Weinberg College of Arts & Sciences
Faculty Meeting
Tuesday, Oct. 30, 2018
3:30 – 4:30 p.m.
Harris Hall Leopold Room 108

AGENDA:

I. Approval of the Minutes of the Faculty Meeting of May 1, 2018. (Attachment 1).

II. Committee on Degree Requirements update by Associate Dean Ann Bradlow.

III. Report of the Committee on Academic Excellence. Presented by Associate Dean for Undergraduate Academic Affairs Mary Finn.

IV. Proposal for an Art Theory & Practice Minor. First reading by Laura Panko, Assistant Dean for Curriculum and Assessment (Attachment 2).

V. Report on Undergraduate Initiatives by Associate Dean Mary Finn (Attachment 3).

VI. Update on College finance presented by Associate Dean Danny Fisher.
The meeting was called to order at 3:05 p.m. in Harris Hall by Dean Adrian Randolph.

I. The minutes of the faculty meeting on February 13, 2018 were approved as submitted.

II. Dean Adrian Randolph read the recommendation that degrees be conferred to students who have successfully completed their degree requirements during the 2018 academic year. A total of 762 students enrolled in WCAS will be awarded the BA degree in June 2018, along with two Bachelor of Philosophy degrees and 16 Bachelor of Science in General Studies degrees.

The faculty unanimously approved the recommendation.

III. Director of Development Kim Buckley presented a report on the College’s development status. She began by listing the reporting structure in the Office of Alumni Relations and Development, with all sections reporting up to Robert McQuinn, the vice president of alumni relations and development. She noted that all schools and units report to Julie Allen, the associate vice president of alumni relations and development. Each school or unit has a director of development. In the case of Weinberg College, this is Kim Buckley. Weinberg College has a team of seven dedicated to fundraising for the College. A staff of 350 works to raise funds for the University.

The We.Will campaign has been quite successful. Prior to the campaign, the University had been raising $250 to $350 million a year. Post-campaign, the University has raised $500 million to $600 million a year. The campaign looks to broaden the community of donors, as Northwestern has previously been on the lower side of alumni giving, with a participation rate of 25 to 27 percent, while many peer institutions boast a rate closer to 50 to 60 percent. The We.Will campaign aspiration rate was set to 40 percent.

The College reached its original campaign goal of $250 million in September 2016. The success continued, with $320 million in funds raised for the College alone. In terms of participation, the top-ranking units at the College last year were the Department of English, with a gift of $10 million to start a new MFA program, and the Waldron Student-Alumni Connections Program, which received a named endowment of $4.2 million.

Director Buckley encouraged departments and programs to participate in giving by sending emails and thank-you notes to those who have donated via the gift reports. She encouraged departments to send newsletters and updates to maintain connections to their alumni (and highlighting donors), and encouraged chairs and directors and faculty to talk to their ARD representatives about alternative ways to make connections and inspire donor engagement.

Associate Dean Danny Fisher wondered how the ARD staffing had changed prior to the campaign. Director Buckley noted that for the College specifically, the staff had grown from three dedicated staff members to its current structure of seven.
IV.  Associate Dean of Finance and Business Operations Danny Fisher presented a report on College finances. He began by detailing the University’s finances via the balance sheet. He outlined the total net assets and total liabilities, and noted that the University’s balance sheet is strong. He also noted that the University’s endowment has been growing year over year, and that the number associated with land, buildings, and equipment continues to grow, increasing the University’s net assets year over year. He observed that in previous years, buildings were funded by gifts, whereas more recently, they have funded through debt. However, the net asset continues to grow, which indicates the continued strength of the University’s foundational finances.

Associate Dean Fisher also presented the University’s Statement of Operations, which lists the University’s revenues and operating expenses. He noted that salaries, wages, and benefits were the single biggest expense at the University. He explained that “depreciation” and “interest on indebtedness” accounted for expensing, interest payment, and depreciation once a building was open. He noted that the University’s growth and expenses surpass the growth and revenue at the moment. The University over time has had a large excess in operating revenue, less so in recent years.

