one off conversations. Sat for hours in his office playing with models of numbers. Encourage the faculty interested in numbers to sit on SPC. There should be training for those on SPC. We will hide nothing. Want to get this done and do it the right way. Confidence in him that he is sharing everything.

**NF** – Greater transparency is very important. The first time that the January 1 change in insurance was officially reported was at the last faculty meeting in mid-September.

**BL** – It was mentioned after the board meeting in May, and after budget meeting on September 4, that we would have additional changes in January.

**NF** – That the information came out in response to a question about the summer health working group. The faculty and staff in that group were under the impression that they were prevented from sharing information, even after Renee mentioned that they could. Going forward, with the SPC conversations, it needs to be crystal clear. Future conversations need to be transparent. We didn't hear about sabbatical conversations until the last faculty meeting.

**BL** – We are going to work as a group with the SPC to share information.

**Jana Grimes (JG)** – At two separate meetings that question was asked, does this need to be confidential, the information from LHD (the insurance consultants) should not be shared, however you should get input from your colleagues. Several members got information from their colleagues.

**Rich Cameron (RC)** – I have had a question on the high deductible plan and the change in HSA support. How much of a saving is DePauw accruing from this change? I have not received an answer to this question. I have only been asking for information that was already provided to the summer working committee by the consultants so I don't understand the delay in sharing the information given the administration's repeated claims to transparency. The language we were sent regarding this policy change seems, from publicly available information, to be a dishonest spinning of the healthcare changes. The change is presented as an opportunity for employees to engage with opportunities to be healthier. But as has been shared through faculty/staff email communications, the best research shows that there very little to no empirical evidence the sorts of obstacle courses you will be setting up for us improve our health. Instead, there is a great deal of evidence that the obstacle courses will weed out a substantial number of us – around 50% of us – and that that 50% or so that don't complete the obstacle course will save DePauw money in a straightforward way by given DePauw an excuse not to put money that it was formerly automatically putting into our health savings accounts. It is fundamentally dishonest given well know publicly available information, information we have asked the administration to share with us, to present this as an opportunity for greater health. I

understand that corporations present this information in this misleading way to their employees all the time. But many of us chose to work at a University precisely because we value the openness, traditions of shared governance, and commitment to honesty that would go along with working at a University instead of in the corporate world. And in choosing to work at a University we accepted a much lower lifetime salary. It is, thus, a betrayal of a longstanding aspect of the social contract between Universities and their employees when the administration treats faculty and dishonestly in this way, undermining our benefits, and not (vastly) increasing our salaries to compensate us for the losses we are suffering.

**RM-** It is correct that they have not gotten back with RC yet. The general concept is that DePauw has some employees who will opt in and some will not. DePauw will save money from those who do not satisfy the requirements to qualify for their total HSA contribution. The answers to RC's questions will be on the FAQ page.

**JG** – The intent of offering health savings accounts was not to diminish the employment plans. In no way was it intended to negatively impact our employees for the benefit of DePauw. We are going to share information on the FAQ page. I apologize if it seems that we are being dishonest.

**BL** – Communication is a very complicated area, we have had multiple communications. The special faculty meeting on September 4 happened after the email exchange. We made it very clear that we are taking action and had taken action for our employees about health care. There is mixed terminology. Basically our health care claims are paid by our premiums. We have to cover the total cost. We have an obligation on how we are going to share that cost between employer and employee. We are attempting to align that sharing more in line with the market. It's complicated, the \$700,000 in savings, for example, is a reduction in prescription claim for all drugs. That is reducing the total cost of the entire pie.

**Howard Brooks** – Turn back to the agenda in regular order. Conversations like this will continue. Thank you Bob for coming up the podium and sharing this information.

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

**Written Announcement:** The committee has full membership with representation from all curricular areas.

**Erik Wielenberg:** Deadline for Faculty Fellowships is day after tomorrow. Faculty morale survey was sent out, and the committee has received a robust response of over 170 responses. Lili Wright will send out a reminder about the survey. The survey closes tomorrow night.

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

Announcement about the Review Committee's work to update the Faculty Handbook in regards to a detailed job description for faculty and a financial exigencies policy.

