

DePauw University Faculty Meeting Minutes
September 12, 2016

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

The meeting was called to order at 4:00 p.m. by the Chair Howard Brooks. The chair asked that you please introduce yourself when you speak.

The meeting opened with memorial tributes to former faculty. Prof. Bob Newton remembered Roger Gustavsson with these words:

In these few words, I would like to remember an outstanding faculty member, Roger Gustavsson. He arrived on our campus in 1961, and he left upon retirement in 1994 with 33 years of service. With sadness and tribute I report his departure from worldly life as of August 31, 2016. He died, within hours, of a severe stroke while comforted by his wife, Louise Reinecke and daughter, Marka, and in the care of hospital personnel in Northhampton, Massachusetts. Immediately following is a summary of his final hours, which I won't read now.

Dear Friends,

Ann and I have just had a long conversations with Louise with information about Roger's death. Before summarizing those sad details, we report that at the moment there are no plans for a burial or a memorial. His remains have been given to the hospital in Massachusetts for research. Later there may be a memorial.

On Wednesday, August 31, Louise and Roger were eating lunch with a small group. He slumped at the table, lost consciousness, seemed to be fidgeting, but never spoke again. Immediately they called 911; the ambulance arrived swiftly. He was admitted immediately into the ER. Marka, their daughter was notified and arrived within two hours. Roger was in process of being moved to a room to be monitored, where Louise and Marka could sit in attendance. Upon reviewing the result of tests, the doctor discerned that death was imminent, at least by 5 pm. He obtained from Louise the end of life protocol previously declared as only sedation to reduce or prevent pain. Roger's face remained relaxed, but Louise could feel no response when she put her hand on his body.

The diagnoses. Although Roger had been faint on previous occasions and was on a protective diet, only on some recent occasions were there problem signs, as when he had difficulty sitting down at a picnic when joining Marka and John at a musical event. The ER doctor pointed to three large spots in the brain image that kept growing and flooding parts of the brain. The medical report describes the event as a cardiopulmonary arrest due to brain herniation with large left side ganglia accompanied by hemorrhage. Marka, fortunately competent with phone and internet connections, was able to communicate with family and friends. She was able to stay with Louise until the weekend.

In the days, even some weeks, before he died, Roger was focusing on some articles he was reading and/or writing. In addition to his signature article on Hauerwas and Barth, he requested and received an article on whether faith entails belief, and he was revising an article that was intended for publication. He even had minimized his participation in the philosophers group that he regularly attended in order to concentrate on the documents that consumed his attention, including a critique of some of the theological positions of H. Richard Niebuhr.

Last year, he had made a trip to Sweden and on several recent occasions had been able to attend musical programs of his daughter and son-in-law. His delight in music enabled him to listen even by radio to performances of Mozart and Beethoven compositions.

To contact Louise, here is her address and phone number.

Louise Reinecke
12 Cranberry Lane
Easthampton, MA 01027
413-527-4291

Marka has several email addresses: here's one
gustavss@bard.edu

--Bob N

Roger came to the Philosophy and Religion Department as replacement for Leon Pacala, who was leaving to become chair of the Philosophy Department at Bucknell University. Leon, John Eigenbrodt, and I had recently inaugurated a course supported by a Lilly Foundation grant, called Basic Beliefs of Modern Man. It was a co-taught course with a single weekly lecture and two weekly meetings for the several small discussion groups. Roger joined us regularly in that course for several years and then irregularly as the department shifted course assignments around the existing faculty.

Roger was a philosophy major at, and a 1952 graduate of, Princeton. He completed his first graduate degree, M. Div. ('56) at Yale Divinity School, and subsequent Ph. D. ('63) from Yale University. During those graduate school years, Roger studied under some of the most outstanding and recognized philosophical theologians in academia, such as H. Richard Niebuhr (brother of Reinhold), Robert L. Calhoun, and Roland Bainton.

Roger's career at DePauw turned toward philosophy, though he continued his involvement in philosophical theology. Even in his first year here, he had taught courses in Present Philosophical Tendencies (Experience and Time) and one of his lasting signature courses, Philosophy of Art. By immediately following years, he had taught seminars on Kant, Metaphysics, Plato, modern Continental Philosophy, Anglo-American Philosophy, and Philosophy of Mind. And he sustained the core departmental offerings of the History of Philosophy.

Roger's manner of class presentation was very deliberate, considered, and thoughtful. One of his devoted students – also an art major – Kristen Frederickson, upon hearing of his death wrote, "This is very distressing news to me. I will always remember his crooked smile and white hair and lovely, gentle demeanor. No. What a loss!"

Although Roger was not a politicized faculty person, he did serve (1985-1988) on one of the very important committees of the faculty, then named Committee on Academic Policy and Planning (CAPP). In the DePauw Archives there are several articles to Roger as representative of that committee from DePauw statistician, Jack Wright, comparing Depauw's Departmental Staffing Patterns with Selected Schools. Under then new President Robert Bottoms, DePauw was considering "possible additions of faculty positions."

When Roger spoke on the floor at faculty meetings, he exhibited his careful, deliberate, thoughtful way of thinking and communication. Former colleague, Noah Lemos, now Professor of Philosophy at College of William and Mary, wrote, "I especially recall him at faculty meetings giving well-reasoned and clear arguments for positions that would lose by huge margins. (I coined the term "rogustic" for an eloquent, thoughtful, sound argument that did not persuade the masses.) He was so often in the right, but rarely in the majority. Yet, he never lost the gleam in his eye and excitement for a good philosophical discussion." And Howard Brooks, current chair of the Faculty, wrote, "I also enjoyed listening to Roger's carefully spoken statements in faculty meetings."

Roger's wife, Louise Reinecke, with an B.A. Wellesley ('52) and Ph. D. from Yale ('64), also occasionally taught in the Department on an adjunct status. Initially they lived at 616 Anderson St. Eventually they moved to single level residence at 703 Highridge Ave. When they lived in the rising era of computers, Roger had one at home as well as at the office. But in retirement, they avoided the burden of emails and internet messaging. However, Roger did not sever connections with us. Several times a year he would make a phone call to a former colleague here and collect the news and share some thoughts. Moving to Easthampton MA to be near their daughter (Marka Gustavsson, Visiting Professor of Music, Bard College), Roger joined a philosophy group from surrounding colleges for stimulating discussions. But in recent months he withdrew and began to concentrate on revision of some of his writings. In fact, one of these, published in the *Journal of Religious Ethics* 2007, entitled "Hauerwas's With the Grain of the Universe and the Barthian Outlook," had been supplied to Keith Nightenhelser and me. Because it was extremely dense and thoughtful, Keith had been rereading it recently, and even in the moments of Roger's stroke, I had somehow again picked up the article from my office desk and was engaged with Roger's mind.

Before his death, he had made a trip to Sweden, home of his immigrant parents. On several recent occasions he had been able to attend musical programs of his daughter and son-in-law. His delight in music enabled him to listen, even by radio, to performances of Mozart and Beethoven. Let us hope and, if he would accept, even pray, that as his body contributes to our medical knowledge, the vitality of his mind should never cease.

Prof. Fred Soster offered these words in memory of Jim Madison:

Dr. James A. Madison, Professor Emeritus of Geology, was 87 years old when he passed away on December 15, 2015 after a ten-year battle with cancer. Jim was born in 1928 in Woodstock, Illinois and grew up in Sylva, North Carolina. He attended Western Carolina University until he interrupted his education to serve in the Army in 1946 and 1947. After his service in the Army, he returned to school where he earned B.A. and M.A. degrees from the University of North Carolina, Chapel Hill. He began his teaching career here at DePauw in 1953 and simultaneously earned his Ph.D. from Washington University, St. Louis. Jim retired from DePauw in 1991 after a 38-year teaching career.

Jim touched the lives of literally thousands of students, and I know that many geology alumni still have fond memories of him. Many years ago, one anonymous alumnus established the James A. Madison Fund for Research "...in gratitude for the fine education that I received at DePauw, and especially my discovery of geology as a life work." Current geoscience faculty members benefit tremendously from this research fund.

Jim hired me in 1983 right out of graduate school and we were colleagues for the first eight years of my teaching career. Although our time together as colleagues was short, he taught me many things and I will always be grateful for his thoughtful mentoring during the early years of my teaching career.

Jim is survived by his wife Dr. Sara Madison, 4 children, 8 grandchildren, and 1 great grandchild.

2. Announcement Quorum Number for Fall 2016 Semester (Anne Harris)

VPAA Anne Harris announced the official quorum for the semester.

279 voting faculty members

- 37 voting part-time faculty members

- 19 on leave academic year

- 5 on leave fall semester

218

x 0.4

87.2 rounded to 87 = quorum

Verification of quorum

There were 145 faculty in attendance at the meeting. The list of voting and non-voting faculty is appended to the end of the minutes:

3. Consent Agenda

There were no requests to move anything from the consent agenda to a regular item of business. The consent agenda was approved.

A. Approve Minutes from the May 2, 2016 Faculty Meeting

B. Approval of the following new courses (recommended by Course and Calendar Oversight)

ASIA 251 Classical Chinese Literature in Translation (1 course, AH/IE)

FILM 250 Global Cinema (1 course, AH/IE)

FILM 260 African American Cinema (1 course, AH/PPD)

GLH 101 Introduction to Global Health (1 course, PPD)

HONR 122 Rethinking the Environment (1 course)

WLIT 205 Introduction to World Literature (1 course, AH/IE)

WLIT 215 Topics in World Literature (1 course, AH/IE or PPD on offering basis)

WLIT 315 Advanced Topics in World Literature (1 course, AH, IE)

Course descriptions for item B can be found in Appendix C.

C. Announcement of change in title (approved by Course and Calendar Oversight)

KINS 354, Nutrition for Health and Performance. Title changed from Bioenergetics of Human Movement

D. Approval of International Experience designation (recommended by the Course and Calendar Oversight Committee)

ENG 396: Cinema of the New Silk Road

UNIV 290: Mathematics Across Cultures

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

ENG 255: Challenging Borders: Gendered Nationalism South Africa Lit/Film

SOC 329: Social Inequalities

COMM 291A: Histories of the American Press

POLS 390: Political Psychology

ML 395: Multiculturalism in Moorish Spain

F. Approval of Extended Studies designation (recommended by Course and Calendar Oversight)

MUS 183: DePauw Chamber Symphony Winter Term Tour to England .5 credit

Communications

4. Remarks from the President (Mark McCoy)

Dr. McCoy's Remarks:

☑ Opened by thanking everyone that has helped with the reprehensible action that happened to our students.

☑ Public Safety, Alan Hill and his group have been working around the clock to try and help.

☑ Dr. McCoy apologizes for how he responded, but was working with cabinet and other team members to figure out the best response.

☑ Dr. McCoy is frustrated and disappointed, but is dedicated to doing all that we can as a group.

☑ We are devoted to talking care of the students and reaching out in larger areas.

DePauw is continuing to get lots of good information and is continuing the investigation.

Discussion from Faculty Member: How can we increase the consequences for the perpetrator?

Response from Dr. McCoy: There is a process on how the consequences work. The aggressor has not been caught though. We are looking at possibly putting cameras in the residence halls, but they cannot be placed down the hallway. We are hoping someone seen something that will help them catch the person. We are putting our energies toward how to prevent this, but lots of hours are being put into the investigation.

Discussion from Faculty Member: Would like to hear from the president on what his perspective is and what's the approach?

Response from Dr. McCoy: That plan is to walk to talk. Action takes time. My efforts in this short span of time is to assemble the team, to challenge the member of each team, to find a way to quickly responds. The ability to support initiatives such as the day of dialogue are all in process. You will continue to see me listen to your concerns.

Discussion from Faculty member: WE did not get the details until a few days after it happened. We had to learn from faculty members on what may or may have not went on. How will these events be communicated in the future?

Response from Dr. McCoy: This is a mistake I will own. The cabinet met currently and after the incident. There was no protocol, it was my idea to put an email out to state a few things. The cabinet helped put this together. We did not want to give out to much information. We did not want to give any attention to the perpetrator. The first email went out and we really thought we were in front of this. We heard a lot of great comments, but with social media today it is hard to get in front of anything. These type of responses started to come in. From the time the meeting happened until the next email I think I had 4 hours of sleep. We were on it, but we are all human and we will all make mistakes. Do we think we made a mistake of course we don't. We are trying to figure out how to respond. Going from meeting to meeting on this incident. When I got home and set down to write the email and tried to get a head of my mistake I didn't want to name this person and the person get all the glory, but I set back and if I were a faculty member I would want more details. We are figuring out how to do this. What we are trying to figure out now is if there is something between a rave alert and an email that doesn't compromise an investigation. There is a lot of good people working on that.

Discussion from Faculty Member: Wanted to follow up on the previous faculty member's comments. The faculty wants assurances. Yes we accept the apology. I immediately wrote that I have class tomorrow and was not sure of what I would be facing. Reached out to members above me to see what I should do. I was also in a student life meeting, and we did introductions instead of discussing what was going on. We want assurances that after three years that this is going to happen. The parental concern, if this was my child I want to be assured that she's protected. I do not feel safe that there is as student that would actually do that. In the last email, there were no action words. We have to do better. It was also sent to undisclosed recipients, who got that? Very concerned that after three years we are not doing better.

Response from Dr. McCoy: Well stated concerns and I sense everyone's frustration. I sense the urgency. I assure you that we are taking that in ever aspect and that there is no lack of effort. The police have responded to 6 different issues and some are not sleeping at all. We have a complicated system. I will start saying in the email who it is addressed to.

Closing from Dr. McCoy: Thank you to everyone. These are all real pains that we are all addressing. We have to take this as leaders and try and understand how to make it and we all have to commit to it. I'm attempting to make this a wonderful place. You have all kinds of ways to reach me and I'm committed to make it work.

5. Remarks from the VPAA (Anne Harris)

Vice President for Academic Affairs shared these remarks with the faculty:

1) Thank you for the **support** that you provided our students and each other.

☑ *In ref to earlier discussion* – improved communications and partnerships

o Committees (working with Alan and Dave; with Student Academic Life and with the Diversity and Equity committee)

o Engagements (e.g. faculty in residence halls – working with Alan)

☑ **ACTIONS NOW**

o Join a working described in the Campus Climate e-mail of today

o Watch the Bias Incident video that JLL made (link available)

- ☒ Priorities: response time, transparency, and care on bias events
- ☒ Resources: each other; Diversity & Inclusion Lib Guide (Google it)

2) I also wanted to insert a phrase into the national conversation about “safe spaces.” I invite us to consider our pedagogy, our classroom practice, and part of the mission of our campus experience to be the creation of a **resilient space**. This phrase is connected to the existing idea of **brave space** that is shifting the conversation as it pertains to student experience from “protection” to “preparation.” I am hoping that we’ll find time as an institution to discuss these issues – the kind of time (and yes, safety) it takes to create a space in which students can think critically and in informed ways about subject matter so as to be resilient within complexity.

I single out two opportunities that I would ask you to take advantage of as you develop your own practice in response to these national conversations.

3) We are very fortunate to have **Dr. Omid Fotuhi** on campus on Wednesday, September 21 for our Faculty Development lunch from 11:30 a.m. to 1 p.m. that day. Dr. Fotuhi’s work with the College Transition Collaborative (which DePauw University joined in 2014) has greatly expanded our understanding of the opportunities and support that need to be in place to “promote persistence and achievement, especially among students from disadvantaged backgrounds.” Data demonstrates that these are first-generation college students, and, intersectionally, students of color in fields where they are consistently in the minority. Kelley Hall’s e-mail from April 7 provides links to the all-important article “Who Gets to Graduate” and an excellent introduction to the discussion Dr. Fotuhi will be bringing to us about “growth mindset.” This idea that intelligence is malleable, not fixed, is intimately connected to a student’s sense of belonging and, consequently, to his or her persistence and success in college. Dr. Fotuhi’s visit will build on that of Dr. Strayhorn’s in August to provide you all with powerful frameworks through which to think about your pedagogical practice, advising, and mentoring.

4) Another key instrument in our work is what you may have heard referred to as the **SSC** – the Student Success Collaborative. There is now a web page and Julianne Miranda will send you the link in a follow-up e-mail tonight. The SSC is a software platform that will allow us to communicate much more effectively among each other about our students’ persistence through the four years of their academic experience. It also offers opportunities for earlier interventions in student development that can provide needed support for their efforts. Carol Smith and her incredible team led by Adam Hughes spent 2015-16 preparing the system for our use, and we are now ready to engage with the SSC. I’d like to take a moment to identify the team of people who have made this possible.

Those who configured the system

- o Carol Smith and Adam Hughes
- o Kelley Hall (Advising, Sophomore and Junior Class Dean) and Jacob Hale (Advising)
- o Expanding with retention committee (AJ and co)
- o Kate – leading all the staff training
- o Ken – leading the faculty training

NOW IS THE TIME to invest in learning the system: 1 hour introductory sessions

- DePauw.edu/ssc – rationale + introductory sessions
- Call Registrar’s office for assistance afterwards
- Registrar’s office is the help desk
- Kate as the staff contact
- Customizing it to DePauw – and fixes or changes to Julianne Miranda
- We need the data – the more we know the more we can act

In terms of TIMELINE: we will be using the SSC for fall advising

o The work of advising stays the same (though you are newly advising for the completion of PPD and IE requirements) – you now have a new follow-through capability with the SSC, the chance to connect your advising conversation to others

o By spring of 2017, we are aiming to have the RAC available through SSC

5) **Focus groups** – bring your best ideas (and keep coming, Oct. 3rd Dartlet)

There were no questions or comments from the faculty at the conclusion of VPAA Harris' remarks.

6. Motion to change the Grievance Procedure in the Academic Handbook (Howard Brooks)

With the transition to a new academic year, Prof. Glen Kuecker move to change the grievance procedure in the Academic Handbook. Prof. Pam Propsom seconded the motion.

Deleted language ~~struck through~~, new language ***in bold italics***.

VIII. Faculty Grievance Process

A. Overview of the Faculty Grievance Process.

The Faculty Grievance Process provides eligible faculty members an opportunity for review of recommendations of the Faculty Personnel Policy and Review Committee regarding their employment with the University, or of other personnel decisions such as changes in job status or responsibilities that directly relate to their employment with the University. The Grievance Committee operates through three-member Mediation Panels and five-member Appeals Panels, on which its members serve. Mediation Panels attempt to facilitate mutually agreeable resolutions of matters brought before them. Appeals Panels review the ~~Faculty Personnel Policy and Review Committee recommendations and direct the Faculty Personnel Policy and Review Committee to reconsider a recommendation if circumstances warrant.~~ ***recommendations and offer their resolution to the President if the mediation is not successful.***

(note: no changes proposed to sections B-D)

E. Petition to Grievance Committee

1. **Deadline for Petition.** The Petitioner has three days after receiving notice of the Faculty Personnel Policy and Review Committee 's response per section D.4 above to submit to the Chair of the Faculty ~~three copies of a request in writing for Grievance Committee review~~ ***a written request to be shared with the Grievance Committee for review on an as needed basis only.***

F. Mediation Panel Process, 2.Meeting of Panel with Petitioner

a. **Submission of Documents by Petitioner.** At this initial meeting of the Mediation Panel with the Petitioner, the Petitioner will provide the panel chair ***either three paper copies (or an electronic copy to be shared with members of the Mediation Panel)*** ~~three copies~~ of all documents the Petitioner wishes to submit in support of his or her written statement describing the subject matter of the grievance.

