

Faculty Meeting
November 18, 2016
Minutes

1. Dean James MacLaren began the meeting by turning over the floor to Dean Molly Travis, who presented on the progress on creating an ad hoc committee to evaluate the Public Service Requirement. Circulated at the meeting was a list of nominees to this committee. Dean Travis encouraged further nominations, noting that the Business School is underrepresented thus far. No further nominees were named at the time.
2. Dean Travis then called for nominations for both Senate Representatives and Members of the Senate Budget Review Committee. After a brief discussion surrounding eligibilities according to the NTC Constitution, Jeff Tasker was nominated for NTC Senate Representative to replace Tom Luongo, who, as an associate dean, is ineligible to serve.
3. Next, the floor was turned over to Judie Maxwell, who presented on behalf of the NTC Curriculum Committee. She put forth 3 motions to be voted on:
 - a. **MOTION** that 2 courses (listed on a circulated document) in the new Religious Studies Minor may satisfy the current Comparative Cultures/International Perspective requirement: **APPROVED.**
 - b. **MOTION** that Haitian Creole, which has undergone some course revisions, may now fulfill the foreign language requirement: **APPROVED.**
 - c. **MOTION** that SOWK 3000, Civic Engagement and Leadership, may fulfill the 2nd tier of the current Service Learning Requirement: **APPROVED.**
4. Dr. Maxwell then turned the floor back over to Dean MacLaren, who described a few “last minute changes” to the General Education document to be subsequently discussed and voted on:
 - a. Foreign Language proficiency may be reached by completing a certain course level at Tulane, or through AP credits. Schools that benefit from more FL exposure may impose further requirements.
 - b. A proposed 3-tier Writing requirement has been rejected due to a potential lack of resources. The current, 2-tier structure will remain.
5. With representatives from the Presidential Task Force on Race and Tulane Values present to advise and answer questions, Dean MacLaren introduced an amendment up for discussion: a General Education Requirement of “1 course from a Perspective Outside the European Tradition (P.O.E.T.). Courses on Aboriginal, Indigenous, non-western, or non-European cultures may qualify to fulfill this requirement.” The wording of this category description came from the NTC Curriculum Committee in response to a recommendation from the Commission on Race and Tulane Values that students should be required to take courses that focus on race and inclusion, and are from perspectives outside those that are Western/European. Highlights of the discussion were as follows:

- a. Question: What is the justification for eliminating the requirement for coursework *in* the Western/European tradition? Does requiring one perspective and not the other imply that one is more valuable?
 - i. The NTC Curriculum Committee feels that students were getting the Western Perspective through much of the existing curriculum.
 - ii. The Commission on Race and Tulane Values had initially recommended a Global/International requirement, as opposed to non-Western, because of historical difficulty in defining Western vs. Non-Western diversity.
 - iii. While “Comparative Cultures” and “Cultures Outside the Western Tradition” have proven difficult to define, there is documentation that defines “Foundations of Western Civilization” as course content that is *no later than WWI and its immediate aftermath*, and *broad in geographical/cultural range*. There is no translation of this definition in the current proposal.
- b. Concern: Allowing Indigenous cultures to count as P.O.E.T. could enable some students to never actually study a culture outside of the U.S. (This concern was confirmed).
- c. Suggestion: “Non-Western” has the potential to be too narrow and too confusing, whereas going back to the broad language of the Global/International requirement could reduce overall requirements for students.
 - i. Some of the faculty expressed a desire to have a list of additional classes that would be called for under each requirement.
 - ii. Dean MacLaren insisted that, as the document at hand is a “curriculum replacement,” it will be up to individual departments to review and report which classes will satisfy which new requirements. *Existing* classes will be evaluated to fit the new curriculum.
- d. Dean MacLaren suggested that the discussion turn to the (now 2) motions on the floor: to approve the NTC Curriculum Committee’s amendment requiring “1 course from a P.O.E.T.” and to then approve a change to the language of that requirement, from “P.O.E.T.” to “Global/International.”
 - i. Concern was voiced that more of the faculty should be present for this vote; a 25-person quorum is not appropriate for a 700-800-member faculty.
 - ii. It was suggested that the vote on the Gen Ed document be conducted “piece by piece,” rather than just up or down. This led to a brief discussion about the document having been available to the faculty for some time, despite the latest changes. This subsidiary motion was rejected on the grounds

that approving some parts of the proposal, and not others, could negate the goals of the proposal as a whole.