Jeff Hansen - The Review Committee has been working on two issues regarding personnel policies as in the Faculty Handbook. The first is a faculty job description. The Faculty Handbook currently has no detailed job description for faculty. Documents exist for a Detailed Job Description for Full-Time Faculty for both term and tenure-track positions. These include appendix A which quotes the Handbook's Criteria for Decisions on Faculty Status, appendix B which contains a Departmentally Specific Supplement to the Job Description, and appendix C which details Opportunities and Encouragement for Professional Growth Activities for Faculty members on Tenure-Track Appointments. The detailed job description is shared with every full-time faculty member at the time of initial appointment. However, these detailed job descriptions have not been available on the DePauw web site. Our plan is to add a paragraph to the Handbook that essentially points to these faculty approved documents that will be available on the web site.

The Review Committee looked at Recommended Institutional Regulations on Academic Freedom and Tenure published by AAUP in the July-August issue of *Academe*. We found one section of the AAUP document was not sufficiently reflected in our Faculty Handbook. It dealt with Financial Exigencies -

essentially the need to terminate faculty positions due to “a severe financial crisis that fundamentally compromises the academic integrity of the institution as a whole and that cannot be alleviated by less drastic means.” I want to be clear that the Review Committee is not addressing this because we believe such a situation is imminent. Rather, we believe it is prudent to have a policy in place should such a situation arise. After consultation with the Chair of the Faculty, Chair of the Strategic Planning Committee, and Chair of the Governance Committee, it is our hope to work in concert with the administration and Board of Trustees to develop such a policy for DePauw based on the AAUP document.

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

- A. Report from SPC’s discussion with VP Bob Leonard
- B. SPC response to issues raised at September faculty meeting
  - Formalize interactions with the BOT
  - Health benefits
  - Confidentiality guidelines and policies
  - Sabbaticals
  - Staff morale survey
- C. Procedure for reconciling SPC function (as defined in the Academic Handbook) and practice (of the last three academic years)

### **Written announcements:**

- A. SPC recommended that the Health Benefits Committee release its recommendations/report that was sent to the President as soon as possible; this recommendation was received well.
- B. SPC urged the Administrative Council to survey the staff using a instrument similar to that developed by SPC.
- C. SPC continues to encourage faculty members that have questions, thoughts, or concerns about DePauw’s strategic initiatives to contact [jpope@depauw.edu](mailto:jpope@depauw.edu), [cbabington@depauw.edu](mailto:cbabington@depauw.edu) or any other member of the committee.

**Jeane Pope (JP)** - In addition to the written announcements on your agenda, the Strategic Planning Committee has three sets of information to share with the faculty.

First, I want to let you know that committee co-chair Cindy Babington and I recently met with Bob Leonard, the Vice President of Business and Finance, to discuss the annual budgeting process, setting and funding university priorities, and how SPC and the faculty can be more involved in both processes. Because a number of faculty-specific concerns relate to the Academic Affairs budget, VPAA Anne Harris was at the meeting as well. From the onset, Bob let us know that he is open and eager to work with SPC as his division develops both the annual budget and a longer-range financial model that can be used to assess institutional priorities. Further, he emphasized that annual budgeting and long-range planning are, in fact, two different, though not unrelated, processes. SPC is in the process of learning more about the economics of Higher Education and will be meeting with Bob after Fall Break. Before moving on to the next two topics, I want to pause to respond to question about this first item.

Second, because SPC is a bridge between the faculty and the administration, we believe that transparency is critically important and that we have an obligation to hear and respond to faculty concerns within our purview. With that in mind, I tried to categorized the numerous questions and concerns brought forth at the last faculty meeting as shown on your agenda. Before I speak to these issues, I want to pause to see if anyone feels as if a topic is missing. Rearranging the order a little bit to respond to easier items first, SPC did vote to strongly encourage both the Administrative Council and the Health Benefits Committee to survey

the staff and to release the whole health plan report, respectively. Additionally, SPC will be discussing mechanisms, for example a white paper, to request that the information and recommendations generated by these kinds of working groups be released to the community at the same time that they are sent to the President. With respect to the issue of confidentiality and committee work, SPC understands that Governance has been working on a policy. We encourage this work and stand ready to support it as needed. With respect to the sabbatical discussion, the SPC report last month was mainly to let the faculty know that it the topic *had* been discussed in the spring and that our recommendation to retain the benefit resides with the VPAA. It is our understanding that she will return to the committee for further input as necessary. The VPAA has also been working with Justin Christian, the chair of the Academic Affairs Committee of the BOT to discuss improved communication between the faculty and the board. Additionally, the Chair of the Faculty has been in communication with Justin Christian as noted in your agenda.