G. The Appeals Panel Process 2.Submission of Documentation to Appeals Panel

1. **Submission of Documentation to Appeals Panel.** Within an additional three days, the Petitioner must submit to the chair of the Appeals Panel ~~copies of all documents the Petitioner wishes to submit in support of that statement~~ ***either five paper copies or an electronic copy to be shared with members of the Appeals Panel all documents the Petitioner wishes to submit in support of his or her written statement describing the subject matter of the grievance.***

There was no discussion on the motion. The motion was approved by a show of hands.

Written Announcements –

Elections and Upcoming Handbook Changes

1. There are several vacancies on the Grievance Committee for 2/1/17 – 1/31/18.

2. David Harvey was elected Parliamentarian and Dave Guinee was elected as a GLCA Academic Council Representative.

3. Additional changes to the Academic Handbook are in the process of coming before the faculty for votes in the coming months. These changes generally arise from the reorganization of the administration.

There were no questions or discussion from the faculty.

7. Faculty Priorities and Governance –

Prof. Glen Kuecker, committee chair for 2016-17, offered these remarks:

The committee had its first meeting of the academic year last week. We worked transition from last year's agenda items, addressed items that came from faculty over the summer and the start of the semester, and began work on defining our agenda for this academic year.

Continuing and new committee members thank Pamela Propsom for her work as chair last academic year.

Current committee membership

Bob Hershberger—Faculty Policy and Review Committee

Tim Good— Student Academic Life

Howard Brooks—Chair of the Faculty and Department Chairs

Bryan Hanson—Faculty Development Committee

Francesca Seamen—Curricular Policy and Planning

Glen Kuecker— Directly elected (Chair) + (2018)

Pamela Propsom—Directly elected (2017)

A special thank you to the committee members for their service, especially those representing committees as Governance constitutes additional time and labor.

Looking ahead the committee will need one elected replacement for a two-year term starting next fall.

Along with its charge to serve as a steering committee for governance, we most likely will be working on:

--faculty voice in recruitment, review, and retention of senior administrators

--enhancements to shared governance

--Handbook changes defining Dean of School of Music position

--clarity to confidentiality policies

--continued work on diversity and inclusion

There were no questions or discussion from the faculty.

8. Curricular Policy and Planning

Prof. John Caraher, professor of Physics and Astronomy and chair of the Curricular Policy and Planning Committee, opened his remarks by reminding the faculty of the other faculty members of the

committee this semester are Scott Spiegelberg, Francesca Seaman, David Gellman and Jamie Stockton.

Our chief goal in the near-term is to develop a system for tenure-line requests before Fall break (in order to give departments time enough to develop proposals). Over the summer and into early fall, an

ad hoc committee consisting of myself, VPAA Anne Harris, previous Governance chair Pam Propsom, Chair of Faculty Howard Brooks and last chair of the Resource Allocation Subcommittee (RAS) Rich

Cameron met to craft a charge to CP&P for this new process. While CP&P has not yet met to discuss this, some emerging features of the new process include elimination of RAS, elimination of the 3-day

period of proposal vetting that RAS used to perform, and replacing this with an exchange between CP&P and departments and programs seeking tenure lines to occur throughout Spring semester.

To facilitate this, we anticipate several procedural changes. We expect initial proposals to be much briefer documents than those produced in the past, and these will be due much earlier in the year to

facilitate the spring semester process. We will likely ask for a declaration of intent to make a proposal

late in Fall semester (possibly just before Thanksgiving break); this will allow time for the Office of Institutional Research to gather data pertinent to the requested new tenure line. In general, expect a process that vastly reduces the initial effort in writing a proposal, adds a significant amount of interactive engagement with CP&P during Spring semester as we shape and evaluate proposals, and eliminates the high-stakes, compressed, intense 3-day ranking process.

This year will likely be transitional in many ways. In the long run, we hope to develop a process that breaks out of the mold of annual rankings and encourages the clear development of long-range departmental and program visions. We have also discussed the opportunity hire program and hope to make the use of this mechanism much less common than it has been in recent years, in part by working to develop tenure-line proposals that achieve goals opportunity hires are frequently used to address. I expect our other major work, beyond the routine business of the committee, to include coming up with a response to a variety of concerns regarding our existing language and distribution requirements. There are questions regarding the learning goals of the new PPD and International Experience requirements and their implementation; worries that lumping arts and humanities into a single 2-course requirement may compromise the liberal arts experience of many of our students; calls to move from a “testing out” to a “testing in” policy on language study beyond English, and possible proposed revisions to the science and mathematics requirement coming from the ongoing extensive work on general science courses done in recent years. The committee will need to evaluate these issues and develop plans for ensuring our liberal arts curriculum is coherent and robust. There were no questions or discussion from the faculty.

9. Faculty Personnel Policy and Review (Meryl Altman)

Prof. Meryl Altman, chair of the committee for 2016-17, offered these remarks:

For those who are new, I’m representing something called the Faculty Personnel Policy and Review committee, affectionately known as, “Review.” (It used to be called the Committee on Faculty, known by its acronym, COF, and we’re still getting used to the name change, so if you hear people talking about “COF,” that is us.) Basically we are the university-wide promotion and tenure committee. We review decision files and reports on those files that come to us from departmental personal committees (DPCs), we deliberate, and we make a recommendation to the VPAA and the President.

Thanks to those of you who have worked hard to prepare the files for us to read, and to those serving on DPCS that are beginning to review those files. We’ll be starting our part of the file-reading in a few weeks. In the meantime, we’ve been going around in teams of two interviewing members of departments about who should be their next chair. Our committee also has a role in formulating and changing policy, and that’s what I’m bringing to you today.

POLICY CHANGE: FDC REPORTS IN DECISION FILES

This is some business from last year. It comes from the Review Committee and the Faculty Development Committee, who worked together on the idea and the wording for many, many meetings. Thanks to all those who helped and especially to Jim Mills and Glen Kuecker.

What we’re bringing is a single policy change. It requires three small changes to the Faculty Handbook, so I’m going to move them together. If you’re following along at home, this is appendix D, at the bottom of page 8, in the agenda.) The motion is about the relationship between decision files (reviewed for promotion and tenure) and faculty development awards: pre-tenure leaves, sabbatical leaves, and competitive awards such as faculty fellowships. Currently proposals and reports on such awards simply go to and from the faculty member and the Faculty Development Committee; some people include them in decision files, as a record of what they did, but many people don’t. If the change is adopted, these proposals and reports would become part of the decision file for interim, tenure, and promotion reviews. (They will be automatically placed there, along with response from the Faculty Development committee.)

This would take effect with awards granted in 2017-2018 (next year).

The basic rationale for the change is that how it is now is weird. Especially where it currently says, “In particular, major projects funded by the Faculty Development Committee ought to have criteria that allow, and encourage, the work be included for evaluation in the review file.”

What does this even mean? The awards are important, and not including them creates gaps in the candidate’s narrative of their development. Currently some people include that material and others don’t, which also seems unsatisfactory.

“That the Academic Handbook be amended with regard to inclusion of reports submitted to the Faculty Development Committee in the decision files used in the review process as specified in the following language.”

Deletions marked as ~~struck through~~, **Additions in Bold Italics**

First change:

Under Bylaws, VIII, C. Faculty Personnel Policy and Review Committee, the paragraph currently reads:

- The Faculty Personnel Policy and Review and the Faculty Development committees must work in concert. Personnel expectations, particularly shifts in expectations, must be supported through faculty development programs. Additionally, since faculty development awards represent teaching, creative and scholarly endeavors of faculty members, the committees must regularly confer about the implications of new and existing faculty development programs in the review process. ~~In particular, major projects funded by the Faculty Development Committee ought to have criteria that allow, and encourage, the work be included for evaluation in the review file. (See Article VIII. D.1.)~~

For that last sentence (~~struck through~~), substitute the following:

All documents written for competitive awards funded by the Faculty Development Committee, as well as all sabbatical and pre-tenure leave awards, will be included for evaluation in the review file. Academic Affairs will automatically place the proposal, the report, and the response from the faculty development committee in the candidate’s review files. The Faculty Development Committee will include a statement on the Faculty Development application form that notifies faculty members of this policy. (See Article VIII.D.1)

Second Change:

Under D. Faculty Development Committee, add the following paragraph:

The Faculty Development Committee will ensure that documents written for funded competitive, sabbatical and pre-tenure leave awards will automatically be placed in candidate review files. Notification of the placement of these awards in candidate review files will be stated on the Faculty Development application form. Award materials placed in the file will include the proposal, the report, and the response from the Faculty Development Committee. Faculty Development will consult with Faculty Personnel Policy and Review Committee about changes to this policy as needed.

Third change:

Under Personnel Policies

IV. Procedures for Term, Interim, Tenure, and Promotion Reviews.

B. Preparation of Decision File.

This currently reads:

The Vice President for Academic Affairs may transfer to the decision file materials from the candidate’s personnel file deemed by the Vice President for Academic Affairs to be relevant to the review as stipulated in Article III.E. The Vice President for Academic Affairs shall include in the decision file the following required materials for the review of faculty members not holding tenure as specified in Article II: the faculty member’s annual reports, the chair’s or dean’s responses to the annual reports, peer observations, and student opinion forms. The Vice President for Academic Affairs shall include in the decision file the following required materials for the review of faculty members for promotion not linked to a tenure review: the student opinion forms from the last eighteen full credit courses (or equivalent), or all courses taught during the review period, if fewer than eighteen.

It will be amended as follows (***new language in bold italics***, language being removed ~~struck through~~):

The Vice President for Academic Affairs may transfer to the decision file materials from the candidate's personnel file deemed by the Vice President for Academic Affairs to be relevant to the review as stipulated in Article III.E. The Vice President for Academic Affairs shall include in the decision file the following required materials for the review of faculty members not holding tenure as specified in Article II: the faculty member's annual reports, the chair's or dean's responses to the annual reports, peer observations, and student opinion forms, **and all documents written for funded competitive, sabbatical, and pre-tenure leave awards. Award materials placed in the file will include the proposal, the report, and the response from the Faculty Development Committee.** The Vice President for Academic Affairs shall include in the decision file the following required materials for the review of faculty members for promotion not linked to a tenure review: the student opinion forms from the last eighteen full credit courses (or equivalent), or all courses taught during the review period, if fewer than eighteen, **and all documents written for funded competitive, sabbatical, and pre-tenure leave awards. Award materials placed in the file will include the proposal, the report, and the response from the Faculty Development Committee.** Notification of the placement of these funded awards in the candidate review files will be stated on the Faculty Development application form.

The motion will be voted on at the October 2016 faculty meeting.

A faculty member asked: Most of us who are hired on get a pre-tenure leave, but some get a post-tenure leave. Can we make sure that is added to the wording in there?

Prof. Altman replied: Yes.

10. Faculty Development (Jim Mills)

Prof. Jim Mills, for the Faculty Development Committee, moved to modify the charge of the committee in the Academic Handbook.

From Article VIII. D. Faculty Development Committee

Deleted language struck through, new language **in bold italics.**

~~1. Function. This committee shall plan and execute faculty development programs within the University and coordinate institutional programs with faculty development programs of outside agencies. This committee shall make recommendations to the President of the University concerning the granting of institutional research and development resources, leaves of absence, and selection of institutional nominees for grants or awards given by outside agencies. Policies and procedures of internal funding programs are outlined in detail on the Academic Affairs website.~~

This committee shall oversee faculty development at DePauw including support for scholarly and artistic work, pedagogical innovation, course development and renewal, and further development of professional competencies.

The committee shall review and make funding recommendations on proposals from faculty members for internal awards, both competitive (faculty fellowships, faculty summer stipends, etc.) and non-competitive (sabbatical and pre-tenure leaves, professional development fund, etc.). Awards may consist of funding and/or course reassignment. Committee members shall also advise faculty members as they prepare applications for internal awards, and they shall respond to reports based on these awards. This committee shall not review applications for competitive student awards except in the case of except in the case of collaborative student-faculty projects.

This committee shall also discuss current and future funding needs and shall, on an ongoing basis, consider how policies and priorities for faculty development funding fit with the mission and strategic plan of the University. This committee shall consult regularly with the Faculty Development Coordinator, who shall oversee programming for faculty development (Faculty Forum, teaching roundtables, etc.) at DePauw. Both the Faculty Development Committee and the Faculty Development Coordinator shall work closely with the Dean of Faculty, to ensure clear and consistent

communication and collaboration between faculty and administration on faculty development funding and programming.

This committee shall make recommendations to the VPAA on policies and priorities for funding for faculty development, including support for attendance and participation at professional conferences and workshops.

Faculty Development and the Faculty Personnel Policy and Review committees must work in concert as described in the function of the Faculty Personnel Policy and Review Committee. (Article VIII.C.1.). The following Standing Appointed Committees report to the Faculty Development Committee: None. The following Ad Hoc Committees report to the Faculty Development Committee: None. A member of the Faculty Development Committee should be assigned as a liaison to each Standing and Ad Hoc Committee.

Coming from a core committee, the motion did not need a second.

Prof. Dave Guinee offered an amendment to replace the word “oversee” with the words “encourage and facilitate” in the opening sentence of the committee function. The amendment was seconded and approved. The first sentence of the function would read:

This committee shall encourage and facilitate faculty development at DePauw including support for scholarly and artistic work, pedagogical innovation, course development and renewal, and further development of professional competencies.

The motion as amended was approved unanimously.

Written Announcements – The new members for this year are Susan Anthony (Chair), Bryan Hanson, and Angela Flury. Due to finances this year and overspending in the last year, when the Professional Development funds and Conference funds run out this year we will close all requests. Please get your applications in now.

Question from a faculty member: Do you save funding for both semesters?

Response from Carrie Klaus, Dean of the Faculty: Yes, we do put back for both semester, but if you do anticipate needing funded please put that in now.

Question from a faculty member: When you provide an estimate for that conference, do you get what you estimated or can you get more?

Response from Carrie Klaus: Yes, you get what you estimate the amount to be.

After this response, the questioner encouraged faculty to make reasonable, but high estimates of their anticipated expenses.

11. Student Academic Life (Tim Good)

A. Student Academic Life announced that the proposed changes to the Classroom Atmosphere Policy, as presented in the agenda, would be returned to the committee to make language changes necessitated by the reorganization of the administration. The committee will bring the changes back for faculty approval at a later date.

B. Student Academic Life gave advance notice of its intent to ask the faculty to vote on changes to the appeals section of the policy on "Student-Initiated Grievance on Grading and Other Forms of Evaluation by Faculty" at the October 2016 faculty meeting.

Proposed change to the Grade Grievance Policy – Appeals Section

Deletions are ~~struck through~~, Additions are in ***bold italics***

A student or faculty member who wishes to appeal the URC decision on procedural grounds must do so in writing to the Vice President for ~~Academic Affairs~~ **Student Academic Life** within three business days of receiving the decision from the committee. ***The Vice President for Student Academic Life will consult with the Vice President for Academic Affairs while considering the appeal. The decision of the Vice President for Student Academic Life is final and will be communicated to both parties involved in the hearing, to the convenor of the URC and to the chair of the URC.***

(Adopted by the Faculty November 4, 2002; revised April 3, 2006; ***revised October 10, 2016. Hearing Procedures are updated and revised periodically by the Student Academic Life administration in consultation with the Student Academic Life Committee.***)

Rationale: concerning changes to the appeals section of the Grade Grievance Policy.

The Student Academic Life Committee concluded that these changes are appropriate in light of the new administrative structure, which seeks to emphasize academic excellence across all aspects of the university. The revised policy keeps process connected to Academic Affairs by requiring the Vice President for Student Academic Life to consult the Vice President for Academic Affairs on all appeals. Additionally, there is a desire to clarify the appeals process to make it align more closely with the existing Academic Integrity policy. Specifically, that is why this sentence is being added to the Grade Grievance Policy: "The decision of the Vice President for Student Academic Life is final and will be communicated to both parties involved in the hearing, to the convenor of the URC and to the chair of the URC."

In recent years the Grade Grievance Policy has been administered by the Dean of Academic Life or his designee and this administrative structure will continue. Since the Dean of Academic Life (also Associate VP of Student Academic Life) is now part of the Student Academic Life Division, the appeals process is being updated so that it is handled in the new division.

C. Student Academic Life gave advance notice of its intent to ask the faculty to vote on changes to the appeals section of the Academic Integrity Policy at the October 2016 faculty meeting.

Proposed change to the Academic Integrity Policy – Appeals Section

Deletions are ~~struck through~~, Additions are in ***bold italics***

Either the instructor or the student may appeal the decision of the URC to the Vice President for ~~Academic Affairs~~ ***Student Academic Life who will consult with the Vice President for Academic Affairs while considering an appeal.*** Appeals must be made in writing to the Vice President for ~~Academic Affairs~~ ***Student Academic Life*** within three business days of receiving the written notification of the decision. Appeals will be considered only if they are based on one or more of the following criteria: 1. new evidence not reasonably available at the time of the original hearing and which is provided as part of the written appeal; or 2. procedural error that can be shown to have affected the outcome of the hearing; or 3. appropriateness of sanction only in cases of suspension or dismissal. The Vice President for ~~Academic Affairs~~ ***Student Academic Life*** will decide whether or not there is a basis for appeal, and, if so, upon consideration of the appeal, may revise the URC decision or the penalty. The decision of the Vice President for ~~Academic Affairs~~ ***Student Academic Life*** is final and will be communicated to both parties involved in the hearing, to the convenor of the URC and to the chair of the URC.

(Approved by the Faculty, November 4, 2002; updated April 14, 2014; ***updated October 10, 2016.***

University Review Committee (URC) Hearing Procedures are available in the office of ***Student*** Academic Life. Hearing Procedures are updated and revised periodically by the ~~Academic Affairs~~ ***Student Academic Life*** administration in consultation with the Student Academic Life Committee.)

Rationale: concerning changes to the appeals section of the Academic Integrity Policy.

The Student Academic Life Committee concluded that these changes are appropriate in light of the new administrative structure, which seeks to emphasize academic excellence across all aspects of the university. The revised policy keeps process connected to Academic Affairs by requiring the Vice President for Student Academic Life to consult the Vice President for Academic Affairs on all appeals.

In recent years the Academic Integrity Policy has been administered by the Dean of Academic Life or his designee and this administrative structure will continue. Since the Dean of Academic Life (also Associate VP of Student Academic Life) is now part of the Student Academic Life Division, the appeals process is being updated so that it is handled in the new division.

D. Student Academic Life gave advance notice of its intent to ask the faculty to vote on changes in the Academic Handbook related to liaisons and student members of the Student Academic Life Committee at the October 2016 faculty meeting.

Proposed changes to description of the Student Academic Life Committee (Article VIII. Section E.)

E. Student Academic Life Committee

1. *Function.* This committee shall be responsible for the policies and actions of the faculty relating to student life and general academic atmosphere of the University.

This committee, with faculty approval, shall deal with policies, guidelines, and information on all factors affecting student life and campus-wide academic atmosphere; these factors include policies stated in the Student Handbook (e.g., academic dishonesty, the student judicial process, or sexual harassment), policies on campus-wide academic atmosphere (e.g., collecting data on University-wide GPAs or studying the effects of social activities on classroom work), policies related to international student life, and policies which encourage faculty-student interactions which foster the intellectual life of the University.