Associate Dean Fisher concluded by stating that the University is strong from a balance-sheet standpoint, but would continue to scrutinize and reduce spending at the operating level the operating level, in an effort to avoid taking special payouts in the future.

Dean Mary Finn wondered if students could expect year-over-year tuition increases. Dean Randolph noted that the tuition increases are a progressive shift — the rate hikes disproportionately affect those who do not qualify for financial aid, and both the University and College prioritize investing in financial aid.

Associate Dean Fisher discussed the College’s finances. He began by detailing the College’s operating activity. He noted that the College has had a positive operating performance in the aggregate over the last four years.

Dean Fisher also reported on the operating activity in the Office of the Dean, noting that most faculty salaries (the highest operating expenses) were paid directly by the dean’s office. He remarked that while the balance sheet in the Office of the Dean reflected a positive performance as recently as 2014, it has since increased its spending on operations and has seen a major growth in expenses. These include College initiatives such as “services and professional fees” (which include faculty hiring), “travel, conferences and promotion” (which include the growth of the Arch Scholars program, which supports students from under-resourced high schools), and finally, “operations, plant, rent and equipment,” which include furniture and moving (associated with faculty hiring). He remarked that within the departments and programs, funds continue to sit in faculty and department accounts.

Dean Fisher presented a report on fund balances within the College. He shared that “unrestricted funds” are declining, while many of the highly restricted funds continued to be unused.

Dean Fisher detailed the College’s investments over the last few years, beginning with the competition for excellent faculty, and the research initiatives that have enhanced the College’s eminence. The College invested alongside the University in world-class facilities for a world-class university. He noted that one of the dean’s most important initiatives was the investment in student success, prioritizing equal access and the equal experience of all students. Examples include the expansion of advising services and the Arch Scholars Program and the reduction in
the student-faculty ratio from 8:1 to 7:1. He also remarked that service-oriented staff are needed to support our faculty and students, so the College has expanded staff services in some key areas.

Associate Dean Fisher also reported on the College’s focus on the efficient use of resources, noting that they had reassessed the organizational decisions of last five to 10 years, evaluated the best models for support, and reviewed areas where manual processes could be automated. Under the finance umbrella, he remarked that they had implemented a revised resource allocation model within College units, focused on initiatives with the highest return on investment, and reviewed the financial structure to unlock existing resources. At the University level, he noted that they had begun a position approval process, had reviewed capital resource planning, and revised the budgeting process.

V. Dean Randolph thanked retiring faculty: Stewart Adam (Spanish & Portuguese), Frances Aparicio (Spanish & Portuguese), Marcia Gealy (Writing Program), Jeanne Herrick (Writing Program), Penny Hirsch (Writing Program), Richard Joseph (Political Science), Hilarie Lieb (Administration and Economics), Daniel Linzer (Molecular Biosciences), Douglas Medin (Psychology), Mark Sheldon (Administration Philosophy), David Van Zanten (Art History), and David Taylor (Physics and Astronomy).

VI. The Dean thanked the faculty in attendance. The meeting was adjourned at 4:30 p.m.

Respectfully submitted by Courtney Essenpreis, assistant to the dean.
PROPOSAL FOR AN ART THEORY & PRACTICE MINOR
Spring 2018

Rationale for the Minor

The over-riding reason to institute a minor in Art Theory & Practice (ATP) is high student demand. With the more interdisciplinary and socially engaged artists we’ve added to our faculty over the last 10 years, and with the new courses they’ve introduced to our curriculum, ATP now bears much more direct relevance to students from other departments across the campus. Our emphasis on novel ways of applying critical thinking and creative agency make us an outstanding complement to many other areas of study including Art History, Gender Studies, Performance Studies and Journalism (all areas from which we currently draw a lot of our students). In addition, students in McCormick and the Segal Institute as well as in Radio TV Film can have their main focus of work and research be addressed specifically but from a fresh perspective in our classes.

Because of this, a growing number of Northwestern undergraduates want to obtain a degree in ATP. But they simply do not have the time to add our major to their other majors and minors primarily for these three reasons:

- Students often cannot get into our high-demand introductory classes until their sophomore or junior years.
- It is quite challenging for undergraduates — who typically have other major/minor affiliations — to fit our six-hours-per-week studio classes into their schedules.
- Our classes are quite different from what many students expect or have previously experienced. Often, it is only after taking one or two ATP classes that students realize they want and need more.