Third - the reconciliation of the committee's function with our historic operation. From what I can tell, there has been significant disagreement between the faculty representatives and some administrators as to the interpretation of the function. I'm afraid that because this is only my second year on the committee, I don't have firsthand knowledge about these differences and can therefore not answer questions. I can, however, speak to certain deficiencies in the clarity of the charge and well as note that there are unhelpful specificities. For example, the charge uses the verb "consider" three times within the first two sentences of the committee description.

I welcome question or comments at this time

**Susan Hahn (SH):** Glad to see the list. Response to item one, that is not good enough. It's the structure of the SPC that doesn't work. SPC should work with governance and come up with a better way. Whenever a new crisis is presented to SPC, you don't know what everyone thinks. Asking for you to report back to us.

**Jeane Pope (JP)** – I think you made an assumption about what we are going to do instead of hearing what we were planning to do. You want mechanisms for input. That needs to be developed and we are looking at doing that.

**David Alvarez** – Minutes from the committee?

**JP** – Yes. Some minutes for this year are already posted, and two more sets are almost ready to be posted.

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

Thank you all for being here. I would like to begin by recognizing the commemoration that was held in Bob Hershberger's honor this Old Gold week-end, and thus by thanking Alex Puga, Uriah Brown and Leslie Smith, the latter two of the Office of Alumni Engagement, for the careful and caring arrangements that were made, and those who spoke about Bob. The event brought the room of alumni, colleagues and friends, and family members from around the country and the world together around the love felt for Bob that makes his absence so hard, even as we learn to live within it. Moments like these are deeply connected (perhaps most deeply connected) to who we are as an institution and to each other – but they are also to be held apart, and treasured only in and for themselves. And so I lay it aside to address other matters that are at hand and on our minds.

I seek to update you on the current conversations engaging the academic program at DePauw, with the understanding that all of the conversations about health care, about community, about compensation and more in our public sphere are interconnected.

### **Committees and Academic Groups (in addition to what has already been reported)**

- **Review** Committee is working with me on a definition of service, and how different kinds of service might be weighed, as well as how service is embedded within the faculty position, and conceptualized as a

“community contribution” among other proposed nomenclatures. We seek to be able to recognize many engagements in our community by the faculty that have gone unacknowledged.

- **Curriculum** Committee is working on a curricular development (and soon assessment) process, starting with General Education. There, it’s a matter of making conceptual space for the value of General Education as itself a value statement of the institution. We’re learning about our distribution of courses in relationship to our graduation requirements, which will be very helpful for the GenEd conversations that the committee is developing. The shifts in programming that I am working with department chairs and program directors on are to increase enrollments.

- **Chairs & Directors** have been introduced to departmental dashboards that, as we test and shape them, are designed to lead to stable course offerings and equitable course distribution and service distribution; as well as on a “permeable curriculum” model in which departments and programs mutually benefit each other, and there are fewer mutually exclusive courses.

These are all management, and not strategic, endeavors – but we must stabilize our teaching assignment and the meaning of a faculty position at DePauw as we engage in the strategic stewardship of the institution. That strategic work will occur with the Strategic Planning Committee, the Strategic Enrollment and Marketing Committee, and with the Trustees.

### **Board of Trustees meeting (October 10-12, 2018)**

I have been working with Justin Christian, chair of the Academic Affairs Committee of the Board of Trustees, on a structure for faculty-trustee collaboration which has now been endorsed by President McCoy and Kathy Vrabeck, chair of the Board of Trustees. Guided by the By-Laws that were discussed at the last faculty meeting, the agenda of the Academic Affairs Committee will now hold time for matters to be brought forth from the faculty to the Board through faculty leadership. Accordingly, Howard Brooks (chair of the Faculty), David Worthington (chair of the Governance Committee), and David Alvarez (chair of the Curriculum Committee) have been invited to present faculty matters to the Academic Affairs Committee. The six faculty members of the Strategic Planning Committee have also been invited to the Academic Affairs committee, as has been customary for several years now. (Julia Bruggemann, Jeane Pope, Rick Provine, Smita Rahman, Francesca Seaman, Christina Wagner).