This committee shall coordinate the faculty representation on those committees, councils, and boards which supervise student life and campus-wide academic atmosphere issues participated in jointly by faculty members and students including the University Review Committee, which deals with grade grievances and cases of academic integrity (See the Article I. in the Academic Policies section of the Academic Handbook), Community Conduct Council (See Article VI of the Student Judicial Code in the Student Life section of the Student Handbook), and Athletic Board.

The following Standing Appointed Committees report to the Student Academic Life Committee: Academic Standing and Petitions Committee, Student Publications Committee, and Athletic Board.

The following Ad Hoc Committees report to the Student Academic Life Committee: None.

~~A member of the Student Academic Life Committee should be assigned as a liaison to each Standing and Ad Hoc Committee.~~ **The Chair of the Student Academic Life Committee will request annual reports from each Standing and Ad Hoc Committee.** Additionally the Student Academic Life Committee should appoint a liaison to the Diversity and Equity Committee. **Additionally, the Chair of the Student Academic Life Committee will maintain regular communication with the Diversity and Equity Committee.**

2. Membership:

Faculty membership: Five (5) elected representatives.

Administrative members: Ex officio (without vote): Dean of Academic Life, Vice President for Student **Academic** Life or representative.

~~*Student members:* Two (2) (Student Body President and one other appointed by Student Congress).~~

Two (2) - Student Body President or his/her representative, and Vice President for Student Life from Student Congress or his/her representative. Two additional Ex officio members (without vote) appointed by Student Congress.

Rationale:

The committee thinks that the liaisons add unnecessary bureaucracy, and the connection to the named committees can be handled more efficiently.

We are asking for the change in Student members, so that the wording and practice in the constitution of DePauw Student Government, and in the Academic Handbook, line up. It seemed prudent to have wider student voices on this particular committee, and the two additional ad hoc student members are named in the DSG constitution.

Written Announcements – None

Reports from other Committees

12. University Strategic Planning Committee (Jackie Roberts)

University Strategic Planning Committee's report was an offer to answer questions. There were no questions.

Written Announcement–

The Strategic Planning Committee will be working with the administration on the development of a university strategic plan and communication strategies. There are seven faculty representatives on this committee: Julia Bruggemann (elected), Jackie Roberts (elected), Greg Schwipps (elected), Michael Roberts (elected), Howard Brooks (chair of faculty), David Newman (Faculty Development) and Scott Spiegelberg (Curriculum).

13. Honorary Degrees & University Occasions (Debby Geis)

Prof. Geis shared the names of honorary degree candidates which will be presented to the Board of Trustees in October.

Additional Business

14. Unfinished Business –

There was no unfinished business.

15. New Business –

There was no new business.

16. Announcements

Prof. Laurent Vesely, representing the Advertising and Mobilization" subcommittee for DePauw Dialogue 3.0, encouraged faculty to invite students to participate in the event on September 28. Last year, he promoted it in one class and 16 out of 16 students attended. He did not promote in another class and only 4 out of 20 went to the event. Please promote DePauw Dialogue in all of your classes.

Written Announcements

From Nahyan Fancy: Support for Syrian Refugees

Following up on the visit in May of Dr. Sonja Brentjes who discussed her work with Syrian refugees in Germany. The Red Cross fund has now been established and I sent an e-mail to the faculty staff listserv on August 6, 2016. This announcement is to remind the faculty of this opportunity to support the refugee work and just to indicate that I will send a final follow-up e-mail with the information for donating to this project at the conclusion of the Faculty meeting.

From Danielle Kane: Tips for Pronouncing Chinese Students' Names

When speakers of English see a name that starts with an 'X' or a 'Q,' we might not even know where to begin! Following up on Anne Harris' point at the Faculty Institute that making an effort to pronounce students' names correctly contributes to their sense of being included in the DePauw community, below are some hints for pronouncing Chinese students' names. The romanization is an approximation, and don't worry about speaking it perfectly; your students will appreciate your effort!

Q=Ch, so the name Qing is pronounced Ching (rhymes with ring)

X= Sh, so the name Xu is pronounced Shoe

Zh=J, so the name Zhang is pronounced Jang (rhymes with rang)
C=ts (as in tsetse), so the name Cai is pronounced "tsie" (rhymes with lie)
These are some combinations of letters that frequently occur together:
ou sounds like oh, so the name Zhou is pronounced Joe
iu sounds like eeyo, so the name Liu is pronounced Leeyo
ui sounds like way, so the name Cui is pronounced tsway

17. Adjournment

The meeting was adjourned at 6:01 p.m.

Respectfully submitted,

Howard Brooks, Chair of the Faculty

Ashley Dayhuff, Assistant

Faculty Voting Status, Fall Semester 2016-17

Name	Status
Abed, Larry	voting
Achtman, Rebecca	voting
Adams, Jennifer	voting
Alexander, Rebecca	voting
Altman, Meryl	voting
Alvarez, David	voting
Anderson, Jeremy	voting
Anthony, Susan	voting
Aures, Inge	voting
Autman, Samuel	voting
Babington, Patrick	voting
Balasubramanian, Suman	voting
Balensuela, Matthew	voting
Ball, Thomas	voting
Barreto, Humberto	voting
Beauboeuf, Tamara	voting
Beckel, James	voting
Bedard, Lynn	voting
Beekley, Matthew	voting
Belguellaoui, Cheira	voting
Benedix, Beth	voting
Benedix, James	voting
Benegal, Salil	voting
Berque, David	voting
Berry, John	voting
Bhan, Mona	voting
Biehle, Susanne	voting
Bitner, Ted	voting
Boerger, Kristina	voting
Bogaerts, Steven	voting
Bordt, Rebecca	voting
Brickell, Meredith	voting
Brockmann, Nicole	voting
Brooks, Howard	voting

Brown, Eliza voting
Brown, Harry voting
Bruggemann, Julia voting
Byers, Chad voting
Call, Rex voting
Cameron, Richard voting
Caraher, John voting
Carkeek, Maureen voting
Castañeda, Angela voting
Chao, Weiwei voting
Chiang, Li-feng voting
Chiang, Yung-chen voting
Chiba, Hiroko voting
Coburn, Pamela voting
Cohen, Adam voting
Conceatu, Marius voting
Cope, Tim voting
Cox, Brooke voting
Crary, Sharon voting
Crouse, David voting
Csicsery-Ronay, Istvan voting
Cullison, Andrew voting
Danforth, Robert voting
Dewey, Robert voting
D'Haeseleer, Tineke voting
Dickerson, Vanessa voting
Dixon-Fyle, Joyce voting
Dixon-Fyle, Mac voting
Dudle, Dana voting
Dunn, Jeffrey voting
Dye, Ronald voting
Dziubinskyj, Aaron voting
Edberg, Eric voting
Edwards, Carla voting
Eppley, Hilary voting
Eslami, Elizabeth voting
Everett, Jennifer voting
Fancy, Nahyan voting
Fenlon, Gigi voting
Field, William voting
Finney, Melanie voting
Flegal, Kayla voting
Flury, Angela voting
Forcadell, Maria Soledad voting
Ford, Derek voting
Fornari, Chester voting
Foss, Pedar voting
Fox, Vanessa voting

Foy, Leonard voting
Friedman, Seth voting
Fuller, Jason voting
Geis, Deborah voting
Gellman, David voting
Gilson, Caroline voting
Glausser, Wayne voting
Glessner, Justin voting
Gloria, Eugene voting
Goins, Leigh-Anne voting
Goldberg, Rachel voting
Goma, Ophelia voting
Gomolka, CJ voting
Good, Caroline voting
Good, Tim voting
Gourley, Bridget voting
Graham, Peter voting
Grammel, Deborah voting
Gropp, Jeffrey voting
Guinee, David voting
Gurnon, Daniel voting
Hadley, Craig voting
Hahn, Susan voting
Hale, Jacob voting
Hall, Kelley voting
Hansen, Jeffrey voting
Hanson, Bryan voting
Harbert, Elissa voting
Harms, Douglas voting
Harris, Anne voting
Harvey, David voting
Hayes, Andrew voting
Hazel, Wade voting
Hebb, Tiffany voting
Heithaus, Joseph voting
Herbertz, Matthew voting
Hershberger, Robert voting
Hertenstein, Matthew voting
Holmes, Christina voting
Hopson, Amanda voting
Howard, Brian voting
Howley, Kevin voting
Hristova, Maria voting
Hunt, Jarrod voting
Ishikawa, Lynn voting
James, Leslie voting
Jennings, Kerry voting
Jetton, Caroline voting

Johnson, Paul voting
Kane, Danielle voting
Kannowski, Mark voting
Kenney, Jeffrey voting
Kertzman, Mary voting
Kim, Sujung voting
King, Thomas voting
Kinney, Kevin voting
Kirkpatrick, Kenneth voting
Klaus, Carrie voting
Klinger, Geoffrey voting
Komives, Alexander voting
Kuecker, Glen voting
Kuo, Ming-Hui voting
Lafontant, Pascal voting
Lee, Sarah voting
Lemon, Gary voting
Liu, Jinyu voting
Lobdell, Nicole voting
Luque, Maria voting
Mackenzie, Michael voting
Manickam, Nachimuthu voting
Marshall, Lydia voting
Martoglio, Richard voting
McCall, Jeffrey voting
McCoy, Mark voting
McInnes, Marion voting
McKelligan, Marcia voting
McVorrان, Marcelle voting
Menzel, Kent voting
Miles, Lori voting
Millis, Kathryn voting
Mills, James voting
Miranda, Julianne voting
Moore, Harriet voting
Moore, Kevin voting
Morrisroe, Darby voting
Mou, Sherry voting
Musser, Thomas voting
Nasr, Ghassan voting
Newman, David voting
Nichols-Pethick, Jonathan voting
Nighenhelser, Keith voting
O'Bannon, Brett voting
O'Dell, Cynthia voting
Oh, Hye-ri voting
Ota, Pauline voting
Oware, Matthew voting

Paré, Barbara voting
Paré, Craig voting
Pejril, Veronica voting
Peterson, Clarissa voting
Petreaca, Melissa voting
Phang, May voting
Pollack-Milgate, Howard voting
Pope, Jeanette voting
Poturovic, Selma voting
Prakash, Deepa voting
Propsom, Pamela voting
Provine, Rick voting
Puga, Alejandro voting
Puzzo, Ashley voting
Rachford, Natalia voting
Raghav, Manu voting
Rahman, Smita voting
Rashid, Mamunur voting
Reading, Amity voting
Reynolds, Anne voting
Riley, Emmitt voting
Risdon, Michael voting
Roberts, David voting
Roberts, Jacqueline voting
Roberts, Michael voting
Roberts, Stephen voting
Rodriguez, James voting
Roehling, Allison voting
Ross, Scott voting
Rowley, Sarah voting
Rusu, Dan voting
Sage, Clark voting
Sahu, Sunil voting
Salman, Randy voting
Sanders, Bruce voting
Sayili, Koray voting
Schindler, Rebecca voting
Schneider, Henning voting
Schwartzman, Maria voting
Schwipps, Gregory voting
Scott, Daniel voting
Seaman, Francesca voting
Seaman, Michael voting
Serlin, Bruce voting
Shannon, Daniel voting
Shifa, Naima voting
Sieg, Brandon voting
Sinowitz, Michael voting

Sirotkin, Leonid voting
Smith, Caroline voting
Smith, Orcenith voting
Smock, Richard voting
Smogor, Louis voting
Snyder, Steven voting
Soster, Frederick voting
Spiegelberg, Scott voting
Stasik, Tamara voting
Stepp, Scotty voting
Stevens, Robert voting
Stewart, Khadija voting
Stinebrickner, Bruce voting
Stockton, Jamie voting
Stolle, Kara voting
Suarez, Alicia voting
Sununu, Andrea voting
Szpunar, Ruth voting
Tabor, Jaclyn voting
Thede, Scott voting
Timm, Steven voting
Townsend, Gloria voting
Travers, Tarn voting
Tremblay, Sheryl voting
Tunguz, Sharmin voting
Upton, Rebecca voting
Vaglia, Janet voting
Vesely, Laurent voting
Vijay, Sianne voting
Villinski, Michele voting
Wachter, Daniel voting
Wagner, Christina voting
Weinstein, Anthony voting
Weisz, Eva voting
Wells, James voting
West, Robert voting
White, Christine voting
Whitehead, Barbara voting
Wielenberg, Erik voting
Wilkerson, Scott voting
Willey, Brenden voting
Williams, Alexander voting
Wilson, Susan voting
Wilson, Wesley voting
Wimbley, Karin voting
Worthington, David voting
Wright, Brian voting
Wright, Lili voting

Wu, Zhixin voting
Yang, Zoua Sylvia voting
Yuasa, Ikuko voting
Zach, Ariel voting
Ziegler, Valarie voting

Alvis, Andra non voting
Brightman, Cheri non voting
Clarke, Andrea non voting
Evans, Paula non voting
Jackman, Dorian non voting
Kirkeiner, Marie non voting
Linville, Steven non voting
Pollack, Tamara non voting
Priest, Brian non voting
Reynolds, Nicholas non voting
Seymour, Peter non voting
Sloan, Heather non voting
Solberg, Daniel non voting
Spivack, Miranda non voting
Thielmann, Cristiana non voting
Watson, Eric non voting
Yoak, Stuart non voting

DePauw University Faculty Meeting Minutes
October 10, 2016

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

The meeting was called to order at 4:02 by the Chair Howard Brooks.

The meeting opened with memorial tribute to former faculty member Dr. Donald White. Professor Craig Paré shared the following words:

A past colleague of ours, Donald H. White passed away on October 4 in Colorado Springs at the age of 95. Even though his tenure at DePauw was well before my time, I had the honor of becoming friends with him around the time his wife Rosalie passed away in July 2001.

Born February 28, 1921 in Narberth, Pennsylvania, Don studied music education at Temple University and composition at the Philadelphia Conservatory.

Don served in World War II as a navigator on B-17s and was awarded the Air Medal and two Oak Leaf Clusters for "exceptionally meritorious achievement while participating in 15 separate bomber combat missions over enemy occupied continental Europe." He was shot down on March 26, 1944 on his 19th mission over Germany/France (bombing V-2 rocket emplacements in Pas de Calais area in Northern France), was captured and held in a prison camp for 13 months. He was captured by German troops and imprisoned in Stalag Luft III for the final 13 months of the war, being liberated in April 1945 by Patton's Third Army. He was honorably discharged from active duty in December 1945.

In 1947, after earning his Master's degree and PhD in music composition from the Eastman School of Music, Don joined the DePauw faculty, and served as chairman of composition and theory studies from 1948-81, spending four years (1974-1978) leading the School of Music. He left DePauw to chair the music department at Central Washington University in Ellensburg, Washington, serving from 1981-90.

Don composed many works for orchestra, chamber, band and vocal performance. The works I remember that he was most proud of for winds and percussion included his *Lyric Suite* for Euphonium, which is still today a staple of that instrument's solo repertoire, *Tetra Ergon* for bass trombone, writing this piece for the eminent trombonist of the Philadelphia Orchestra and later conductor of the Minnesota Orchestra, Henry Charles Smith, his *Miniature Set for Band*, by which many of us have come to know Donald White's musical language, and *Patterns for Band*. I have to tell you that many of us learned, in middle school in the mid-60s, about the *Miniature Set for Band* that "those high schoolers got to play".

I once asked him what his personal favorite band composition was and he told me that *Patterns for Band* held a special place for him because, as he told me, every note, motive, melody, and musical gesture comes from the first four notes of the piece. On another visit, he told me that his collection of songs, *From the Navajo Children* for chorus and wind ensemble, was especially close to him because he'd composed it on a much-needed sabbatical to the Southwest United States, and that the premiere took place here at DePauw. And, it was also my privilege to play and record his *Concertino for Timpani, Winds, and Percussion*. Don was

always appreciative of the interest we showed in his music, and was always gracious in hinting what the next piece should be that we should play or record☺

Don and Rosalie loved Greencastle, building a house one summer on Highridge Avenue, which is still there – down Arlington, right on Highridge as if you're headed to the McKim Observatory, and Don's home is the first on the left. And, with Don's daughter Barb and her family here in town, he loved coming back to see them twice each year. As of fifteen years ago, it wasn't a late May or late December if I didn't get a call . . . "Hi, Craig - Don White here – have you got some time?" I didn't EVER not have the time—not if I could spend it with my friend Don.

Not only was it a privilege to get to know him personally, but I am proud that one of our 2008 DePauw graduates, Adam Hilkert, decided to devote his graduate research to Don and his music. Adam's Master's thesis from Indiana University of Pennsylvania with Dr. Jack Stamp was on Don's music for band, and Adam is currently preparing (while in the United States Army Band's conducting program) his doctoral dissertation at George Mason University on Don's *From the Navajo Children* – an unpublished piece. Adam wrote, "Don was a gifted composer and educator, who had a profound impact on my life. I am eternally grateful to have developed a friendship with him over the past several years, and I will miss him very much."

I'd like to finish with two short anecdotes that Don would tell me over lunch at the Double Decker or Mama Nunz. The great American composer Vincent Persichetti was traveling to DePauw for his residency in the contemporary composers series. He was lost, around Rts.36 and 231, so he stopped at a payphone (imagine that!) and called Don's house. "Don, are you there?" "Well, I'm talking to you, aren't I?" And, another great composer, Howard Hanson (mind you, Don, studied with both of these esteemed gentlemen), was enjoying a long, long night of drinks and stories following a final concert of his music here at DePauw. "Don – come over, I need you" was a call Don received around 3:30am that morning. Don went to the room Howard Hanson was staying in on campus to find him in his "skivvies" (at this point in the story, it was difficult to distinguish from the rest of the story because Don was laughing so hard I couldn't understand half of what he was saying!). I gathered that with an hour and a half to spare, Hanson had lost track of time and had to get to Indianapolis to catch a plane, trying to pack all of the materials and scores he'd brought with him. I'd be willing to bet that both composers are having a great laugh together over this story right now☺

It was my privilege to get to know Donald White, and I will remember, along with his wonderful music, the man, the teacher, and the mentor.

Thank you.

2. Verification of quorum

Howard Brooks confirmed that the quorum was met, approximately 100 faculty were present.

3. Consent Agenda

There was no request to move anything from the consent agenda to a regular item of business. The consent agenda was approved.

A. Minutes from the September 12, 2016 Faculty Meeting

B. Courses satisfying Privilege, Power and Diversity (PPD) or International Experience (IE)

HIST 100B Sex and Society in Modern America (Rowley) PPD Offering

Honor Scholar 300Cb War and Society (Seaman) PPD Offering

HONR 102A: FYS Divided Cities (Finney) IE offering

FREN 202: Intermediate French II (CJ Gomolka), PPD Offering

ML 295 Holocaust and Exile in Film (Aures), PPD Offering

GER 314 Fussball is unser Leben (Aures) IE Offering
HONR 102 Managing the Chinese Empire (Mou) IE Offering
ENG 255B, African American Women Playwrights (Geis) PPD offering
MUS 390, Music and the Vietnam War (Harbert) PPD Offering
ML 324, Reading Russian (Hristova) IE Catalog
ENG 315 Language, Writing and Power (Stasik) PPD Catalog

C. Approval of a new course

FREN 302, Discussing Difference: Diversity in Postcolonial France (1 course, PPD)

Reports from Core Committees

4. Faculty Priorities and Governance (Glen Kuecker)

Since the last faculty meeting, Governance faculty have asked the committee to look into the process that led to the Class Dean decision. We looked into the issue and a short report on what we learned is in the written announcements for today's meeting agenda. The committee is exploring the faculty governance structure to add clarity to reporting and transparency within the committee structure.