Offering a minor would open the department up to them.

Six Classes Required for a Minor in Art Theory & Practice

Students completing a minor in ATP will likely not have anything approaching the familiarity with what it is to be a maker of contemporary art that we hope our majors will have. Instead the minor will serve as a complement to other the students' other areas of study. For this reason we've attempted to leave relatively open-ended our proposed requirements:

- **Two 200-level introductory courses to be agreed upon in consultation with ATP's director of undergraduate studies.** Our five introductory courses (in drawing, painting, time-based art, sculpture and photography) instruct students in foundational skills particular to a wide array of mediums and techniques. Our DUS will help students to select those introductory courses that best complement their work outside of ATP.

- **Either ART 260 Studio Practice or ART 270 Contemporary Art Survey or ART 272 Critical Methods for Contemporary Art.** ART 260 emphasizes practice as the material basis of an
artist's creative activity; ART 270 is a slide-lecture course designed to introduce students to the myriad forms and concerns of art over the last half century; and ART 272 lays out the basic keywords, concepts and analytical categories of theoretical discourses relevant to an informed and critical engagement with contemporary art. The focus of these classes are individual artists whose self-directed practices can be evaluated formally, theoretically and historically.

- Three additional courses at the 300 level. These studio/seminar classes encourage in-depth research and production related to topics of particular relevance to present-day culture.

Learning Goals and Assessments

The goal of an undergraduate minor in Art Theory and Practice is to prepare students to contribute forcefully to contemporary culture, whether as artists, designers, engineers, or any of the other vocations that require creative thinking. We focus on the reception and interpretation of artworks, their presentation and distribution, but — most of all — their production. Our students consider current issues alongside historical traditions, interpretation and analysis alongside technical skills, and theory tandem to practice. Students experiment with a wide range of creative strategies, becoming familiar with diverse practical and theoretical perspectives and discourses.

Students acquire skills in:
- Visual analysis
- Creative problem solving
- Technical abilities
- Critical and creative thinking

Through the completion of the minor, students learn to:
- Effectively convey thoughts, affects, ideas and questions in artistic form.
- Develop the ability to interpret and articulate the often multiple meanings that are conveyed through artworks, and parse out the mechanisms through which these meanings are conveyed.
- Locate contemporary art practices within historical contexts and lineages, and use these shared histories as tools in the making of artworks.
- Employ multiple theoretical frameworks that draw on a variety of other disciplines in STEM, Communications and the Humanities.
- Identify and creatively solve problems within a variety of physical, technological, social and cultural contexts.
- Establish a independently-motivated and self-directed practice.
When it comes to the assessment of student learning, both process and outcome are taken into consideration. Course projects are evaluated based on the amount of ambition, experimentation, curiosity, integration of skills, and intentionality that the student demonstrates. Over the duration of each class improvement is measured in terms of the student’s commitment to those ideas and approaches the instructor demonstrates and discusses. In group critiques students are expected to articulately analyze artworks by drawing on theoretical concepts and historical examples.

As we do with our majors, each ATP minor will meet individually with the department chair and/or DUS to discuss her or his progress several times a year until graduation.
Report to the Weinberg College Faculty on Undergraduate Initiatives
In the Office of Undergraduate Studies and Advising (OUSA)
Prepared by Mary E. Finn, October 21, 2018

Arch Scholars Program: There are two exciting things to report about our Arch Scholars Programs, a set of pre-matriculation programs and programs for rising sophomores. First, this is the second year that we have offered a humanities track, and the number of students has doubled. Second, to further our next goal in supporting our first-year Arch scholars beyond their summer program, we are piloting a peer mentoring program. All students in any program this summer is part of a group led by a former Arch Scholar. Coordinating this program is a fifth-year doctoral student in history. Providing such opportunities for our graduate students is something the dean’s office would like to explore further, so this set up is actually also a pilot to see how we might provide administrative and programmatic experience to interested graduate students.