Additionally, two student leaders: Marianne Martinez (President of DePauw Student Government) and Kayla Sullivan (Vice President for Academic Affairs in DSG) have also been invited to bring a discussion forward to the Board of Trustees Academic Affairs committee.

All faculty members are warmly invited to two social events during the Board meeting:

- **Th. Oct. 11 from 5-6:00 pm** Reception and Media Hall of Fame induction ceremony in the Pulliam Center for Contemporary Media

- **Fri. Oct. 12 from 12:00-1:30 pm** Lunch honoring Bob and Gwen Bottoms in the Wallace-Stewart Commons in Hoover Hall

### **DePauw Dialogue 5.0**

I will close with thanking everyone for their engagement and the, by shared accounts thus far, mostly meaningful dialogue of DePauw Dialogue 5.0. A survey will go out later this semester to gather feedback as we have in years past, and there are already ideas for DePauw Dialogue 6.0 (after the 7<sup>th</sup>, faculty will vote) – from its organizational structure to, always, its content on identity and community through experiences of race, gender, religion, sexual orientation, and socio-economics status. These dialogues and our on-going discussions in our public forum will continue to shape our institution. I am happy to take questions.

**Nahyan Fancy** – We’ve already decreased our reliance on term faculty because we used to rely on term faculty 3-3 and now we have 2-2 and rely on post-doc positions.

**Anne Harris:** That idea that came out from another organization. Post-doc get full faculty benefits and mentoring but less pay. More departments are welcoming new post-doc members, but it is not yet a majority of our term faculty.

#### **11. Communications from the President (Mark McCoy)**

This is a tumultuous time in higher education and so it is at DePauw. There is a lot going on and a lot of information is flying around. Changes abound and more change is required. This is not a matter of “getting back to the good old days,” (if in fact those were *good* old days) but to adjusting to a new normal and preparing for a future remarkably different from our past. There is a lot of pain and anger being expressed and that is completely understandable. Change is hard. The board and the administration acknowledge the fear and uncertainty our community can feel when we face such struggles. All of us wish these struggles were avoidable. They aren’t.

In the midst of these challenges, I would like to hold up what hasn’t changed. Our shared belief in the futures of our students. DePauw students succeed. DePauw students succeed because we are student-focused and because we are committed to the success of each student. I will again take this moment in this meeting to say to each of you and to our great staff who are not invited here, “Thank you.” Much has changed in higher education. Much more *will* change in higher education. What will not change is that higher education is about a transformative experience that we provide, every day, to our students. Thank you.

Change is difficult. Any one of us would probably prefer to be on campus when a new GI Bill and a baby boom made the future look bright. Our demographics won’t put such wind in our sails. It was likely easier to work on a campus when the price of private higher education was not nearly equal to the annual income of the average American family. I am sure it was easier when healthcare did not increase by millions of dollars each year. But these are the challenges we face.

I’ll close with two thoughts. First, each and every administrator and trustee cares deeply for our employees. No one in the administration or on the board is out to hurt anyone. Every single person in this administration and this board recognizes that actions that move us from this frustrating, demoralizing and unsustainable position to a better day and more sustainable DePauw will be painful to all of us that do the good, missional work we all so deeply believe in. I was asked, “if the board knows this is painful, why don’t they stop it?” The answer is that they can’t. They realize we have no choice but to make the difficult decisions necessary to ensure DePauw’s ability to survive and to adequately invest in its future for example replacing \$100M+ in student housing.

The final thought is, we can do this. There are schools that anticipated the new market realities before they arrived and are thriving; and they continue to adapt. They tightened their belts and reinvested in innovation. It’s not too late for us to begin doing the same and to develop a sustainable DePauw—one that operates on a balanced budget with a prudent endowment draw and compensates employees regularly and fairly. For this to happen we must join together, learn from each other, and respect the intentions and the efforts of all on this campus as we work through these difficult and unavoidable challenges. Once we do, we will all feel tremendous satisfaction in a job well done for a very worthy cause.