In the written announcements, the committee reported that we are working on enhancing shared governance with our main focus being on faculty voice in recruitment, review and retention of senior administrators whose responsibilities intersect with the academic mission of the university. The committee met with President McCoy this past Friday, and we had a productive discussion about regularizing faculty voice in administrative reviews. We agreed to the basic contours for what guidelines might look like, and we hope to reach a formal agreement in the months ahead.

Faculty Priorities and Governance Committee gave advance notice to the faculty for changes in the Academic Handbook pertaining to the membership of the committee to be voted on at the November faculty meeting.

Changes to the Membership of the Faculty Priorities and Governance Committee in the Academic Handbook

~~Deleted language struck through~~, **additions in bold italics**

2. *Membership.*

Faculty membership: One (1) representative from the Core Faculty Committees: Curricular Policy and Planning, Faculty Personnel Policy and Review, Faculty Development, and Student Academic Life; ~~two(2)~~ **three(3)** directly elected faculty members ***including one representative for the School of Music*** and the Chair of the Faculty, for a total of ***eight (8)*** faculty members. ~~All representatives serve for two years to facilitate continuity on the committee.~~

Administrative members: Ex officio (without vote): ~~Chair of Chairs.~~ ***None***

Student members: None.

Rationale:

Adding School of Music representative to the committee

The past academic year, Governance Committee, Review Committee, the School of Music, and the administration (VPAA and President Elect) engaged in a series of conversations about School of Music governance that pertained to potential changes to the Academic Handbook. A topic within the conversations frequently involved the general relationship between the School of Music and College of Liberal Arts, and particularly the dynamics of governance and shared governance between the two schools.

One outcome the conversations was agreement that the School of Music needs to have representation and participation in university governance. Agreement centered on the idea of having a representative for, and preferably from the School of Music on the Faculty Priorities and Governance Committee.

Change to ex-officio member from Chair of Chairs

The existing policy states that the Chair of Chairs is an *ex-officio* committee member. That membership is intended to facilitate and enhance communication between department and program chairs and the committee. While the committee values this measure and does not seek to do away with it, the committee recognizes the redundancy in representation given that the Chair of the Faculty attends both Governance and Department and Program Chairs meetings. In the interest of efficiency and reduced work load, the committee recommends allowing the Chair of Faculty to represent Department and Program Chairs on the committee.

Written Announcements –

Responding to faculty requests for information about the process that led to the formation of the new class dean system, the committee looked into who the decision came about. Our findings indicate that the administration worked with both Student Academic Life Committee and the Advising Committee. A working group wrote a report that endorsed the idea, and following that input the administration acted to implement the program. These consultations and work appear to have happened during the second half of the spring semester. Governance finds that there was consultation between the administration and faculty on this decision, and the faculty did have a voice through two of its committees. However, Governance also finds that there was inadequate reporting out to the general faculty that these consultations were happening, and the general faculty did not have the opportunity to learn of the changes and share their concerns or support. To remedy this breakdown in governance, the committee reminds all committees of the importance of reporting out to the general faculty about their agendas, especially when work might involve substantive changes to items pertaining to the university's academic mission. A key part of reporting out is knowing which committees to report to, especially ad hoc committees, and to actually report out the overseeing committee. Reporting out also may include: providing written notice to faculty meeting agendas, verbal reports at faculty meetings, the posting of meeting minutes on the university webpage, and communicating with the Faculty Priorities and Governance Committee. We remind each committee chair that standing committees need to file an annual report with the Chair of the Faculty in May. Governance notes that we all want to trust the good work of our committees and working groups, but remind all that transparency and communication is an important foundation for that trust.

This semester, Faculty Priorities and Governance Committee is working on several agenda items. We continue with last year's conversations with the administration about shared governance. In particular, we are working on formalizing faculty voice in the recruitment, review, and retention of senior administrators whose work pertains to the academic mission of the university. We also anticipate conversations with the administration about better defining university confidentiality policies. The committee is continuing last year's work on enhancing School of Music governance, and is working with the Chair of the Faculty, VPAA, and Dean of the School of Music on Handbook Changes, including today's advance note about adding a School of Music representative to the committee. The committee also hopes to work on how issues like faculty salaries and benefits are discussed with the administration now that the COA no longer exists.

5. Curricular Policy and Planning (John Caraher)

Our work in developing a new process for requesting faculty positions continues and is approaching a milestone. As a reminder, the broad outline of the plan is that we begin with a general call for departments and programs interested in a position giving some basic information – title, what is prompting the request, very brief statements of the impact of the position in the classroom and on scholarly and creative engagement with a national or international community outside DePauw, and a list of other DPU departments and programs that might benefit from the position. This is all very preliminary – if you think

you might have a position request for someone who might teach cross-listed courses with another department, for instance, we do not require that you've explored this in any depth with your colleagues. We will just want a sense of what you see as the possibilities. These things will be entered on what we call the "short form" online, roughly 3 pages of material.

The most important thing for everyone to know, and which is the heart of the short form, is that you will also be required to submit between 5 and 7 "value statements" regarding the proposed position. You should think of these in terms of hiring criteria. These ideally would be elements that the potential members of a search committee could agree upon as characteristics of a successful candidate for the position. These ideally would also represent some kind of consensus within the department or program, and we expect the most time-consuming element of the process will be coming to an agreement on these statements. We also expect hiring committees to adhere to whatever guidelines emerge. If it is important to your department that the candidate be a PhD graduate of a top-10 graduate program in your field, that criterion should be in there. This is in the spirit of transparency and inclusion.

It should be noted that we expect these to be subject to negotiation and refinement over the course of developing a full-fledged proposal for a position, so it is not necessary for these to be in their final, perfected form when submitting an initial request for a position.

The next chairs meeting will be an occasion for sharing more details of how this process will work.

We would also like you to consider attending the Oct. 25 open meeting. The purpose of the open meeting is to aid our committee in developing our own "value statements" for evaluating requests for tenure lines. While we could certainly develop our own lists of what we think the university should value in considering requests for precious faculty positions, the committee felt strongly that buy-in from the faculty at large is important to the integrity of the process. Under the old system, there was an annual process by which CAPP would draft instructions to chairs and to RAS outlining what criteria would be applied in ranking requests. This was always challenging for chairs, CAPP and RAS – the criteria might shift depending on who was on which committee in a given year, and despite the best efforts of RAS it could be challenging for departments to understand why a proposal would fare well one year and poorly the next. Our hope is that CP&P can offer a more stable set of criteria, as well as to move away from an annual sweepstakes toward a more cooperative, developmental model that facilitates long-term planning, and we think an important part of creating such a model is identifying better what priorities in hiring our faculty most value. Ideally, this meeting will have a very concrete product – 5-7 "value statements" that we can apply to evaluate a request for a tenure line, functioning in a manner largely parallel to the way we expect departments and programs apply their value statements as hiring criteria.

Proposed changes to the World Literature Minor

CP&P gives advance notice of a motion to be voted on at the November faculty meeting:

That the faculty approve the following changes to the World Literature minor:

There is a change to the core courses (deletions in ~~strikethrough~~, additions in **bold**):

CORE COURSES

~~ENG 151 and ENG 250. FREN 327, GER 307, or SPAN 335 may be substituted for ENG 151.~~

WLIT 205 (ENG 250)

Rationale for change: One primary aspect of this course is to survey world literature and introduce students to diverse conceptions and forms of literature from a range of cultures and traditions. We can

offer the course twice a year and it can be taught by faculty from programs and departments affiliated with world literature. Therefore, substitutions are no longer necessary.

There are additions to Other Required Courses (additions **in bold**):

Three courses from:

Courses in literature taught in English: ASIA 281, ASIA 282, CLST 100, **ENG 151, ENG 161, ENG 171, ENG 181, ENG 191**, ENG 261, ENG 396, M L 194, M L 227, M L 260, M L 264, M L 326. The following seminars and topics courses may count when the topic is literature in translation: ASIA 197, ASIA 290, ASIA 390, ENG 197, ENG 255, ENG 390, ENG 391, ENG 392, M L 197, M L 295, M L 395, **WLIT 215, WLIT 315**, ENG 460.

Courses in literature taught in another language: LAT 224, LAT 341, SPAN 442, SPAN 444. The following topics courses taught in another language may count when the topic is literature: CHIN 269, FREN 401, GER 411, GER 412, GRK 205, GRK 452, ITAL 375, LAT 223, LAT 332, RUS 324, SPAN 390.

Rationale for change: ENG 151, ENG 161, ENG 171, ENG 181, ENG 191 are introductory courses imparting essential concepts of literary and cultural studies. ENG 151 was previously offered as a substitute for ENG 250/WLIT 205 (see above). WLIT 215 and WLIT 315 are core topics courses with the flexibility to address current critical interests. ENG 460, an independent studies course, will count towards the minor if the topic of the course is world literature.

Proposed changes to BME degree

CP&P gives advance notice of a motion to be voted on at the November faculty meeting of the following changes to the BME degree requirements:

1. Require that all BME students complete one Extended Studies internship in a secondary school

Rationale: In order to incorporate two 21CM courses and the NASM-prescribed percentage of CLA classes and expectation of elective options for students pursuing the BME, *MUS 375: Field Experience* was removed from the degree requirements in the 21CM music education curriculum. Given that our students are licensed to teach grades P-12, they must have sufficient pre-service field experiences at each developmental level (i.e., early childhood, elementary, middle school, and high school). At present they have extended field experiences at the early childhood level (within *MUS 262: Music in Early Childhood*), elementary level (within *MUS 351: Elementary General Music*), and either the middle or high school level (within *MUS 352: Secondary Vocal Music* or *MUS 354: Elementary and Secondary Instrumental Materials*). Adding this Extended Studies internship in the secondary schools ensures that students have sufficient field experiences at all four developmental levels as is required by our state accrediting body, the Indiana Department of Education. Approving this proposal means that if a student completes an Extended Studies internship at the middle school level, he/she will complete field experience at the high school level in *MUS 352* or *MUS 354*.

2. Require that instrumental/general BME students study both applied bassoon and oboe (1/2 semester of study on each instrument)

Rationale: This proposed change is the same requirement as was in the pre-21CM music education curriculum. The current language in the 21CM curriculum is “bassoon or oboe.” While students enroll in *Woodwind Techniques*, the class content does not cover double reeds. Instrumental music teachers need experience with both bassoon and oboe.

Consistency in naming “PPD”

The official catalog language, reflecting the proposal approved by the faculty, refers to a “Privilege, Power and Diversity” requirement, often referred to by the acronym “PPD.” However, the term more commonly used to refer to this requirement puts “Power” first, which seems quite appropriate given the subject matter.

CP& P gives advance notice of a motion to be voted on at the November faculty meeting:

To change the catalog language to reflect what has proven the more common parlance.

Graduation Requirements, Fall 2016

*These requirements apply to students entering Fall 2016 and after. They include two new distribution requirements: International Experience and ~~Privilege, Power~~ **Power, Privilege** and Diversity.*

~~PRIVILEGE, POWER~~ POWER, PRIVILEGE AND DIVERSITY

Students earn one course credit in courses that have as a major component the analysis of the interplay of power and privilege in human interactions. Such courses will frequently focus on the experience of non-dominant members of political or social groups. They might also emphasize the dynamics of inequality from a more theoretical perspective.

There were no questions or discussion from the faculty.

6. Faculty Personnel Policy and Review (Meryl Altman)

The Review committee wishes to thank those who have been reviewing files and writing reports. An onerous and important task. We’re finishing up the chair recommendations and will be starting to review tenure files soon.

POLICY CHANGE – FDC reports in decision files.

This is some business from last year. It comes from the Review Committee and the Faculty Development Committee, who worked together on the idea and the wording for many, many meetings.

The motion is about the relationship between decision files (reviewed for promotion and tenure) and faculty development awards: pre-tenure leaves, sabbatical leaves, and competitive awards such as faculty fellowships. Currently proposals and reports on such awards simply go to and from the faculty member and the Faculty Development Committee; some people include them in decision files, as a record of what they did, but many people don’t. If the change is adopted, these proposals and reports would become part of the decision file for interim, tenure, and promotion reviews. (They will be automatically placed there, along with response from the Faculty Development committee.)

This would take effect with awards granted in 2017-2018 (next year).

The basic rationale for the change is that how we do it now is weird. Especially where it currently says, "In particular, major projects funded by the Faculty Development Committee ought to have criteria that allow, and encourage, the work be included for evaluation in the review file."

What does this even mean?

The awards are important, and not including them creates gaps in the candidate's narrative of their development. Currently some people include that material and others don't, which also seems unsatisfactory.

When I brought this last month, we thought the single policy change required three amendments to the handbook, but the parliamentarian has ruled that only one modification is required to make the change – it's listed on your agenda under "third change." So I'm moving that, what it says under "third change."

Under Personnel Policies

IV. Procedures for Term, Interim, Tenure, and Promotion Reviews.

B. Preparation of Decision File.

The Vice President for Academic Affairs may transfer to the decision file materials from the candidate's personnel file deemed by the Vice President for Academic Affairs to be relevant to the review as stipulated in [Article III.E](#). The Vice President for Academic Affairs shall include in the decision file the following required materials for the review of faculty members not holding tenure as specified in [Article II](#): the faculty member's annual reports, the chair's or dean's responses to the annual reports, peer observations, ~~and~~ student opinion forms, **and all documents written for funded competitive, sabbatical, and pre-tenure leave awards. Award materials placed in the file will include the proposal, the report, and the response from the Faculty Development Committee.** The Vice President for Academic Affairs shall include in the decision file the following required materials for the review of faculty members for promotion not linked to a tenure review: the student opinion forms from the last eighteen full credit courses (or equivalent), or all courses taught during the review period, if fewer than eighteen, **and all documents written for funded competitive, sabbatical, and pre-tenure leave awards. Award materials placed in the file will include the proposal, the report, and the response from the Faculty Development Committee.** Notification of the placement of these funded awards in the candidate review files will be stated on the Faculty Development application form.

Question from faculty member: Does the entire committee write the letter of feedback to the applicant, since it will go into the file?

Response from Susan Anthony (chair of the Faculty Development Committee): Since it will be a part of the permanent file we do want to be consistent. usually individuals would respond due to the volume of reports. We are discussing how we might do this.

Question from faculty member: Clarification on all documents written. Does this include the finished product? We sometimes submit several documents with lots of artifacts.

Response from Meryl Altman: It seems likely that you can put all of it in there, but we don't need to see all your data.

The motion was approved by a show of hands.

Prof. Altman, for the Review Committee also moved:

Under Bylaws, VIII, C. Faculty Personnel Policy and Review Committee, delete the last sentence:

The Faculty Personnel Policy and Review and the Faculty Development committees must work in concert. Personnel expectations, particularly shifts in expectations, must be supported through faculty development programs. Additionally, since faculty development awards represent teaching, creative and scholarly endeavors of faculty members, the committees must regularly confer about the implications of new and existing faculty development programs in the review process. ~~In particular, major projects funded by the Faculty Development Committee ought to have criteria that allow, and encourage, the work be included for evaluation in the review file. (See Article VIII. D.1.)~~

The motion was approved by a show of hands.

Prof. Altman then shared details about student input into the decision file. Starting next year, we're going to make two small mechanical changes to the mechanisms that bring student input to decision files. Both of these changes are in response to some feedback from students, for which we are very grateful.

The first has to do with solicitation of student letters that become part of the decision file.

At present, students are encouraged to write letters that become part of the file in three ways. There's an ad in the DePauw; departments may obtain a list of students, and solicit letters from them with a form letter; or, the candidate can solicit letters directly from students.

Starting with next year's reviews, we're going to stop the practice of people soliciting their own letters; instead, ask them to submit names to a neutral party (probably Carol) who will send out a form letter to some percentage of the names, as well as to a fixed percentage of the candidate's students overall. This is to avoid the perception of putting the student, and also the candidate, in an awkward position, especially for the candidate's current students and current advisees.

We're also going to standardize the process for generating names to ask, rather than leaving it up to each department what to do (and how many names to send to) ... I'll be exploring with the chairs what would and wouldn't work well.

The second change is to the student opinions survey. We're going to stop collecting the demographic data on the SOS forms. There was a student perception that this compromised confidentiality. This was an ethical issue and also a practical one: possibly concerns about confidentiality were one reason the quantity and quality of comments on these surveys has been less than we would like.

Written Announcements – None

7. Faculty Development (Susan Anthony)

- A. FDC is considering new PPD initiatives for this year, so we not be soliciting applications for the Triad or Innovation grants. Instead, FDC will announce new initiatives for PPD funding at the November faculty meeting.
- B. The award recipient of the Fisher Fellowship is David Gellman.

Written Announcements –

#1 Announcement from David Alvarez, GLCA Liaison

DePauw has so far benefited from \$53,858 in funding from the GLCA Global Crossroads grant program. Thanks to the initiative of our faculty and staff, global education at DePauw is moving forward through projects that support pedagogy, research, and faculty/student research. The range of funded projects include international collaborative efforts in support of Global Health, as well as a campus-wide initiative on “Global Citizenship and the Liberal Arts: Theory and Practice” that aims to clarify and strengthen how we teach about global issues through an international conference, a scholarship-based task force on international education, and an IE pedagogy workshop in May.

This is, of course, only the beginning. DePauw is doubling down on the GLCA Global Crossroads grant. While we await new deadlines from the GLCA for this year’s grant cycle, we’re putting in place a new webpage with an easy-to-understand overview of the program, examples of successful applications, tools to find collaborators, and a one-click application process. Since we did not max out on the available funds from last year, there is even more money to support your projects this year. To open up a world of funding possibilities, point your web browser in this direction: <http://glca.org/program-menu/global-crossroads>

#2 Upcoming FDC deadlines:

Sabbatical/Pre-Tenure Leave applications due on October 26th
Fisher Course Reassignment applications due on November 2nd.

8. **Student Academic Life** (Tim Good)

Student Academic Life gave advanced notice to approve changes to the Classroom Atmosphere Policy at the November 2016 faculty meeting.

Proposed change to the Academic Handbook regarding the Classroom Atmosphere Policy

In the Academic Handbook this policy is found under Academic Policies, VIII. Classroom Atmosphere Deleted language ~~struck through~~, new language ***in bold italics***.

Classroom Atmosphere

Exchange of Ideas during Class

At DePauw University, academic discourse within the framework of our courses is of fundamental importance and faculty members should work to provide and maintain an environment that is conducive to learning for all students. We strive to encourage the free exchange of ideas always in an environment of respect and civil discourse. Inappropriate comments or behavior can sometimes seriously undermine that environment. For example, while students and faculty are encouraged to debate ideas and offer differing viewpoints, even when these exchanges are uncomfortable, they should recognize that personal attacks are unacceptable. ***The use or misuse of technology can also impact the ability to exchange ideas during class and faculty members generally have discretion to set guidelines for, and restrictions on, the use of technology during class. See Appendix A of this policy for additional information, including limitations on the faculty member’s broad discretion.***

Use of Technology during Class

~~Faculty members generally have discretion to set guidelines for, and restrictions on, the use of technology during class, with the goals of supporting learning while also minimizing distractions for all students. Expectations will naturally vary from course to course, instructor to instructor, and even from class period to class period based on differences in teaching and learning objectives. In many cases, faculty members will choose to allow students to use technology, but will limit this use to activities that support the learning process. In other cases, for example to minimize distraction, instructors may implement additional~~

restrictions on the use of technology. In each case, faculty members may find it helpful to explain their expectations as part of the course outline or in other ways. Students will benefit from a clear statement of faculty expectations in this area, just as they benefit from a clear statement of faculty expectations with respect to attendance, academic integrity, and other policies.