- e. **MOTION** to approve a General Education Requirement of “1 course from a Perspective Outside the European Tradition (P.O.E.T.), wherein courses on Aboriginal, Indigenous, non-western, or non-European cultures may qualify to fulfill this requirement: **FAILED**.
 - f. **MOTION** to amend the language of the P.O.E.T. requirement to the original recommendation of the Task Force on Race and Tulane Values. It would read, “1 course on a Global/International content from a perspective outside the US, with 60% of the content/stated objectives set to develop historical, cultural, and societal knowledge of an area beyond the US as criteria for a course to fulfill the requirement.” **APPROVED**.
 - g. The NTC Curriculum Committee would decide which existing courses would fulfill the requirement.
 - i. 4-letter prefixes, under the proposed new curriculum, will no longer define course content. For example, the Psychology Department may propose to the NTC Curr. Comm. that a statistical methods class should satisfy a gen. ed. math requirement (despite having the PSYC prefix). The NTC Curr. Comm. will only be responsible for vetting such proposals, not generating them.
 - ii. School Curriculum Committees would retain autonomy.
 - iii. Concern: would this allow for “subject matter poaching?” A math class offered in Anthropology would be taught differently than a Math Department course, and this could cause conflict among departments and faculty.
 - h. The discussion was directed back to the motion at hand (stated in 5-f) to amend the language of the P.O.E.T. requirement.
 - i. Concern: As worded, the requirement of a course outside the Western/European perspective, excludes many Latin American courses. “Non-US” would be a better, broader wording.
 - ii. A **MOTION** was introduced to reintroduce the requirement of “1 course in the category of Foundations of Western Civilization:” **DISMISSED**, due to lack of second. (This motion would be unnecessary if the motion on the floor passes, eliminating the non-western language).
 - iii. The motion on the floor (stated in 5-f) to amend the P.O.E.T. requirement was **APPROVED**.
 - iv. It was reiterated that any non-US course, with 60% historical, cultural, and societal knowledge in its content, would now satisfy this requirement.
6. A **MOTION** was introduced to add language that prioritizes revision/requires assignments that include multiple drafts, at the upper level of the proposed writing requirement as is currently the case with writing-intensive courses: **APPROVED**.

7. A brief discussion occurred regarding exceptions to some gen. ed. requirements for some degrees. As a result of this discussion, we clarified that the exceptions to the B.F.A. degree requirements stated in the current (old) Core Curriculum guide are only exceptions to the School of Liberal Arts school-specific requirements and not the Newcomb-Tulane College Core Curriculum, and should therefore not have been included. The NTC General Education Curriculum comprises the basic requirements for EVERY undergraduate major, and each school may overlay additional core requirements for the degrees they offer. Based on this discussion, the language regarding B.F.A. exceptions to the math/science distribution requirements was struck from the existing gen ed curriculum.
8. A **MOTION** was introduced to strike PHIL 1210 from the gen. ed. document, where it is specifically listed to count toward a formal reasoning requirement (no other specific courses are listed in the same way): **APPROVED.**
9. Revisiting the issue of a disproportionately small quorum, it was suggested that the vote to approve the new General Education proposal be conducted electronically to allow a larger amount of faculty participation.
 - a. It was suggested that instead of an electronic vote, another faculty meeting could be held in January. This idea was dismissed.
 - b. In order to conduct an electronic vote, the newly amended document would have to be circulated immediately, and the minutes outlining this discussion should accompany it.
10. A last minute concern was raised that the Foreign Language section of the Gen Ed document wrongly assumes that AP credits are equivalent to credits earned at the college level.
 - a. Allowing students to place out of college-level FL will have an effect on how many students choose to major in a FL.
 - b. Response: SLA could always impose additional requirements.
11. A **MOTION** was made to conduct an electronic vote on the General Education Document, as amended in this meeting: **APPROVED.**
12. The final discussion of the meeting included a **MOTION** to utilize the “underused” Committee on Academic Requirements to vet interdisciplinary transfer credits, *instead* of creating an Ad Hoc Committee to that purpose (which had only received one nominee thus far): **APPROVED.**

END OF MEETING.