**Glen Kuecker (GK):** Thank you President McCoy and VP Bob Leonard for taking the time of sharing your words with us along with your energy and labor in doing that. What transpired and if you can clarify between the claim that AAAS regarding a promise that was made in referring to the commitment, referenced the letter from the AAAS in The DePauw. Please clarify what transpired. I am eager to hear how are we moving forward in this area of diversity and inclusion. Considering the deep hurt and the deep pain

that our students experienced in the spring. What are we doing? What is the status of hiring the diversity dean (or correct name)?

**President McCoy** – It was mandatory requirement to attend the day of dialogue for those pursuing the gold commitment. Two things that concerned us about the overall mandatory requirement. Our research showed us that mandatory bias training increases bias while optional training decreases biases. Many marginalized students also expressed grave concerns about being required to attend and being forced to go to this as a student of color. We reached out to the students of AAAS and explained why we did what we did. Host of various efforts, outreach efforts in various parts of the administration have increased our contact so people can reach out to us.

**David Worthington (DW)** – It is difficult when we hear stories about the cost of the day of dialogue. Please clarify the numbers. I heard that the budget for the day of dialogue was quadruple over what it was supposed to be. I heard about departments having to kick in for day of dialogue even though we already had 10% budget cuts. What goes into place so that this doesn't happen again?

**President McCoy** – I understand and appreciate that you are frustrated. As for the Day of Dialogue budget, I will let Renee answer.

**Renee Madison (RM)** – DePauw Dialogue has ranged from \$45,000-\$80,000 over the last four dialogues that we have had. We have always had a line item from a budgeting perspective under the diversity and inclusion budget for DePauw Dialogue that was under the President's Office. That has not been the only source we have relied on other partners to help us. Taken into the account what the community suggests. This year's budget wasn't out of line from other years. A slight reduction from the President's Office perspective, it was still a shared budget.

**DW** – Are you spending the money and then asking for reimbursement or are you asking for money in advance?

**RM** – This year felt different. Related to the response to our community and the demands for AAAS. We targeted more experts, while we are always trying to track and make sure that we have the funds to get the folks on campus. The biggest difference was the keynote speaker. The budget issues will be part of our debriefing on what we need to do different again.

**Angela Flury** – I am deeply committed to diversity and inclusion on campus. There are several long term and ongoing workshops. Please share research with us about the mandatory bias training.

**Geoffrey Klinger** – We no longer see the comparison data from our true peers in our annual appointment letters. This data used to indicate our salaries and overall compensation at all ranks compared to that at our peers. We would like to see the comparative studies going forward so that we can determine if we really are benchmark superior.

**President McCoy** – What do we call our peers is the question. Is it the aspirational peers, the GLCA peers, the geographic pees? We should be able find that information.

**Rebecca Alexander** – I wanted to reference the first issue of the Depauw (8/29) for this semester. There was a follow-up article on events from last spring, and a quote from the president. Before the Knight Foundation report comes back, what are we doing now to be better and do better so we are taking care of marginalized students? What is your understanding of what happened in April? What you felt like you would have done differently?

**President McCoy** – We are totally committed to being honest and open as we can be that is very beneficial to us all. I am a big fan of The DePauw, student press does a remarkable job. That conversation was in a much larger context. The point that in America today I wish we could wave a wand and remove racism. I was asking "How we join arms as a community in the face of racism." There were a lot of things that could have gone much better, the larger administrative team continues to find ways that we can work together to help this. We changed structures inside CDI, Alan's area (student academic life), Anne's area (academic

affairs), and more. Cabinet members plus others are taking a course from the USC Race Equity Project. They are helping us understand in a much larger context. We can't change the past, but we can use the past to education the future.

**Alicia Suarez** – Bob Leonard, I want follow up to what Rachel asked about. Junior faculty would be interested, Would firing be good? Am I misinterpreting that?

**Bob Leonard:** Firing is never good, clearly as we look to the future we need to reduce headcount. Tenured faculty members should not be worried. No one should be worried we have a lot of work to do.

**Glen Kuecker:** Look at the train of changes that has taken place institutionally. \$700K-1M is a relative small drop in the bucket. The bigger changes in the boards way of thinking. Is one of the structural changes in the conversation in the board of trustees the possibility of eliminating tenure?