Notes: There are two exceptions to the broad discretion given to faculty members above.

- (a) The Americans with Disabilities Act (ADA) gives students the right to use assistive technology or a suitable alternative if this has been determined to be an appropriate accommodation for their disability. ADA procedures require that such accommodations be reached by the campus ADA coordinator in consultation with the student and that they be communicated in writing to the instructor with the student's consent. Instructors may work with students and the ADA coordinator to determine the most effective way to implement the accommodation. Whenever possible, students should be allowed to use the assistive technology without disclosing their disability. For advice and guidance please consult with DePauw's ADA Coordinator.
- (b) DePauw University uses an electronic notification system to distribute campus emergency alerts via text messages. When class policies require phones to be stored out of sight and/or reach during class, phones should still be set to vibrate. Emergency messages will cause multiple phones to vibrate at nearly the same time.

(Note: this section is moved down to Appendix A)

Resolving Conflicts

In addition to this Classroom Atmosphere Policy, DePauw University has other policies and protocols for reporting and resolving some types of incidents. In particular, individuals who have concerns that may involve harassment, should review the University Harassment Policy. Similarly, individuals who have concerns that may involve bias should review the University Bias Incident Reporting Protocol. Other classroom atmosphere concerns are best addressed through this Classroom Atmosphere Policy. In some cases, it may be difficult for a person with a concern to categorize the nature of the incident. In addition, some incidents may span categories. Such difficulties should not dissuade individuals from reporting a concern using any of these policies and protocols. Individuals who are uncertain of which policy to use should follow the steps below.

Frank yet respectful informal discussions between faculty members and students are the preferred response to problems that are covered by this policy **the Classroom Atmosphere Policy**. However, each case is different and given these complexities faculty members or students who have concerns may wish to seek advice, as outlined below, to prepare for these discussions or to take other steps.

I. Options for Students

1. ~~Students may consult with~~ **Get advice from** resources including faculty advisors, department chairs, or staff members in a variety of offices including Student Life, Academic Life, Multicultural Student Services, International Student Services and the Women's Center ~~to seek advice informally~~. Based on their judgment, these staff members may consult with, or encourage students to consult with, the Dean of the Faculty or the Dean of Academic Life. Students may also consult informally with either of these Deans as a first step.
2. ~~Students are encouraged to provide~~ **Provide** their input using the student opinion form that is administered at the end of the semester in almost all DePauw courses. When students feel comfortable doing so, they are also encouraged to talk with faculty members in person, either during the semester or after the course ends.

3. ~~DePauw has~~ **File** a formal grade grievance ~~policy that may be applicable~~ **if applicable**, depending on the nature of the student's concern. See www.depauw.edu/handbooks/academic/policies/grievance/
4. ~~Students may file~~ **File** a formal complaint by submitting a signed letter to the Dean of the Faculty during the semester, or at any time after the course concludes.

When concerns are raised, Academic Affairs Administration will be responsible for follow-up, if warranted, which could include informal mentoring; formal improvement plans; faculty development opportunities; documentation placed in personnel files with a copy to the faculty member; and/or consideration during the annual re-appointment, renewal and compensation processes, which could have employment ramifications. Any necessary follow-up will be undertaken in accordance with DePauw' personnel procedures (see: www.depauw.edu/handbooks/academic/personnel/). Actions taken through these procedures are typically confidential.

II. Steps for Faculty Members

Faculty members may wish to consult with the student's academic advisor, the Department Chair, and/or a designated member of ~~Academic Affairs~~ **Student Academic Life** (currently the Dean of Academic Life), even at the stage of informal interventions. If informal measures are unsuccessful, faculty members should follow these procedures:

1. The faculty member should warn the student in writing that the disruptive behavior is unacceptable and that if it continues the student may not be allowed to remain in the course. Depending on circumstances, a warning may need to be made during class, as well; for example, the faculty member may ask the student to leave the classroom for the day. The faculty member should also encourage the student to talk to an academic advisor or dean in **Student Academic Life**.~~Academic Affairs.~~
2. The faculty member should keep notes on the dates, times, and details of the incidents of disruption, the impact of disruption on those present, and warnings conveyed to the student, as these are useful in later stages of the proceedings.
3. If the behavior continues after a written warning has been given, the faculty member should notify the Dean of Academic Life in writing, giving a summary of what happened and the action that has been taken. Upon receipt of this summary, the dean sets up a three-way meeting involving the faculty member, student, and dean. In order to minimize the procedure's interference with courses, this meeting is scheduled as soon as possible, preferably before the next class meeting.
4. At the meeting, the faculty member and student are invited to discuss the situation. The goal of the meeting is to give both parties a chance to discuss, in a safe space, what has happened. Such a discussion may enable the faculty member and student to see the problem from a different point of view or to hear the perspective of the other person in a new way. The dean's role is to moderate the discussion, insuring that the conversation remains civil and on target. Either party may, but neither must, bring an advisor (DePauw student, faculty member, or staff member) to the meeting. Advisors may consult privately with the person whom they are accompanying, but they do not enter the discussion.
5. As soon as possible after the meeting the faculty member makes a recommendation to the Dean of Academic Life.
 - If the faculty member recommends that the student be allowed to remain in the course, then the dean and faculty member should consult regarding how best to convey this decision and any stipulations or conditions to the student.
 - If the faculty member recommends that the student be dropped from the course, he or she reports this conclusion in writing to the dean of Academic Life; the dean then conveys the

faculty member's conclusions along with a written summary of the three-way meeting to the Vice President for Academic Affairs.

- o A recommendation to dismiss the student from the course must be approved by the Vice President for Academic Affairs. If the student is not allowed to return to the course, the Vice President for Academic Affairs decides what appears on student's transcript for the course: W, F, or no entry.
6. A pattern of disruptive behavior in several courses may be addressed by representatives of the offices of Academic Affairs and Student **Academic** Life.

Please note: This policy is not meant to cover behavior that occurs outside the classroom and/or involves harassment. Other policies are in place to handle those situations; the University's harassment policies are published in the Student and Academic Handbooks. Incidents of harassment should be reported immediately to the Vice President of Academic Affairs, the Dean of Students, or Campus Public Safety officers.

Appendix A: Use of Technology during Class

Faculty members generally have discretion to set guidelines for, and restrictions on, the use of technology during class, with the goals of supporting learning while also minimizing distractions for all students. Expectations will naturally vary from course to course, instructor to instructor, and even from class period to class period based on differences in teaching and learning objectives. In many cases, faculty members will choose to allow students to use technology, but will limit this use to activities that support the learning process. In other cases, for example to minimize distraction, instructors may implement additional restrictions on the use of technology. In each case, faculty members may find it helpful to explain their expectations as part of the course outline or in other ways. Students will benefit from a clear statement of faculty expectations in this area, just as they benefit from a clear statement of faculty expectations with respect to attendance, academic integrity, and other policies.

Notes: There are two exceptions to the broad discretion given to faculty members above.

- (a) The Americans with Disabilities Act (ADA) gives students the right to use assistive technology or a suitable alternative if this has been determined to be an appropriate accommodation for their disability. ADA procedures require that such accommodations be reached by the campus ADA coordinator in consultation with the student and that they be communicated in writing to the instructor with the student's consent. Instructors may work with students and the ADA coordinator to determine the most effective way to implement the accommodation. Whenever possible, students should be allowed to use the assistive technology without disclosing their disability. For advice and guidance please consult with DePauw's ADA Coordinator.***
- (b) DePauw University uses an electronic notification system to distribute campus emergency alerts via text messages. When class policies require phones to be stored out of sight and/or reach during class, phones should still be set to vibrate. Emergency messages will cause multiple phones to vibrate at nearly the same time.***

Revised and adopted by the Faculty, ~~September 8, 2014~~ **November 7, 2016**.

Student Academic Life gave advance notice of its intent to ask the faculty to vote on changes to the appeals section of the policy on "Student-Initiated Grievance on Grading and Other Forms of Evaluation by Faculty" at the November 2016 faculty meeting.

Proposed change to the Grade Grievance Policy – Appeals Section

Deletions are ~~struck through~~, Additions are in ***bold italics***

A student or faculty member who wishes to appeal the URC decision on procedural grounds must do so in writing to the Vice President for Academic Affairs within three business days of receiving the decision from

the committee. ***The Vice President for Academic Affairs will consult with the Vice President for Student Academic Life while considering the appeal. The decision of the Vice President for Academic Affairs is final and will be communicated to both parties involved in the hearing, to the convenor of the URC and to the chair of the URC.***

(Adopted by the Faculty November 4, 2002; revised April 3, 2006; ***revised November 7, 2016. Hearing Procedures are updated and revised periodically by the Student Academic Life administration in consultation with the Student Academic Life Committee.***)

Student Academic Life gave advance notice of its intent to ask the faculty to vote on changes to the appeals section of the Academic Integrity Policy at the November 2016 faculty meeting.

Proposed change to the Academic Integrity Policy – Appeals Section

Deletions are ~~struck through~~, Additions are in ***bold italics***

Either the instructor or the student may appeal the decision of the URC to the Vice President for Academic Affairs ***who will consult with the Vice President for Student Academic Life while considering an appeal.***

Appeals must be made in writing to the Vice President for Academic Affairs within three business days of receiving the written notification of the decision. Appeals will be considered only if they are based on one or more of the following criteria: 1. new evidence not reasonably available at the time of the original hearing and which is provided as part of the written appeal; or 2. procedural error that can be shown to have affected the outcome of the hearing; or 3. appropriateness of sanction only in cases of suspension or dismissal. The Vice President for Academic Affairs will decide whether or not there is a basis for appeal, and, if so, upon consideration of the appeal, may revise the URC decision or the penalty. The decision of the Vice President for Academic Affairs is final and will be communicated to both parties involved in the hearing, to the convenor of the URC and to the chair of the URC.

(Approved by the Faculty, November 4, 2002; updated April 14, 2014; ***updated November 7, 2016.***

University Review Committee (URC) Hearing Procedures are available in the office of ***Student Academic Life***. Hearing Procedures are updated and revised periodically by the ~~Academic Affairs~~ ***Student Academic Life*** administration in consultation with the Student Academic Life Committee.)

Student Academic Life moved to adopt changes in the Academic Handbook related to liaisons and student members of the Student Academic Life Committee at the October 2016 faculty meeting.

Proposed changes to description of the Student Academic Life Committee (Article VIII. Section E.)

E. Student Academic Life Committee

1. *Function.* This committee shall be responsible for the policies and actions of the faculty relating to student life and general academic atmosphere of the University.

This committee, with faculty approval, shall deal with policies, guidelines, and information on all factors affecting student life and campus-wide academic atmosphere; these factors include policies stated in the Student Handbook (e.g., academic dishonesty, the student judicial process, or sexual harassment), policies on campus-wide academic atmosphere (e.g., collecting data on University-wide GPAs or studying the effects of social activities on classroom work), policies related to international student life, and policies which encourage faculty-student interactions which foster the intellectual life of the University.

This committee shall coordinate the faculty representation on those committees, councils, and boards which supervise student life and campus-wide academic atmosphere issues participated in jointly by faculty members and students including the University Review Committee, which deals with grade grievances and cases of academic integrity (See the Article I. in the Academic Policies

section of the Academic Handbook), Community Conduct Council (See Article VI of the Student Judicial Code in the Student Life section of the Student Handbook), and Athletic Board.

The following Standing Appointed Committees report to the Student Academic Life Committee: Academic Standing and Petitions Committee, Student Publications Committee, and Athletic Board.

The following Ad Hoc Committees report to the Student Academic Life Committee: None.

~~A member of the Student Academic Life Committee should be assigned as a liaison to each Standing and Ad Hoc Committee.~~ **The Chair of the Student Academic Life Committee will request annual reports from each Standing and Ad Hoc Committee.** Additionally the Student Academic Life Committee should appoint a liaison to the Diversity and Equity Committee. **Additionally, the Chair of the Student Academic Life Committee will maintain regular communication with the Diversity and Equity Committee.**

2. *Membership:*

Faculty membership: Five (5) elected representatives.

Administrative members: Ex officio (without vote): Dean of Academic Life, Vice President for Student **Academic** Life or representative.

Student members: ~~Two (2) (Student Body President and one other appointed by Student Congress).~~ **Two (2) - Student Body President or his/her representative, and Vice President for Student Life from Student Congress or his/her representative. Two additional Ex officio members (without vote) appointed by Student Congress.**

Rationale:

The committee thinks that the liaisons add unnecessary bureaucracy, and the connection to the named committees can be handled more efficiently.

We are asking for the change in Student members, so that the wording and practice in the constitution of DePauw Student Government, and in the Academic Handbook, line up. It seemed prudent to have wider student voices on this particular committee, and the two additional ad hoc student members are named in the DSG constitution.

The motion was approved by the show of hands.

Written Announcements – None

Reports from other Committees

9. University Strategic Planning Committee (Jackie Roberts)

There were no questions for the committee.

Written Announcement– None

Communications

10. Remarks from the President (Mark McCoy)

President McCoy was out of town on university business and had no remarks.

11. Remarks from the VPAA (Anne Harris)

Dear colleagues,

Many thanks for the midterm grades that were turned in this morning and thank you, as ever, for your stamina at the end of our time together. I will use our time to follow up on conversations I've had with many of you, with student groups, and with staff on questions put to me about race, dialogue, and how to keep the work going. And I know that you've given a lot to this work over the past month – so this is me looking for ideas to have in our core, to lift us up. I have 2 statements for us to think through.

Dolores Huerta: "Education is the new civil rights movement"

The first is a statement made by labor leader and civil rights activist Dolores Huerta, spoken before an audience of 3000 people at the National Conference on Race and Ethnicity in Higher Education this summer. Education is engaged in the struggle for equity and inclusion; it is simultaneously a *site* of that struggle as well as having the *force* to move the struggle forward. It's a statement that I've carried with me since hearing it this summer and I've contextualized and re-contextualized here at DePauw ever since: our shifting student demographics (from 29 domestic students of color attending DePauw in 1986 to over 400 in 2016), our initiatives and needs for inclusive pedagogies (from the Inclusive Excellence grant of the Howard Hughes Medical Institute we are candidates for to the English department's Empowerment and Inclusion Committee, known by its acronym: EPIC), our advising, our mentoring, our teaching. The statement calls up that of a dear colleague who asked me last year, "Is talking about race part of the job description now?" Our faculty vote in May citing cultural competence work as part of tenure and promotion requirements answers yes. More closely, the student protest at DePauw Dialogue and the continuing crisis of belonging it calls out answers yes. As I will discuss with the chairs on Thursday, our four-year graduation and student retention data, answer yes.

Talking about race was not part of the job description when the large majority of us were in graduate school. Being vulnerable and acknowledging lack of expertise is not how most of us were encouraged to complete our terminal degrees. We were never trained to say "I don't know" – "I need help" – "I'm confused" – No, the aching majority of us are not experts in talking about race, or addressing race in our curriculum. Not knowing is not comfortable for the majority of us. And yet, we talk a great deal about the liberal arts teaching adaptability and responsiveness because of the inter-connected critical thinking framework that it champions. We are now being called upon as a faculty to adapt and to be responsive to race at DePauw. We are being called upon by student anguish here and now, and also by the earliest statements of DePauw University whose founding charter established it as an institution **"for the benefit of the youth of every class of citizens, and of every denomination, who shall be freely admitted to equal advantages and privileges of education."** This is in us, inclusion and difference is deep in us as an institution, and I see us at a time in our history when we can claim it. We will need to find the strength and resolve to see it through throughout the institution, and I am deeply grateful to faculty members and faculty committee partners: the Governance committee, the Curriculum committee, the Diversity and Equity Committee, the Faculty Development committee, the Student Academic Life committee, and others for the work we will do this year. We have each other in this work.

And so, how to keep talking about DePauw Dialogue, how to keep talking about race? How to continue the shift of the past 18 months that I am hearing, from "Why are we talking about this?" to "How can I talk about this?" How to engage with the messages the students held? Many of you took signs and have put them up in your offices, where I imagine they are framing many important conversations. Others recorded them and passed them on to me, for our collective engagement. "Why is it my responsibility to stop the hate against me?" "If you are neutral in situations of *Injustice* you choose the side of the OPPRESSOR!!!" "DePauw, take the responsibility off students of color! We are TIRED" "I don't get it." Many of you have asked about the signs as well as about Vernon Wall's remaining points – I will work to gather those together for you so that you can discuss them with each other. This is where my second statement for today comes in: Home.Work.

Home.Work.

We, as an academic program, as a faculty, have home work to do. Along with Student Academic Life staff, we are the stewards of the living and learning spaces that our students call home for four years. And so when there is racist graffiti in the living space, and it affects learning, there needs to be responsiveness in the learning space. When a biased comment is made in the classroom, and it affects learning, there needs to be responsiveness in the learning space. When a national event causes anxiety and fear, and they affect

learning, there needs to be responsiveness in the learning space. And if this call to responsiveness makes you uncomfortable, then come talk to me – tell me what you’re afraid of, and I’ll tell you what I’m afraid of, and we’ll work together to find language and skills and training. Also know that we are not new to a faculty-wide call to responsiveness. We’ve started this home work with sexual assault – as “responsible employees” of the university, a Title IX designation we hold, we are required to inform the Title IX Coordinator when we are aware of sexual harassment or assault. We started our work understanding our role with a video, then Green Dot Training, then the Elephant in the Room Campaign, and we are building a shared vocabulary of bystander intervention that can extend from sexual assault to racist bias. We need to create and foster learning spaces where the power dynamics of race are acknowledged. And yes, that will be hard work.

Let’s be clear: responsiveness is not the same thing as fixing things. Nor is it the same thing as being nice, or kind, or presenting an abstract principle of treating everyone equally that cannot speak to individual student experience. That is not enough. If it were, we wouldn’t be in our current situation. Because we *are* nice, and kind, and seeking to treat everyone well. Instead, responsiveness starts with educating ourselves, with this idea of home work. And there’s faculty development for that, and workshops for that, and they will be available to you, and we all need to do this work. Multiple points of entry are available to you to learn, and act, and create real change in our learning spaces. And I thank you for what you’re already doing, and what you will commit to doing.

- Read about "Anti-Racist Pedagogy Across the Curriculum" (a workshop attended by and written about by Leigh-Anne Goins, Lynn Ishikawa, and Tamara Stasik) in the [Reports from the Field](#) blog
- Read “5 Things that Make it Hard to be a Black Student at a Mostly White College,” with links to research and publications ([here](#))
- Gather in departments or programs around [Between the World and Me](#) by Ta-Nehisi Coates – using Vernon Wall’s language, it connects the head to the heart
- Join me Tuesday evening at 7:30 p.m. for a Prindle reading group devoted to Dr. Terrell Strayhorn’s book, [College Students’ Sense of Belonging: a Key to Educational Success for All](#) - or read the book/chapters as a department or program
- Reshape DePauw Dialogue for its next iteration in September 2017 – more action, more workshops - get your students involved in shaping the Dialogue as well
- Talk about the student messages and Vernon Wall’s comments (both should be available soon) as a department or program
- Participate - and encourage your students to participate - in the [events of Arts Fest](#) addressing "Art and Utopia"

It’s about listening for conversations, tuning in to them. You’ve heard this before about social change: it’s not about doing everything. It’s about doing *something*. It’s about starting to act. It’s about talking to each other. And after my many years here, after being inspired and pushed and moved by so many of you, I know that we can trust each other to try, have faith in our courage, and be proud in our resolve to do this work. Thank you and yes, and always, I will take questions.