New assistant dean for academic integrity: Mark Sheldon retired in August, and Ricardo Court became the new assistant dean for academic integrity. Ricardo came from the University of Wisconsin, Madison, where he was the faculty associate and director of undergraduate studies in the department of political science. In his role at Wisconsin he served as the point person for academic integrity cases in the department, which has 900 undergraduate students. Ricardo was also involved in campus-wide academic misconducts procedures. He will have a co-terminous appointment in the Department of Political Science, where he will teach and advise students in the major. In the spring quarter, he will begin teaching in Weinberg College with a 300-level seminar on Machiavelli.

Weinberg College Advising Office: Two new Weinberg College Advisers joined the office this year. Rosemary Bush, who had already served as a temporary substitute adviser, joined the office with a faculty appointment in the Department of Earth and Planetary Sciences. Marcelo Vinces came to us from Oberlin, and has a faculty appointment in the Program of Biological Sciences. This extra advising strength in Division I is extremely beneficial as more and more of our students come to Northwestern and Weinberg planning to major in a STEM field.

Accessible NU and accommodations: Last year we talked with many departments, programs and individual faculty members about the increased number of students needing two kinds of accommodations: time and half for exams; and what is called the “flexible accommodation.” We have been working with the Dean of Students on solutions for how to accommodate students who need time and a half for exams. There will soon be additional space in Accessible NU for testing, which should relieve a great deal of the pressure on large introductory courses. Accessible NU has revamped the flexible accommodation so that it is far more targeted at when a student is actually having an episode of whatever the health issue is that warrants the accommodation, vs. a more general accommodation in anticipation of such an episode, as had previously been the case. We are eager to hear how faculty are experiencing this change to the protocol.

Academic Resource Center: The College is collaborating with the Searle Center for Advancing Teaching and Learning and the Library to create an Academic Resource Center in 2 North of the library. Planning is underway as well as broad consultation with academic and student support units across the campus.

Course Costs projects: Books for Cats is in its second year, providing rented books to first-year students identified as having a certain level of financial need. This initiative currently includes
introductory Chemistry, Math, Statistics, Economics, and Engineering courses. The College is part of conversations about how this program should expand if it were to receive more funding – beyond the first year? Or beyond STEM courses? Or, of course, both? Meanwhile, faculty members will continue to be encouraged by the dean to include detailed information about course materials (including ISBN) in their CEASER description in time for registration, and to submit their book order as early as possible, optimally by registration as well. The goal: reduce the cost of taking your class!

**Course Enhancement grants and Undergraduate Research Grants:** Like other units, OUSA has a reduced budget. We continue to offer Course Enhancement Grants, but we have lowered the ceiling from $500 to $300. We still have a robust undergraduate research grants program, though we will award fewer grants this year. Undergraduate research is of great interest to many donors, and so we are optimistic that this reduction may be very temporary. Bill Haarlow, our director of the grants program, works very closely with the Provost’ Undergraduate Research Grants program; together the two offices try to maximize funding to support as many undergraduates doing research as possible.

**Career Readiness and Weinberg College:** We have teamed up with the Northwestern Career Advancement (NCA) office and a handful of Weinberg College departments to explore how to encourage faculty to help their students translate the knowledge and skills acquired in their class when they are working with the NCA on their options and goals for after graduation.

**Student Persistence and Success:** For the past year the College has collaborated and continues to collaborate with the Office of Institutional Research on a project that collects and analyzes data about student success and persistence, especially in STEM fields. This project should help us be more strategic in our academic advising, creation of new transition programs, and revision of curriculum to assure success for all students.

**Midterm accreditation coming up in July:** Northwestern was reaccredited in 2015. In July Northwestern will submit a midterm report for review. The major focus will again be on assessment of student learning outcomes. Weinberg College has made a great deal of progress in creating meaningful assessment processes across its curriculum, from individual classes to majors, to the new College-level learning goals articulated by the Committee on Degree Requirements in their proposal to the faculty.

**New online catalog:** The Registrar has launched an online Undergraduate Catalog. This format has a great deal of potential for presenting the College’s curriculum in a more dynamic way.