**President McCoy** – No. Tenure will not be eliminated. I must clarify that the numbers are the numbers. The challenge that we have is that we have thought for years to fix the revenue side if we only get more students. Now, due to demographic changes, there are fewer students to get. DePauw is a non-profit, this is never in an effort to make money this is an effort to keep moving forward. How can we be more efficient?

**Nahyan Fancy** – Two years ago was the Day of Dialogue when the student protest happened. Please call each event by its name. Ever since the hate crimes that happened in April including the last faculty meeting you have had said 'the incidents.' If they are not going to be called by their name that is a problem. Hate crimes are a sad reality, it's never the fact that a hate crime happens but the response that matters.

## 12. Old Business

## 13. New Business

## 14. Announcements

**A. The chair of the Academic Affairs Committee of the Board of Trustees, Justin Christian, confirmed the receipt of the annual core committee reports. He has given them an initial read, and is planning to work with VPAA Harris to develop the next steps. (Prior to the meeting, the committee invited David Alvarez, Howard Brooks, and David Worthington to the committee meeting on Thursday, October 11. The faculty will have thirty minutes to share the concerns and issues of the faculty with the committee. This session will be followed by a fifteen minutes question and answer session.)**

**B. The chair of the faculty is contacting all faculty committees identified in the Academic Handbook to ascertain the number of faculty members required to serve on their committee. The chair is also proposing an alternative method for selecting members of the Grievance Committee that would create the committee on an as needed basis.**

## 15. Adjournment 6:42pm

### Appendix A. : Course Descriptions of new courses

#### **MATH 143, Mathematical Modeling, 1 credit, SM**

This interdisciplinary course addresses the needs of first-year and sophomore students. Graph Theory, which is built on discrete models, represents one of three tools - the other two being differential equations and applied statistics - for modeling and analysis in social and natural sciences. This course will focus on graph theoretic models, and other models that do not require Differential Equations. The course will combine the mathematical training with extensive modeling of phenomena in natural and social sciences. Rigor will be maintained but will not be overly formal. Mathematical topics to be covered in MATH 143 will

include Modeling Change, Modeling Process and Proportionality, Model Fitting, Probabilistic Modeling, Modeling with Decision Theory, Optimization of Discrete Models, Game Theory and Modeling Using Graph Theory. A strong knowledge of Algebra and Trigonometry is required for this course.

**GLH 242, Topics in Global Health, 1 credit**

Selected topics in global health are offered. May be repeated for credit (with a different topic). Prerequisite: varies with topic. May not be taken pass/fail.

**GLH 342, Topics in Global Health, 1 credit**

Selected topics in global health are offered. May be repeated for credit (with a different topic). Prerequisite: varies with topic. May not be taken pass/fail.

**WGSS 270, (New) Media & Marginalized Bodies, 1 credit, SS**

This course examines representations of marginalized bodies in media. We begin with an analysis of mediated presentations of marginalized groups over time, including theories associated with their coverage and its relative impact and representations over time. Within this syllabus and throughout the course, we will use the term (re)presentation to indicate both the presentation of bodies and the representation of culture and bodies. It is important to note the difference between these two interrelated and interconnected terms. Through a critical socio-historical lens, we will interrogate patterns, differences, and new forms of (re)presentation in media and new media.

**WGSS 360, Women and the Internet, 1 credit, SS**

Although the Internet is a relatively new phenomenon, it influences our everyday interactions, perceptions of, and engagements with the world around us. We get our news, check our social media accounts, learn about others, and maintain relationships from the 'safety' of our tablets, computers, and phones. The effects of the Internet on perceptions of self, of others, and on society extend beyond the 'pleasure' we receive through digital engagement. This course examines the potential perils and promise the Internet, and associated fields of study, have on women's lives. To better understand the effects of the Internet, we begin with a direct challenge to the concept of the digital divide, or the belief in a clear, tangible divide between 'offline' and 'online' worlds. We center the experiences of women, beginning with STEM and IT education (k-12, post grad), then move to the professional sphere to ascertain the ways education, access, and discourse interact and structure experiences, which allows one to complicate the construction of the Internet and various digital 'spaces' (e.g. Tinder/Bumble, Uber/DriveHer). This focus situates and explains the potential for hostility and engenders a socio-political-historical examination of digitally and non-digitally mediated fields.