There were no questions.

Additional Business
<p>12. Unfinished Business There was no unfinished business.</p>
<p>13. New Business There was no new business.</p>
<p>14. Announcements Prof. Harry Brown – Arts Fest 2016 - I follow my email announcements of ArtsFest 2016: Art and Utopia with reminder that the millennium will be upon us in less than a month. We open on October 26 with a Kelly Writers Series reading by our own Lili Wright. Lots of miracles and upheavals will follow, including a debate about the utopian and dystopian dimensions of DePauw, a Duzer Du production of <i>The War of the Worlds</i>, a performance of Mahler's Symphony No. 1 by the DePauw University Orchestra, Company Unspoken's choreographic interpretation of Huxley's <i>Brave New World</i>, <i>A Day in the Life</i> featuring the Living Theatre and the Greencastle community, and a screening of the futurist film <i>Metropolis</i> accompanied by live pipe organ. We have a full schedule of talks, panels, and musical performances. For all the details, see the ArtsFest 2016 website. As always, I encourage you to take full advantage of these events by incorporating them into your classes where you can.</p> <p>Written Announcements</p> <p>Corinne Wagner - Dr. Zollinger at the Indiana University School of Medicine reached out to me to see if any of our faculty are interested in collaborating with him and his colleague on identifying risk factors for suicide, effective intervention or prevention methods, treatment and/or post-vention. If anyone is interested in this collaboration/research area please email Corinne Wagner (Dir. of Sponsored Research and Institutional Grants) cwagner@depauw.edu for more information/an email introduction with Dr. Zollinger.</p>
<p>18. Adjournment The meeting was adjourned at 5:10 p.m.</p>

**DePauw University Faculty Meeting Agenda
November 7, 2016**

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

The meeting was called to order at 4:02 p.m by the Chair Howard Brooks.

2. Verification of quorum

Prior to achieving a quorum, the report from the University Strategic Planning Committee members was given. The summary of those comments appears under their committee report.

The chair confirmed that the quorum was met at the conclusion of their report.

3. Consent Agenda

There was no request to move anything from the consent agenda to a regular item of business. The consent agenda was approved.

A. Approve Minutes from the October 10, 2016 Faculty Meeting

- B. Approval of courses satisfying Privilege, Power and Diversity (PPD) or International Experience (IE)**
UNIV 290A Mathematics Across Cultures (IE Offering)
COMM 291B Tps: Theatre, Culture and Society (PPD offering)
ML 295 Propaganda & Subversion (IE offering)
HONR 300CB War and Society (PPD offering)
HONR 102 Divided Cities (IE offering)

C. Approval of new courses (course descriptions in appendix A.)

- GLH 301 Practicum Experience in Global Health (.5 credit)**
GLH 401 Senior Seminar in Global Health (1 credit)
POLS 265 Introduction to Environmental Policy (1 credit, SS)

Reports from Core Committees

4. Faculty Priorities and Governance (Glen Kuecker)

I call your attention to the written announcements in the agenda, and offer to answer questions.

Last month, the committee gave advance notice for a faculty vote that does two things. First, it changes membership of the committee by adding a directly elected faculty member who serves as a representative for the School of Music. Second, we deleted the *ex officio* member, who was the chair of chairs.

The rationale for the first change is to enhance and facilitate communication between the College of Liberal Arts and School of Music faculty. The change permits for stronger voice and representation for the faculty of the School of Music in faculty governance matters, as well as providing better opportunities to participate in university wide shared governance.

The rationale for the second Handbook change is to cut redundancy, as the Chair of the Faculty attends the department chairs meeting as well as the Faculty Priorities and Governance meeting.

I am happy to answer any questions before the vote.

A. Faculty Priorities and Governance Committee moves to make changes in the Academic Handbook pertaining to the membership of the committee.

Changes to the Membership of the Faculty Priorities and Governance Committee in the Academic Handbook

Deleted language ~~struck through~~, **additions in bold italics**

2. Membership.

Faculty membership: One (1) representative from the Core Faculty Committees: Curricular Policy and Planning, Faculty Personnel Policy and Review, Faculty Development, and Student Academic Life; ~~two(2)~~ **three(3)** directly elected faculty members ***including one representative for the School of Music*** and the Chair of the Faculty, for a total of ***eight (8)*** faculty members. ~~All representatives serve for two years to facilitate continuity on the committee.~~

Administrative members: Ex officio (without vote): ~~Chair of Chairs.~~ **None**

Student members: None.

The motion was approved for by a show of hands.

Written Announcement- The Faculty Priorities and Governance Committee continues its work on recommendations for enhancing internal governance within the School of Music, and has vetted proposed Handbook changes pertaining to the Dean of School of Music and Associate Dean of School of Music positions. The committee is preparing to begin discussions of faculty voice in recruiting, review, and retention of senior administrators with responsibilities pertinent to the university's academic mission. We are anticipating conversations with the VPAA concerning the consultant report on DePauw's academic centers. The chair is happy to answer any questions from the floor.

5. Curricular Policy and Planning (John Caraher)

A. Proposed changes to the World Literature Minor

Since the October faculty meeting, it has come to our attention that the version of the proposed changes originally published would remove FREN 327, GER 307, or SPAN 335 from the minor. The intent had been for these to remain as Other Required Courses.

CP&P moves that the faculty approve the following changes to the World Literature minor:

There is a change to the core courses (deletions in ~~striketrough~~, addition underlined):

CORE COURSES

~~ENG 151 and ENG 250. FREN 327, GER 307, or SPAN 335 may be substituted for ENG 151.~~
WLIT 205 (ENG 250)

Rationale for change: One primary aspect of this course is to survey world literature and introduce students to diverse conceptions and forms of literature from a range of cultures and traditions. We can offer the course twice a year and it can be taught by faculty from programs and departments affiliated with world literature. Therefore, substitutions are no longer necessary.

There are additions to Other Required Courses (additions underlined):

Three courses from:

Courses in literature taught in English: ASIA 281, ASIA 282, CLST 100, ENG 151, ENG 161, ENG 171, ENG 181, ENG 191, ENG 261, ENG 396, FREN 327, GER 307, M L 194, M L 227, M L 260, M L 264, M L 326, SPAN 335. The following seminars and topics courses may count when the topic is literature in translation: ASIA 197, ASIA 290, ASIA 390, ENG 197, ENG 255, ENG 390, ENG 391, ENG 392, M L 197, M L 295, M L 395, WLIT 215, WLIT 315, ENG 460.

Courses in literature taught in another language: LAT 224, LAT 341, SPAN 442, SPAN 444. The following topics courses taught in another language may count when the topic is literature: CHIN 269, FREN 401, GER 411, GER 412, GRK 205, GRK 452, ITAL 375, LAT 223, LAT 332, RUS 324, SPAN 390.

Rationale for change: ENG 151, ENG 161, ENG 171, ENG 181, ENG 191 are introductory courses imparting essential concepts of literary and cultural studies. ENG 151 was previously offered as a substitute for ENG 250/WLIT 205 (see above). WLIT 215 and WLIT 315 are core topics courses with the flexibility to address current critical interests. ENG 460, an independent studies course, will count towards the minor if the topic of the course is world literature.

The motion was approved by a show of hands.

B. Proposed changes to BME degree

CP&P moves that the faculty approve the following changes to the BME degree requirements:

1. Require that all BME students complete one Extended Studies internship in a secondary school

Rationale: In order to incorporate two 21CM courses and the NASM-prescribed percentage of CLA classes and expectation of elective options for students pursuing the BME, *MUS 375: Field Experience* was removed from the degree requirements in the 21CM music education curriculum. Given that our students are licensed to teach grades P-12, they must have sufficient pre-service field experiences at each developmental level (i.e., early childhood, elementary, middle school, and high school). At present they have extended field experiences at the early childhood level (within *MUS 262: Music in Early Childhood*), elementary level (within *MUS 351: Elementary General Music*), and either the middle or high school level (within *MUS 352: Secondary Vocal Music* or *MUS 354: Elementary and Secondary Instrumental Materials*). Adding this Extended Studies internship in the secondary schools ensures that students have sufficient field experiences at all four developmental levels as is required by our state accrediting body, the Indiana Department of Education. Approving this proposal means that if a student completes an Extended Studies internship at the middle school level, he/she will complete field experience at the high school level in *MUS 352* or *MUS 354*.

2. Require that instrumental/general BME students study both applied bassoon and oboe (1/2 semester of study on each instrument)

Rationale: This proposed change is the same requirement as was in the pre-21CM music education curriculum. The current language in the 21CM curriculum is “bassoon or oboe.” While students enroll in *Woodwind Techniques*, the class content does not cover double reeds. Instrumental music teachers need experience with both bassoon and oboe.

The motion was approved by a show of hands.

C. Consistency in naming “PPD”

The official catalog language, reflecting the proposal approved by the faculty, refers to a “Privilege, Power and Diversity” requirement, often referred to by the acronym “PPD.” However, the term more commonly used to refer to this requirement puts “Power” first, which seems quite appropriate given the subject matter.

The Curriculum committee moves that the faculty vote to change the catalog language to reflect what has proven the more common parlance.

Graduation Requirements, Fall 2016

These requirements apply to students entering Fall 2016 and after. They include two new distribution requirements: International Experience and ~~Privilege, Power~~ Power, Privilege and Diversity.

~~PRIVILEGE, POWER~~ POWER, PRIVILEGE AND DIVERSITY

Students earn one course credit in courses that have as a major component the analysis of the interplay of power and privilege in human interactions. Such courses will frequently focus on the experience of non-dominant members of political or social groups. They might also emphasize the dynamics of inequality from a more theoretical perspective.

The motion was approved by a show of hands.

D. Minor in Accounting and Finance for Decision Making

CP&P offers prior notice of its intent to ask at the December faculty meeting that the faculty approve the new minor in Accounting and Finance for Decision Making, proposed by the Department of Economics and Management (see Appendix B)

There were no questions nor discussion concerning the new minor.

6. Faculty Personnel Policy and Review (Meryl Altman)

Review Committee brings advanced notice a motion to be voted on at the December faculty meeting concerning a small change to the ByLaws and Standing Rules of the Faculty, under section IV B 2 a.

[IV (Academic Organizations and Operations)
B (Interdisciplinary, Honors and Competency Programs)
2 (Director or Coordinator)
a (Interdisciplinary and Honors Programs)]

This section currently reads in part:

The director of an Interdisciplinary Program is a faculty member appointed by the Vice President for Academic Affairs from a department which is participating in the Interdisciplinary Program. Normally the term of office will be three years.

The proposed substitute (and partly new) language would read:

The director or coordinator of an Interdisciplinary Program is a faculty member appointed by the Vice President for Academic Affairs. The director or coordinator may hold their DePauw appointment directly in the interdisciplinary program, or in another department or program. Normally the term of office will be three years.

For interdisciplinary programs that grant a major, selection of the director shall fall under the same procedures used to appoint chairs to academic departments, whereby a team appointed by the Review Committee conducts interviews and makes recommendations to the VPAA. Those interviewed must include all sitting members of the program steering committee. The steering committee may also submit a short list of additional faculty members to be interviewed, who teach core courses or are otherwise centrally involved with the program. This process will normally be completed in the fall of the last year of a sitting director's term of service.

For interdisciplinary programs which do not grant a major, the VPAA will appoint a coordinator after consultation with the Review Committee. This process will normally be completed by the spring of the last year of a sitting director's term of service.

Rationale:

Greater clarity, and less of an ad hoc flavor, to the selection of program directors. Faculty appointments are now sometimes made directly to these programs, which means that steering committees do the same work as DPCs. Better integration of interdisciplinary programs to faculty governance at DePauw.

Additional proposed changes will be brought. The only significant one will include language about the composition of steering committees.

For clarification purposes: we use the term "director" for leadership of a major-granting program, "coordinator" for the leadership of other programs.

7. Faculty Development (Susan Anthony)

Written Announcement:

**Faculty Development Funding for Privilege, Power, and Diversity (PPD) Courses
Summer 2017**

In support of the new general education requirement in the area of Privilege, Power, and Diversity (PPD), the Faculty Development Committee will set aside funding for nine faculty summer stipends in 2017 (\$2500 each) for the development of new courses or for significant revision of full-credit courses and curricula.

Recipients of these stipends will form a **PPD Learning Community** for summer 2017. All recipients will be expected to attend a one-day PPD Learning Community Kick-Off Event in May 2017 that will feature an evening event with an invited speaker, followed by a full-day workshop. The Learning Community will include a small number of faculty members at DePauw with disciplinary expertise in the areas of privilege, power, and diversity who will serve as **Resource Faculty** to the PPD Learning Community as needed or desired over the course of the summer. This kick-off event will also include a discussion of goals and desired outcomes

for PPD courses, as well as an opportunity for each recipient of a stipend to present his or her course development (or enhancement) project briefly. An additional optional midsummer gathering (with lunch or dinner) will also be scheduled for members of the PPD Learning Community to meet to exchange ideas, discuss progress, and share drafts of syllabi and other materials if desired.

PPD Resource Faculty will receive modest remuneration (\$200) to participate in the Learning Community's events, to suggest readings and other resources or provide feedback on syllabi and activities as desired, and to check in with members of the Learning Community from time to time over the course of the summer.

Reports will be due on the first Monday of the Fall semester (August 28, 2017) and should include a course syllabus or documentation of curricular revision and supporting materials as appropriate. In addition recipients of these faculty summer stipends will be invited to share their thoughts and the courses they have developed (or revised) at a series of teaching roundtables or other similar events open to all faculty in the early Fall 2017 semester.

Deadline: April 5, 2017

There were no questions or discussion.

8. Student Academic Life (Tim Good)

A. Student Academic Life moves to approve changes to the Classroom Atmosphere Policy. The specific changes to the policy are found in Appendix C.

The motion was approved by a show of hands.

B. Student Academic Life moves to approve changes to the appeals section of the policy on "Student-Initiated Grievance on Grading and Other Forms of Evaluation by Faculty". The specific handbook language changes are found in Appendix D.

The motion was approved by a show of hands.

C. Student Academic Life moves to approve changes to the appeals section of the Academic Integrity Policy. The specific language is found in Appendix E.

The motion was approved by a show of hands.

Reports from other Committees

9. University Strategic Planning Committee (Jackie Roberts)

Prof. Jackie Roberts began the summary of the faculty interaction with the Board of Trustees.

All seven faculty members of the Strategic Planning Committee were invited to attend subcommittees during the recent Board of Trustees meeting on DePauw campus. We did not attend the main meeting as they were participating in a session run by Dartlet. The four elected faculty members will also be invited to the winter Board meeting in February.

I attended the Ad Hoc Committee on Inclusion where we discussed "what markers or outcomes of diversity and inclusion will make DePauw a leader in higher education" and "how do we raise funds for Inclusion Excellence at DePauw." We had a very open and frank discussion as the group grappled with issues of inclusive excellence at DePauw. At the next Board meeting they plan to identify and prioritize the outcomes that they will focus on and continue to monitor in the coming years.

I would like to invite other faculty from the committee to discuss their interactions.

Prof. Greg Schwipps – Greencastle Ad Hoc Committee

- 1) there continues to be strong momentum that is driven by outside funding sources (not stealing from our operations or from financial aid),
- 2) that most of the specific development opportunities are in critical stages of negotiation and are therefore best kept confidential at this time,
- 3) but that it is worth mentioning there was a healthy discussion of faculty housing options in Greencastle (or lack thereof) and how efforts on that front might positively impact faculty experiences/quality of life for faculty at DePauw.

Prof. Michael Roberts – Student Academic Life Committee

The meeting covered three main topics:

1. Campus housing strategic master plan
2. Stevie Baker-Watson gave an update on several diversity and inclusion initiatives in athletics
3. Anthony Jones gave a mini version of his Admissions presentation that he gave in more detail elsewhere

Prof. Julia Bruggemann - Academic Affairs Committee

First, Craig Hadley, Director and Curator of Exhibitions, delivered a short presentation designed to support a so-called Statement of Permanence for our museums, so they can become accredited. After Craig's presentation, the present Board members voted to support the Statement.

Then, VPAA Anne Harris took over the floor. She offered a presentation about the Centers at DePauw. Based on the feedback from an outside evaluator, Sheila Curran, she argued for moving from separate centers to a dynamic collaboration, to create an integrated and deliberate co-curricular trajectory for our students. The idea behind this is that we should not ask our curriculum to be a career path, but to build a co-curricular career path with the centers. The exact details and timeline of implementation are still under consideration at this point, but the idea seems to be that the centers can help our students in building job-relevant skills. In my understanding of such an approach, the centers would be leveraged to help all our students, not only those in the Honors Programs. I suspect Anne can share more details with us about this today or some other time.

Andy Cullison gave an example of how such collaboration between centers could work but showcasing his 'Social entrepreneurship program' where the Prindle partnered with the McDermond Center.

Finally, the VPAA introduced the Board members to the new Class Dean System and advising software, especially as a retention strategies with a collaborative, whole-student approach to advising.

Prof. Scott Spiegelberg – Hubbard Center Ad Hoc Committee

Vice President for Student Academic Life Alan Hill presented the program offerings of the Hubbard Center, emphasizing the goal of having students get help/instruction at different stages of their college career, from first on-campus job to internships to post-graduate job applications. The committee was very supportive, asking questions on how they could best help the Center's efforts. VPSAL Hill hopes to make connections with each academic department/school/program, addressing specific needs of students in those majors.

Prof. Howard Brooks – Admission Ad Hoc Committee

A. J. Jones presented the developing strategy to enhance our recruitment and enrollment management efforts. The targeted goals for the Fall 2017 entering class are 620 students who will generate a net tuition revenue of \$11.5 million. The new strategy includes the assignment of a financial aid counselor to each

prospective student earlier in the recruitment process. All aspects of the recruitment process, including literature and targeted contacts through the use of outside contractors is under review.

Written announcement:

The committee has been looking at the campus climate survey data for faculty and staff and is working on the faculty compensation data as a comparison to other schools in our consortium.

10. Diversity and Equity Committee (Veronica Pejril)

Written announcement: The committee's primary focus for this year is on ensuring that action-items enumerated in the 5-year diversity plan are being followed-through by the various responsible parties around campus. Renee Madison will be our primary point-person for contacting individuals to touch-base on these items.

Communications

11. Remarks from the President (Mark McCoy)

Dr. McCoy thanked everyone for participating in the focus groups. Dartlet has very important work to do now. He has requested that faculty members send him ideas of good things that have happened in the classroom or with students for the Friday email. In this recent Board of Trustees meeting, Hoover Hall was dedicated and the board spoke about the change in meal plan. It is really great to walk through Hoover and see faculty and students together. There are good discussions going on about diversity and inclusion. The campaign goal is doing very good and discussion is going on about if we can extend the goal timeline and the amount. We are expecting by the end of the year to have an update. The audit this year was clean and approved. The tuition is set to increase at 2.9%. We do not want it to be any lower due to making signals in the market. Big Kudos to Brad Kelsheimer. He has been working with the USDA debt refunding program and will save 1 million a year for 20 years. Everyone is working really hard at making the budget come together. The line of credit has been reapproved by the board. We do not currently use the line of credit, but it is there if we need. It. The smaller class three years ago has really made an impact on our budget. This year's class is small as well so we are trying to manage this shift. It will be a challenge for several years to come, but we are in good shape. We are doing everything we can to admit a new good class for next fall.

12. Remarks from the VPAA (Anne Harris)

The VPAA notifies the faculty that the Cabinet has reviewed the Personnel Policy Handbook changes pertaining to Faculty Development Reports in the tenure and promotion review process, and, in accordance with the Handbook, accepts the changes.

The VPAA is unable to attend the faculty meeting since she is attending a Chief Academic Officers' meeting of the Council for Independent Colleges (CIC) and that she sends her very best wishes, and is looking forward to returning to campus with ideas and actions for our shared endeavor.

Additional Business

13. Unfinished Business

14. New Business

The Chair of the Faculty gives advanced notice of the intention to approve at the December 2016 faculty meeting various changes to the Academic Handbook due to reorganization of the academic administration.

ADDING: Dean of the School of Music to:

University Strategic Planning and Faculty Personnel Policy and Review (Ex Officio)

ADDING: Vice President for Student Academic Life (or representative) to:

Athletic Board, Course Calendar and Oversight, Sustainability, Hartman Center, and Library and Academic Technology

DELETING: Vice President for Academic Affairs (or representative) from Athletic Board

Change in committee title: From Admission to Admissions and Enrollment Management

15. Announcements

16. Adjournment

The meeting was adjourned at 5:10 p.m.

Howard Brooks, Chair of the Faculty

Ashley Dayhuff, Assistant

Appendices

Appendix A: New Courses

GLH 301 Practicum Experience in Global Health (.5 credit)

GLH 301 is a half-credit course centered on a practicum project that includes one (1) applied clinical or community-based experience. Options that qualify include, but are not limited to, original research, an internship, or other kind of experiential learning (January and May projects and certain off-campus study projects may qualify, subject to committee review). A practicum is a unique opportunity for undergraduate students to integrate and apply skills and knowledge gained through coursework with experience gained in a professional public health work environment. Global health work environments include not-for-profit organizations, hospitals, local health departments, and for-profit firms among others. This Practicum expectation mirrors expectations set by the Council on Education for Public Health. A typical practicum experience in the GLH Major requires students to work a range of 80 - 120 hours under the supervision of an experienced site supervisor and the course instructor. Each practicum has at least one tangible deliverable to be determined by the student and instructor.

GLH 401 Senior Seminar in Global Health (1 credit)

GLH 401 is a full credit senior seminar course focused on contemporary issues in global health using theoretical and methodological skills acquired and discussed in prior foundational courses in the major. The topic will vary based on the expertise of the instructor, but must remain accessible to students with a variety of backgrounds given the interdisciplinary nature of the major. Students will discuss common readings and research and produce a Senior Project such as a thesis, creative work, or research contribution that fulfills the capstone experience in the Global Health major. Topics for GLH401 will be approved by the GLH steering committee.

POLS 265 Introduction to Environmental Policy (1 credit, SS)

This course examines the different actors, interests, and institutions that aim to govern or regulate the environment and its resources. Students will learn how environmental policy has evolved over time to deal with changing needs and threats, ranging from domestic pollution issues to longer-term threats such as climate change and drought. Much of the course material will focus on environmental policy at the federal level in the US, though students will also look at more local and international efforts to address the global issue of climate change. Throughout the class, we will also examine the societal implications of environmental threats and policy in order to better understand how environmental outcomes and policies affect issues such as inequality, health, and global conflict.

Appendix B: Minor in Accounting and Finance for Decision Making

Catalog description: [Accounting and Finance for Decision Making Minor](#)

This minor is designed for students who are interested in business and want to gain a foundational understanding of accounting and finance, both core business related disciplines. Accounting and finance focus on the preparation, communication and use of economic information for organizations and in personal decision making. At their core is decision making. Accounting-based information is the central means of communicating within a business and to the business' stakeholders. Finance uses accounting and other information for making decisions within profit and non-profit organizations and financial institutions, as well as for personal investing. Six courses are needed to complete this minor.

Students electing this minor must complete the following:

Required Core: ECON 100, ECON 220, ECON 280, ECON 360*, ECON 393*

Electives (choose a minimum of one additional course): ECON 398: Business Policy, ECON 470: Money, Banking and the Financial System, MATH 336: An Introduction to Financial Engineering, or other elective as determined by the chair of the department.

Students who complete the Accounting and Finance for Decision Making minor are encouraged, but not required, to complete a Winter Term business internship and are encouraged, but not required, to attend 6 lectures from the McDermond Center Lecture Series during their junior or senior year.

A minimum of four courses must be outside of the student's major(s) and other minor(s).

*Prerequisite: ECON 350 preferred, but other statistics courses are acceptable (BIO 275, COMM 350, MATH 247, MATH 341, MATH 441, MATH 442, POLS 318, PSY 214, SPC 401)

Rationale

The minor, *Accounting and Finance for Decision Making*, fits well within the DePauw tradition and draws on courses that the department has been offering for decades (ECON 100, ECON 220, ECON 280, ECON 360, ECON 393 and ECON 470). The minor builds on the liberal arts foundation, with its emphasis on developing analytical and communication skills, while also offering fundamental knowledge used in any number of business professions. This minor provides students who are interested in business and who do not want to major in economics an opportunity to obtain some fundamental study in the accounting and finance disciplines.

Appendix C: Proposed change to the Academic Handbook regarding the Classroom Atmosphere Policy

In the Academic Handbook this policy is found under Academic Policies, VIII. Classroom Atmosphere Deleted language ~~struck through~~, new language *in bold italics*.

Classroom Atmosphere

Exchange of Ideas during Class

At DePauw University, academic discourse within the framework of our courses is of fundamental importance and faculty members should work to provide and maintain an environment that is conducive to learning for all students. We strive to encourage the free exchange of ideas always in an environment of respect and civil discourse. Inappropriate comments or behavior can sometimes seriously undermine that environment. For example, while students and faculty are encouraged to debate ideas and offer differing viewpoints, even when these exchanges are uncomfortable, they should recognize that personal attacks are unacceptable. ***The use or misuse of technology can also impact the ability to exchange ideas during class and faculty members generally have discretion to set guidelines for, and restrictions on, the use of technology during class. See Appendix A of this policy for additional information, including limitations on the faculty member's broad discretion.***

Use of Technology during Class

~~Faculty members generally have discretion to set guidelines for, and restrictions on, the use of technology during class, with the goals of supporting learning while also minimizing distractions for all students.~~

Expectations will naturally vary from course to course, instructor to instructor, and even from class period to class period based on differences in teaching and learning objectives. In many cases, faculty members will choose to allow students to use technology, but will limit this use to activities that support the learning process. In other cases, for example to minimize distraction, instructors may implement additional restrictions on the use of technology. In each case, faculty members may find it helpful to explain their expectations as part of the course outline or in other ways. Students will benefit from a clear statement of faculty expectations in this area, just as they benefit from a clear statement of faculty expectations with respect to attendance, academic integrity, and other policies.

Notes: There are two exceptions to the broad discretion given to faculty members above.

- (c) The Americans with Disabilities Act (ADA) gives students the right to use assistive technology or a suitable alternative if this has been determined to be an appropriate accommodation for their disability. ADA procedures require that such accommodations be reached by the campus ADA coordinator in consultation with the student and that they be communicated in writing to the instructor with the student's consent. Instructors may work with students and the ADA coordinator to determine the most effective way to implement the accommodation. Whenever possible, students should be allowed to use the assistive technology without disclosing their disability. For advice and guidance please consult with DePauw's ADA Coordinator.
- (d) DePauw University uses an electronic notification system to distribute campus emergency alerts via text messages. When class policies require phones to be stored out of sight and/or reach during class, phones should still be set to vibrate. Emergency messages will cause multiple phones to vibrate at nearly the same time.

(Note: this section is moved down to Appendix A)

Resolving Conflicts

In addition to this Classroom Atmosphere Policy, DePauw University has other policies and protocols for reporting and resolving some types of incidents. In particular, individuals who have concerns that may involve harassment, should review the University Harassment Policy. Similarly, individuals who have concerns that may involve bias should review the University Bias Incident Reporting Protocol. Other classroom atmosphere concerns are best addressed through this Classroom Atmosphere Policy. In some cases, it may be difficult for a person with a concern to categorize the nature of the incident. In addition, some incidents may span categories. Such difficulties should not dissuade individuals from reporting a concern using any of these policies and protocols. Individuals who are uncertain of which policy to use should follow the steps below.

Frank yet respectful informal discussions between faculty members and students are the preferred response to problems that are covered by this policy ***the Classroom Atmosphere Policy***. However, each case is different and given these complexities faculty members or students who have concerns may wish to seek advice, as outlined below, to prepare for these discussions or to take other steps.

I. Options for Students

- 5. ~~Students may consult with~~ ***Get advice from*** resources including faculty advisors, department chairs, or staff members in a variety of offices including Student Life, Academic Life, Multicultural Student Services, International Student Services and the Women's Center ~~to seek advice informally~~. Based on their judgment, these staff members may consult with, or encourage students to consult with, the Dean of the Faculty or the Dean of Academic Life. Students may also consult informally with either of these Deans as a first step.
- 6. ~~Students are encouraged to provide~~ ***Provide*** their input using the student opinion form that is administered at the end of the semester in almost all DePauw courses. When students feel

comfortable doing so, they are also encouraged to talk with faculty members in person, either during the semester or after the course ends.

7. DePauw has **File** a formal grade grievance policy that may be applicable **if applicable**, depending on the nature of the student's concern. See www.depauw.edu/handbooks/academic/policies/grievance/
8. ~~Students may file~~ **File** a formal complaint by submitting a signed letter to the Dean of the Faculty during the semester, or at any time after the course concludes.

When concerns are raised, Academic Affairs Administration will be responsible for follow-up, if warranted, which could include informal mentoring; formal improvement plans; faculty development opportunities; documentation placed in personnel files with a copy to the faculty member; and/or consideration during the annual re-appointment, renewal and compensation processes, which could have employment ramifications. Any necessary follow-up will be undertaken in accordance with DePauw' personnel procedures (see: www.depauw.edu/handbooks/academic/personnel/). Actions taken through these procedures are typically confidential.

II. Steps for Faculty Members

Faculty members may wish to consult with the student's academic advisor, the Department Chair, and/or a designated member of ~~Academic Affairs~~ **Student Academic Life** (currently the Dean of Academic Life), even at the stage of informal interventions. If informal measures are unsuccessful, faculty members should follow these procedures:

7. The faculty member should warn the student in writing that the disruptive behavior is unacceptable and that if it continues the student may not be allowed to remain in the course. Depending on circumstances, a warning may need to be made during class, as well; for example, the faculty member may ask the student to leave the classroom for the day. The faculty member should also encourage the student to talk to an academic advisor or dean in **Student Academic Life**.~~Academic Affairs.~~
8. The faculty member should keep notes on the dates, times, and details of the incidents of disruption, the impact of disruption on those present, and warnings conveyed to the student, as these are useful in later stages of the proceedings.
9. If the behavior continues after a written warning has been given, the faculty member should notify the Dean of Academic Life in writing, giving a summary of what happened and the action that has been taken. Upon receipt of this summary, the dean sets up a three-way meeting involving the faculty member, student, and dean. In order to minimize the procedure's interference with courses, this meeting is scheduled as soon as possible, preferably before the next class meeting.
10. At the meeting, the faculty member and student are invited to discuss the situation. The goal of the meeting is to give both parties a chance to discuss, in a safe space, what has happened. Such a discussion may enable the faculty member and student to see the problem from a different point of view or to hear the perspective of the other person in a new way. The dean's role is to moderate the discussion, insuring that the conversation remains civil and on target. Either party may, but neither must, bring an advisor (DePauw student, faculty member, or staff member) to the meeting. Advisors may consult privately with the person whom they are accompanying, but they do not enter the discussion.
11. As soon as possible after the meeting the faculty member makes a recommendation to the Dean of Academic Life.
 - o If the faculty member recommends that the student be allowed to remain in the course then the dean and faculty member should consult regarding how best to convey this decision and any stipulations or conditions to the student.

- If the faculty member recommends that the student be dropped from the course, he or she reports this conclusion in writing to the dean of Academic Life; the dean then conveys the faculty member's conclusions along with a written summary of the three-way meeting to the Vice President for Academic Affairs.
 - A recommendation to dismiss the student from the course must be approved by the Vice President for Academic Affairs. If the student is not allowed to return to the course, the Vice President for Academic Affairs decides what appears on student's transcript for the course: W, F, or no entry.
12. A pattern of disruptive behavior in several courses may be addressed by representatives of the offices of Academic Affairs and Student **Academic** Life.

Please note: This policy is not meant to cover behavior that occurs outside the classroom and/or involves harassment. Other policies are in place to handle those situations; the University's harassment policies are published in the Student and Academic Handbooks. Incidents of harassment should be reported immediately to the Vice President of Academic Affairs, the Dean of Students, or Campus Public Safety officers.

Appendix A: Use of Technology during Class

Faculty members generally have discretion to set guidelines for, and restrictions on, the use of technology during class, with the goals of supporting learning while also minimizing distractions for all students. Expectations will naturally vary from course to course, instructor to instructor, and even from class period to class period based on differences in teaching and learning objectives. In many cases, faculty members will choose to allow students to use technology, but will limit this use to activities that support the learning process. In other cases, for example to minimize distraction, instructors may implement additional restrictions on the use of technology. In each case, faculty members may find it helpful to explain their expectations as part of the course outline or in other ways. Students will benefit from a clear statement of faculty expectations in this area, just as they benefit from a clear statement of faculty expectations with respect to attendance, academic integrity, and other policies.

Notes: *There are two exceptions to the broad discretion given to faculty members above.*

- (c) The Americans with Disabilities Act (ADA) gives students the right to use assistive technology or a suitable alternative if this has been determined to be an appropriate accommodation for their disability. ADA procedures require that such accommodations be reached by the campus ADA coordinator in consultation with the student and that they be communicated in writing to the instructor with the student's consent. Instructors may work with students and the ADA coordinator to determine the most effective way to implement the accommodation. Whenever possible, students should be allowed to use the assistive technology without disclosing their disability. For advice and guidance please consult with DePauw's ADA Coordinator.***
- (d) DePauw University uses an electronic notification system to distribute campus emergency alerts via text messages. When class policies require phones to be stored out of sight and/or reach during class, phones should still be set to vibrate. Emergency messages will cause multiple phones to vibrate at nearly the same time.***

Revised and adopted by the Faculty, ~~September 8, 2014~~ **November 7, 2016**.

Appendix D: Proposed change to the Grade Grievance Policy – Appeals Section

Deletions are ~~struck through~~, Additions are in ***bold italics***

A student or faculty member who wishes to appeal the URC decision on procedural grounds must do so in writing to the Vice President for Academic Affairs within three business days of receiving the decision from the committee. ***The Vice President for Academic Affairs will consult with the Vice President for Student***

Academic Life while considering the appeal. The decision of the Vice President for Academic Affairs is final and will be communicated to both parties involved in the hearing, to the convenor of the URC and to the chair of the URC.

(Adopted by the Faculty November 4, 2002; revised April 3, 2006; ***revised November 7, 2016. Hearing Procedures are updated and revised periodically by the Student Academic Life administration in consultation with the Student Academic Life Committee.***)

Appendix E: Proposed change to the Academic Integrity Policy – Appeals Section

Deletions are ~~struck through~~, Additions are in ***bold italics***

Either the instructor or the student may appeal the decision of the URC to the Vice President for Academic Affairs ***who will consult with the Vice President for Student Academic Life while considering an appeal.***

Appeals must be made in writing to the Vice President for Academic Affairs within three business days of receiving the written notification of the decision. Appeals will be considered only if they are based on one or more of the following criteria: 1. new evidence not reasonably available at the time of the original hearing and which is provided as part of the written appeal; or 2. procedural error that can be shown to have affected the outcome of the hearing; or 3. appropriateness of sanction only in cases of suspension or dismissal. The Vice President for Academic Affairs will decide whether or not there is a basis for appeal, and, if so, upon consideration of the appeal, may revise the URC decision or the penalty. The decision of the Vice President for Academic Affairs is final and will be communicated to both parties involved in the hearing, to the convenor of the URC and to the chair of the URC.

(Approved by the Faculty, November 4, 2002; updated April 14, 2014; ***updated November 7, 2016.***

University Review Committee (URC) Hearing Procedures are available in the office of ***Student*** Academic Life. Hearing Procedures are updated and revised periodically by the ~~Academic Affairs~~ ***Student Academic Life*** administration in consultation with the Student Academic Life Committee.)

**DePauw University Faculty Meeting Minutes
December 5, 2016**

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

The meeting was called to order at 4:03 p.m. by the chair Howard Brooks.

2. Verification of quorum

The chair confirmed that the quorum was met at the beginning of the meeting with 106 faculty members eventually present.

3. Consent Agenda

There was no request to move anything from the consent agenda to a regular item of business. The consent agenda was approved.

A. Approve Minutes from the November 7, 2016 Faculty Meeting

B. Approval of new courses (course descriptions in appendix A.)

CSC 430, Computer Security (1 credit)

ECON 330, Asian Economies (1 credit)

UNIV 201, Quantitative Reasoning in Current Events (1 credit)

C. Course Changes

REL 130, Introduction to Religions (Description change (see appendix A). Note that REL 130E, a version of the course that focused on Asian religions, has been discontinued.)

IE/PPD Designations

HIST 300A, Edge of Empire: China and Its Neighbors (IE)

WGSS 370B, Identity Matters: Introduction to Transgender Studies (PPD)

Reports from Core Committees

4. Faculty Priorities and Governance (Glen Kuecker)

The “new business” section of today’s agenda has advance notice on Handbook changes that pertain to the School of Music. I want to take a moment to formally acknowledge that the changes are the product of shared governance and highlight the importance of shared governance, process, and teamwork at DePauw. I also want to say thank you to last and this year’s Review and Governance Committee for their work. I especially appreciate the work of last year and this year’s Chair of the Faculty. School of Music faculty have also been instrumental in moving the process forward, and a thank you goes to VPAA Harris and Dean Adler.

Earlier today I emailed the faculty with a call from Governance Committee for volunteers to serve as “contacts” for a working group on protecting marginalized members of our community. If you are interested in serving please contact me.

As we move toward the end of the semester, Governance Committee has one more meeting. We are looking forward to our work next semester, which will focus on developing policy for faculty voice in the recruitment, review, and retention of senior administrators whose work touches on the academic mission of the university.

I wish everyone a successful conclusion to the semester and a great break.

Written Announcement- Faculty Priorities and Governance Committee continues its consultations with the Dean of School of Music regarding internal governance. The committee chair joined with the Chair of the Faculty in one final meeting with School of Music faculty to vet the proposed Handbook changes that are presented as advanced notice in today's faculty meeting. The committee met with the VPAA prior to break in order to consult and coordinate initiatives from the VPAA's office. The committee agreed to a process for moving forward with discussions in the spring about an external consultancy report regarding DePauw's academic centers. The committee is preparing for its main Spring semester effort, developing policy for faculty voice in recruitment, review, and retention of senior administrators with roles pertaining to the academic mission of the university. The chair is happy to answer any questions from the floor and wishes all a successful conclusion to the semester and wonderful holiday break.