**ENG 359, Anglo-Saxon Language and Literature, 1 credit, AH**

This course introduces students to the literature composed in Anglo-Saxon England between roughly 700 CE - 1066 CE. We will learn the basics of Old English pronunciation, grammar, and vocabulary so that we can begin translating texts right away, and we will also consider the act of translation as both a creative and intellectual process. We will cover the literary devices and themes that characterize Anglo-Saxon literature, and survey a range of representative genres, including poetry, letters, and historical accounts. Readings will be in both Old English and in translation, and may include the Anglo-Saxon Chronicle, Beowulf, The Wanderer, The Wife's Lament, and The Dream of the Rood.

## **Appendix B. Course descriptions for courses with change in description**

### **SOC 240/ANTH 250, Pro-Seminar in Anthropology and Sociology, 0.25 credit [change description]**

This course approaches career exploration and professional development through the values, worldview, and skills framework of what anthropologists and sociologists do and how they do it. This course cultivates a space for sociology and anthropology majors to reflect on the significance of these disciplines' methodologies and then to link this reflection to stronger professional development goals. It offers students an opportunity to engage in personal reflection and assessment activities, to unpack the variety and value of the methods used by sociologists and anthropologists, to work in small groups, to interact with University alumni, faculty and staff, to build connections with people in career fields of interest. Students will identify how their choice of anthropology or sociology as a major shapes and influences their interests, skills, talents, and values; and how to convey them effectively through professional identity documents such as a résumé, LinkedIn profile, and application cover letter. No prerequisites. Cross-listed with ANTH 250/SOC 240. Course may be taken only once for credit, preferably before the senior seminar.

### **ENG 215, Language, Power & Writing: Global Englishes, 1 credit, AH or GL [change number, title, and description from ENG 315, Language, Writing and Power, remove PPD, add GL]**

Does your writing need clarity, polish and style? This course offers intensive practice in writing across a variety of genres on the subject of Global Englishes. Develop the power of your own writing as you examine the historical, literary, and ideological aspects of the English language. Emphasis is placed on themes such as colonization, globalization, education, and identity. Priority will be given to sophomore multilingual students, including international students and students for whom English was not the primary language spoken at home. International students must have completed or tested out of ENG 115. All students encouraged to apply. Course counts for W credit.

### **ITAL 171, Italian Through Culture I, 1 credit, LA [change title and description from Elementary Italian I, add LA]**

First year Italian. First semester. Offered only in the fall semester. Designed for students with no previous knowledge of Italian, this course is based on interaction, and promotes the development of speaking, listening-comprehension, reading and writing skills. The method fosters cultural awareness and understanding of Italian traditions in the greater context of contemporary culture. Italian 171 & 172 are usually taken in sequence.

### **ITAL 172, Italian Through Culture II, 1 credit, LA [change title and description from Elementary Italian II]**

First year Italian. Second semester. This course expands on the acquisition of the Italian language within the cultural context. It further promotes the acquisition of listening, reading, speaking and writing skills, encouraging students to engage with authentic pedagogical material. Like first semester Italian, in this course all students actively participate in class and further pursue proficiency. At the end of the second semester, students are able to express themselves correctly in Italian on a variety of topics and to compare Italian traditions to their own. Prerequisite: ITAL 171, placement test, or approval of the Program Director.

### **ITAL 271, Cultura e Societa' Italiana I, 1 credit, LA [change title, description, & prerequisites from Intermediate Italian I]**

Second year Italian. First semester. The course focuses especially on developing proficiency in writing, reading and oral expression, and all work is contextualized in contemporary culture. The course is designed to widen knowledge of vocabulary, perfect structural use of the language, and prepare students who want to work or live in Italy for a semester or a longer time. Lessons will present a variety of authentic materials such as newspaper articles, listening-comprehension clips, and films to facilitate immersion in Italian culture and society. In this course students gain intercultural competence and grow to be global citizens by learning to be aware of cultural difference, developing skills to listen and observe, opening up to learning from other cultures, adopting new ways to learn, and adapting to new cultural environments. Prerequisites: ITAL 171 & 172, or placement test, or approval of the Program Director.

**ITAL 272, Cultura e Societa' Italiana II**, 1 credit, LA [change title, description, & prerequisites from Intermediate Italian II]

Second year Italian. Second semester. Continuation of ITAL 271. Prerequisites: ITAL 171 & 172, or placement test, or approval of the Program Director. Normally ITAL 271 & 272 are taken in sequence, but 271 is not necessarily a prerequisite of ITAL 272.

**ITAL 371, Contemporary Italy: Confronti Interculturali I**, 1 credit, LA [change title, description, and prerequisites from Advanced Italian I, add LA]

This course focuses on the study of contemporary Italian society and culture. Students explore a variety of themes in current events that are significant to today's world, and that present the complexity and diversity of contemporary Italy. The methodological approach is student-centered and favors interaction, while also promoting the development of critical thinking and growth toward linguistic autonomy and fluency. This course connects students' interest in Italian language and culture to their personal life-experience and stimulates intercultural exchange of ideas. Students learn to interpret and relate, to engage with ambiguity, while learning to respect and to value diversity in ways of thinking, understanding the impact of historical and social contexts. The method fosters skills to analyze, interpret, and evaluate. The course stimulates intellectual curiosity, tolerance of cultural difference, appropriate behavior in intercultural situations, and sensitivity toward other worldviews. Prerequisites: ITAL 171 & 172, or placement test, or approval of the Program Director. Normally students enroll in 200-level courses before enrolling in a 300-level course, but the sequence is not strict or mandatory.

**ITAL 372, The Italian Context: Confronti Interculturali II**, 1 credit, LA [change title, description, and prerequisites from Advanced Italian II, add LA]

Continuation of Italian 371. Prerequisites: ITAL 171 & 172, or placement test, or approval of the Program Director. Normally students enroll in 200-level courses before enrolling in a 300-level course, but the sequence is not strict or mandatory. ITAL 371 is not a pre-requisite of ITAL 372.

**ITAL 375, Topics in Italian Literature and Culture**, 1 credit [change description and prerequisites]

This course provides an introduction to Italian Literature to students who already have an advanced knowledge of Italian. The curriculum invites students to a full immersion in Italian culture through the literary text, which is a passage to the discussion of ideas, values and experiences connected to specific historical periods. The encounter with some of the most celebrated Italian writers will open up to reflections on Italian culture and to comparisons with other cultural backgrounds. In this course, students will learn how to read between the lines, to question the power of the word, and to investigate the complexity of the human experience. Prerequisites: ITAL 171 & 172, or placement test, or approval of the Program Director. Normally students enroll in 200-level courses before enrolling in a 300-level course, but

the sequence is not strict or mandatory. May be repeated for credit with different topics.

**ITAL 376, Italian Through Film, 1 credit, LA [change description and prerequisites]**

Italian 376 is an advanced level course that offers an in-depth look at Italian history and culture through the medium of film. This course on Italian Cinema presents a range of opportunities to discuss historical, literary, cinematic, sociological and cultural issues. While focusing on the Italian language and working on developing conversational fluency, students are encouraged to analyze the complexity of Italian society, investigating the Italian cultural heritage within both a national and international framework. Through films, students continue to work on refining writing skills, increasing vocabulary and perfecting listening-comprehension skills. As in a seminar, students will be asked to present on a variety of topics, lead discussion, debate, re-create dialogues, analyze scenes and interpret specific moments in the movies. Prerequisites: ITAL 171 & 172, or placement test, or approval of the Program Director. Normally students enroll in 200-level courses before enrolling in a 300-level course, but the sequence is not strict or mandatory.

**ITAL 471, Italian Cultural Studies I, 1 credit, GL [change description and prerequisites, add GL]**

This course has a thematic approach, offering a portrait of Italy through a discussion of work, food, literature, art, theater, history, geography, the economy, and famous intellectual figures of Italy. 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. Students also focus on developing communicative skills of argumentation and negotiation. The 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 contemporary Italian society and culture. Prerequisites: ITAL 171 & 172, or placement test, or approval of the Program Director. Normally student enroll in 200-level courses before enrolling in a 400-level course, but the sequence is not strict or mandatory.

**ITAL 472, Italian Cultural Studies II, 1 credit, GL [change description and prerequisites]**

This course is a continuation of ITAL 471. Prerequisites: ITAL 171 & 172, or placement test, or approval of the Program Director. Normally students enroll in 200-level courses before enrolling in a 400-level course, but the sequence is not strict or mandatory. ITAL 471 is not a pre-requisite of ITAL 472.