Response from Anne Harris (VPAA): I am glad to be working with the Governance committee on structured conversations. We will be working with the different centers and also be in collaboration with the Hubbard Center. The ultimate goal is what fits the students best.

Question from faculty member: Can this report be given to faculty members?

Response from Anne Harris: The report came to us at the end of October which was processed late summer/early fall. It is not a series of actions items, but more of recommendations. If faculty would like to read it that is fine, but we need to have a little bit of time to frame the document. We can send it in advance of the open faculty meeting maybe in February. We want to make sure all groups voices are heard, instead of just one.

5. Curricular Policy and Planning (John Caraher)

A. Minor in Accounting and Finance for Decision Making

CP&P moves that the faculty approve the new minor in Accounting and Finance for Decision Making, proposed by the Department of Economics and Management:

Catalog description: [Accounting and Finance for Decision Making Minor](#)

This minor is designed for students who are interested in business and want to gain a foundational understanding of accounting and finance, both core business related disciplines. Accounting and finance focus on the preparation, communication and use of economic information for organizations and in personal decision making. At their core is decision making. Accounting-based information is the central means of communicating within a business and to the business' stakeholders. Finance uses accounting and other information for making decisions within profit and non-profit organizations and financial institutions, as well as for personal investing. Six courses are needed to complete this minor.

Students electing this minor must complete the following:

Required Core: ECON 100, ECON 220, ECON 280, ECON 360*, ECON 393*

Electives (choose a minimum of one additional course): ECON 398: Business Policy, ECON 470: Money, Banking and the Financial System, MATH 336: An Introduction to Financial Engineering, or other elective as determined by the chair of the department.

Students who complete the Accounting and Finance for Decision Making minor are encouraged, but not required, to complete a Winter Term business internship and are encouraged, but not required, to attend 6 lectures from the McDermond Center Lecture Series during their junior or senior year.

A minimum of four courses must be outside of the student's major(s) and other minor(s).

*Prerequisite: ECON 350 preferred, but other statistics courses are acceptable (BIO 375, COMM 350, MATH 247, MATH 341, MATH 441, MATH 442, POLS 318, PSY 214, SPC 401)

One small correction under list of prerequisite is BIO 275 that should be BIO 375. The motion was approved by a show of hands.

Question from faculty member: Why is this not counting for finance?

Response from John Caraher: The idea for this class is that finance is a tool. It is less like being trained as an accountant, but more for the rule of trade that you can use for any financial component or economic component.

Question from faculty member: Will we have interest in this beyond econ majors?

Response from John Caraher: We really can't say. If you have a fellow is not an econ major, this might be an option for them.

The motion was approved by a show of hands.

B. Resource Allocation Subcommittee: Membership and Handbook Changes (Advanced Notice- motion to be voted on in February 2017)

Rationale and staffing plans

After consideration of the workload entailed by the new tenure line request process and the need for additional faculty input, CP&P intends to seat a Resource Allocation Subcommittee (RAS) to assist in its work this coming Spring. We shall seek one faculty member from each of the four curricular areas to serve alongside the five faculty members of CP&P, plus the Vice President for Academic Affairs as the sole *ex officio* member, as the members of RAS. These four faculty members will be appointed from faculty who are not in departments or tenure line-holding interdisciplinary programs that have submitted tenure line requests for the current year.

Handbook modifications

The handbook charges CP&P with appointing the members of RAS within certain broad constraints, and our plans to renew RAS do fall within those bounds. However, we believe it better to make the handbook language reflect more directly our plans for constituting the committee. We also believe that the existing language regarding the recommendations RAS makes does not reflect our intentions to implement a developmental model, within which "granting or not granting" requests will not be the only possible recommendations.

Current handbook language:

- X. **Standing Appointed Committees**
 - A. **Resource Allocation Subcommittee**

1. *Function.* The Resource Allocation Subcommittee (RAS) is a subcommittee of Curricular Policy and Planning Committee. RAS considers those requests for new faculty members forwarded to RAS by the Vice President for Academic Affairs, and sends to the Curricular Policy and Planning Committee their recommendations concerning granting or not granting requests. RAS shall be appointed by Curricular Policy and Planning Committee as needed.

This committee reports to and is appointed by the Curricular Policy and Planning Committee

2. *Membership.*

Faculty membership: Nine (9) appointed representatives; one from each curricular area (4), two (2) at-large representatives, and three (3) representatives from the Curricular Policy and Planning Committee.

Administrative members:

Voting: None.

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

Staff members: None.

Proposed changed text:

The second sentence of the function will read:

RAS considers those requests for new faculty members forwarded to RAS by the Vice President for Academic Affairs, and sends to the Curricular Policy and Planning Committee their recommendations ~~concerning granting or not granting requests.~~

And the Faculty membership will read:

~~*Faculty membership:* Nine (9) appointed representatives; one from each curricular area (4), two (2) at-large representatives, and three (3) representatives~~ members; the five (5) faculty members of the Curricular Policy and Planning Committee, and one from each curricular area (4). In appointing the representatives from each curricular area, the Curricular Policy and Planning Committee shall avoid appointing faculty members whose departments or interdisciplinary programs have submitted, during the current academic year, a request for a new faculty member.

Question from faculty member: When would this RAS committee meet? To me, the attractive parts of RAS was meeting in summer for a couple of days. I am a little bit skeptical with the meeting dates during the academic year.

Response from Anne Harris: Yes, it doesn't have the normal compact timeframe. The timing wasn't beautiful for everyone. We're hoping it will be appealing to people. The workload will consist working with individual department. Members will meet once with each department February - April for every proposal. Members will probably be working with 2-3 departments at a time. Which will consist of about 6-8 hours a month. In May the committee will meet more together to work out final recommendations.

C. Minor-granting interdisciplinary programs

CP&P has been working with Meryl Altman, who has begun investigating DePauw's interdisciplinary programs in her role as Coordinator of Interdisciplinary Work (a new appointment made by the VPAA). She has begun with less-active minor-granting programs, Jewish Studies and European Studies, and offered her

findings for the consideration of our committee.

Written announcement: **Fall 2017 FYS Proposals**

The Writing Curriculum Committee (WCC) reminds faculty members with appointments continuing through 2017-18 that we are currently accepting first-year seminar proposals for Fall 2017. We strongly encourage creative courses that stretch disciplinary boundaries. The initial deadline for proposals was Monday, December 5, but we will continue to review proposals as they are received. Please contact Tiffany Hebb or Rebecca Schindler for details.

6. Faculty Personnel Policy and Review (Meryl Altman)

Review Committee moves to change the ByLaws and Standing Rules of the Faculty, under section IV B 2 a.

[IV (Academic Organizations and Operations)
B (Interdisciplinary, Honors and Competency Programs)
2 (Director or Coordinator)
a (Interdisciplinary and Honors Programs)]

This section currently reads in part:

The director of an Interdisciplinary Program is a faculty member appointed by the Vice President for Academic Affairs from a department which is participating in the Interdisciplinary Program. Normally the term of office will be three years.

The proposed substitute (and partly new) language would read:

The director or coordinator of an Interdisciplinary Program is a faculty member appointed by the Vice President for Academic Affairs. The director or coordinator may hold their DePauw appointment directly in the interdisciplinary program, or in another department or program. Normally the term of office will be three years.

For interdisciplinary programs that grant a major, selection of the director shall fall under the same procedures used to appoint chairs to academic departments, whereby a team appointed by the Review Committee conducts interviews and makes recommendations to the VPAA. Those interviewed must include all sitting members of the program steering committee. The steering committee may also submit a short list of additional faculty members to be interviewed, who teach core courses or are otherwise centrally involved with the program. This process will normally be completed in the fall of the last year of a sitting director's term of service.

For interdisciplinary programs which do not grant a major, the VPAA will appoint a coordinator after consultation with the Review Committee. This process will normally be completed by the spring of the last year of a sitting director's term of service.

Rationale:

Greater clarity, and less of an ad hoc flavor, to the selection of program directors. Faculty appointments are now sometimes made directly to these programs, which means that steering committees do the same work as DPCs. Better integration of interdisciplinary programs to faculty governance at DePauw.

Additional proposed changes will be brought. The only significant one will include language about the composition of steering committees.

For clarification purposes: we use the term “director” for leadership of a major-granting program, “coordinator” for the leadership of other programs.

Question from faculty member: Does the Review committee appoint the chair and not the department?

Response from Meryl Altman: Yes, sort-of. When deciding on a chair a team from the review committee has a confidential discussion with each person of a department or program. Then that team of two reports out to entire review committee of these discussions without using names. The committee discusses this and then makes a recommendation to VPAA which then takes the recommendations to Dr. McCoy. Dr. McCoy will then assign a chair.

Question from faculty member: Does this apply to the honor and fellows program?

Response from Meryl Altman: No

The motion was approved by a show of hands.

7. Faculty Development (Susan Anthony)

Announcements:

1) Just a reminder--- FDC will not be able to go over budget in AY 2016-17 for Professional Development Funds. As always, applications for these funds will be considered on a first-come, first served basis. If you are planning to apply for any of these funds (for any event or project through June 30, 2017), please submit your request as soon as possible, even if you must estimate expenses. If you have questions, please contact (santhony@depauw.edu) chair of FDC, or Carrie Klaus (cklaus@depauw.edu) Dean of Faculty.

2) FDC will fund nine summer stipends for Power Privilege, and Diversity course development (or extensive revision). Recipients of these PPD stipends will attend a kick-off event consisting of a guest lecture followed by a one-workshop. The guest speaker is tentatively scheduled for the evening of Wednesday May 24 and the workshop for Thursday, May 25. Both of these events are open to all faculty and staff.

3) FDC is seeking nominations (or self-nominations) for faculty who wish to serve as organizers for the International Experience workshop, tentatively scheduled for May 30 through June 2. Organizers, possibly a team of 2 faculty members, will determine the specific focus of the workshop and will receive a stipend. FDC will be sending a follow-up email this week to all faculty and staff with more complete information about the workshop. If interested in serving as an organizer, please email Carrie Klaus, Dean of Faculty or Susan Anthony, Chair of FDC no later than Monday, December 12th.

4) GLCA opportunities (Jeff Kenney) – The GLCA created a consortium GLCA webpage in October, which is much like the Universities CTL webpage. If you have any interest, please contribute to it and please take look at the site. Any of you have interest that have pedagogical incites they do have a number of headings you can write about. You can contact me for any questions.

8. Student Academic Life (Tim Good)

There were no questions for Student Academic Life.

Reports from other Committees
<p>9. University Strategic Planning Committee (Jackie Roberts)</p> <p>Written announcement: The committee continues to hear brief reports from each VP/Senior advisor on organizational structure, budgetary challenges and potential initiatives in each of their areas. A subgroup of the committee will take a closer look at the campus climate survey data for faculty. The VPAA will provide faculty compensation data compared to other schools in our consortium. The committee will be evaluating the charge and membership at their final meeting this semester.</p> <p>10, Diversity and Equity Committee (Veronica Pejril)</p> <p>Written announcement: Advanced Notice of Motion to change the Academic Handbook</p> <p>Change in the function of the Diversity and Equity Committee: Deleted material in strikethrough:</p> <p>In matters regarding diversity, inclusiveness, and equity, the Diversity and Equity Committee advises the administration and the faculty on policy; presents educational sessions for all employees; identifies issues regarding diversity and equity in campus life and refers them to the appropriate University office and/or committee(s) for action; and annually reviews and assesses aspects of the University's efforts to attract and retain a diverse campus community.</p> <p>Rationale: The committee unanimously agreed that the "presents educational sessions for all employees" clause does not reflect the work of this committee in its history. The committee believes it would be wise to consider removing this clause from our charge. While the committee's work does often help catalyze training-type sessions through its policy-advice, we aren't actually on the front-lines of that training. In light of the function of campus entities such as BIRT and BEAT, we feel this language is confusing.</p>
Communications
11. Remarks from the President (Mark McCoy)
12. Remarks from the VPAA (Anne Harris)
<p>13. Remarks from the Dean of the Faculty (Carrie Klaus)</p> <p>1. Asher Humanities Fund (established by a generous gift by Dr. Bill Asher and Dorothy Asher)</p> <ol style="list-style-type: none"> Designed to support "research and scholarly efforts in the areas of art, art history, classical studies, communication/theatre, English, film studies, history, modern languages, philosophy, and religious studies." Much like the Asher Social Sciences fund, this fund is designed to support both students and faculty, working independently or in collaboration. As you may have heard, there will also be an Asher Sciences Fund, but it has not yet been funded. We owe Dr. and Mrs. Asher a great thanks for their generosity and support of student and faculty work at DePauw. Activities that may be supported include, for example, research-related expenses, travel to conventions to report research results, clerical assistance, and support for a visiting scholar. (This list is by no means exhaustive.)

- f. There is a link to description of this fund, and to an online application, on the Faculty Development website
- g. **First deadline: April 17, 2017**
- h. First committee: Chaired by Marcia McKelligan (Dept. of Philosophy), will include faculty and students from departments in the Humanities.
- i. **We eagerly await applications from both faculty and students!**

2. Summer Opportunities in Support of Inclusive Pedagogy

- a. As in summer 2016, Academic Affairs is committed to sending teams of faculty (ideally, faculty and staff) to participate in key professional development opportunities in summer 2017 in support of efforts to continue to make DePauw a campus that is truly inclusive and welcoming of diversity.
- b. **SEED New Leaders Week** (Seeking Educational Equity and Diversity)
 - A seven-day, peer-led, residential workshop including 50-60 participants who prepare to lead SEED seminars in their own institutions.
 - There are three sets of dates and locations (June, July, July-August); we would want to send the full team to the same workshop.
 - We have to be selected to participate, so we need to get our application in early.
 - Last year: Tamara Beauboeuf, Sarah Lee, Neal McKinney
- c. **ARPAC (Anti-Racist Pedagogy Across the Curriculum)**
 - St. Cloud State University (in St. Cloud, Minnesota)
 - June 5-11, 2017
 - The purpose “is to provide intensive training for faculty committed to incorporating anti-racist pedagogy into courses across disciplines and across campus.” Topics include
 - Examining theory, structure, and the practice of racism and power relations embedded in history, and academic disciplines
 - Raising self-awareness of social locations and knowledge production
 - Empowering student by validating and acknowledging their everyday experiences
 - Fostering critical thinking and equipping students with anti-racist language and discussion skills
 - Creating a sense of community in the classroom
 - Developing skills for anti-racist methodologies in the classroom
 - Last year: Lynn Ishikawa, Tamara Stasik, and Leigh-Anne Goins
- d. **If you are interested in either of these opportunities, please let me know by Dec. 15.** (That’s a Thursday—just send me an e-mail.)

Additional Business

14. Unfinished Business

Motion: To approve various changes to the Academic Handbook due to reorganization of the academic administration.

ADDING: Dean of the School of Music to:

University Strategic Planning and Faculty Personnel Policy and Review (Ex Officio)

ADDING: Vice President for Student Academic Life (or representative) to:

Athletic Board, Course Calendar and Oversight, Sustainability, Hartman Center, and Library and Academic Technology

DELETING: Vice President for Academic Affairs (or representative) from Athletic Board

Change in committee title: From Admission to Admissions and Enrollment Management

The motion was approved by the show of hands.

15. New Business

A. Motion (Glen Kuecker)

The voting faculty at DePauw University calls upon the university to declare DePauw University a Sanctuary Campus. (Background and Rationale appear in Appendix B)

Professor Angela Casteneda: We acknowledge the work of the administration, staff and students, and we embrace this spirit of collaboration. We especially thank President McCoy for his public commitment to DACA and the baseline principles established in the 2011 ICE "Sensitive Locations" memo. We also appreciate the launch of the student support website as a proactive measure.

Prof. Kuecker: At a minimum Sanctuary would include:

- We will not facilitate immigration enforcement on our campus without a warrant or a clear demonstration of exigent circumstances such as the imminent risk to the health or safety of others;
- DePauw Public Safety will not act on behalf of federal officials in enforcing immigration laws;
- We will not share with the federal government any information on the immigration status of students unless required by court order.
-

Professor Alex Puga: we can provide reasons for why DePauw should become a Sanctuary Campus, however, we prefer to open discussion from the faculty floor.

A faculty member asked about the risks associated with approving this motion.

Prof. Kuecker responded that risks are manageable if known, anticipated, and alternatives planned.

Numerous faculty supported the motion. The comments that follow from two colleagues summarize the opinions of those that supported the motion.

Comments from Prof. Doug Harms:

I am not, by nature, a risk taker. I prefer to play it safe. Don't make waves. Play by the rules. Use caution. Don't overreact. Before making a decision I gather facts, weigh options, ponder possible outcomes, and generally make conservative decisions. So I think I understand and appreciate DePauw's caution in committing to be a sanctuary campus – let's run it by some committees, look at all options, talk with the lawyers, find out what our major donors think, see what other universities

do, spend time pondering this decision and not proceed too quickly lest we make a mistake. I get it. I really do.

However, in the past month the entire world has changed to be a much more scary and dangerous place, especially for many members of our community. Now is not the time for being timid. Now is not the time to “wait and see what happens.” Now is the time for us to act boldly and decisively to protect everyone in our community. We need to be proactive, not reactive, and we need to let everyone know who we are and what we stand for; we must do what's right, not just what's safe.

Last month I participated in a GLCA workshop at Kalamazoo College where Margee Ensign, president of the American University of Nigeria, was a keynote speaker. In her address she described how her university gave refuge to escapees from the Boko Haram terrorist group, and how her university mobilized massive university resources to serve hundreds of thousands of meals to refugees from Boko Haram; she potentially put herself and her university in the crosshairs of this terrorist group, doing what was right, not what was necessarily safe. As I was listening to her speak, I wondered how DePauw would react in a similar situation – would we have the courage to do what was right, or would we merely do what was safe?

I truly believe we must take action NOW. When we invite people to join our community, we have an obligation to protect them. Members of our community who feel threatened need more than a website or committee to show them we're here to protect them. They need more than “let's wait and see how this all turns out, and if necessary we'll figure out something to do.” We need to make a strong, concrete statement NOW that provides assurance that whatever happens, we'll be there.

I speak in favor of the motion.

Comments from Rebecca Upton: ‘Lots of things are unclear – the legal, the future presidency, any political legislation we will encounter on these issues and just who is on any given list – what *is* clear at this juncture however and with respect to this motion is; that symbolic statements matter and carry weight, that safety is something we value from safe spaces to safe communities to safe classrooms, and if we *actually* value diversity and inclusion, beyond just paying lip service to it, voting in favor of this motion is the right thing to do. Choosing not to do so out of fear or apathy never seems like a wise course of action or statement.’

A secret ballot was asked for. The motion was approved with a vote of 84 yes – 12 no.

B. Advanced Notice of Motion to change the Academic Handbook:

At the February 2017 faculty meeting, the faculty will be asked approve a series of changes to the Academic Handbook related to the changed positions of the Dean of the School of Music and the Associate Dean of the School of Music. (Text of the changes is in Appendix C.)

The vote on the motion will occur at the February faculty meeting.

Rationale:

In 2011 the nature of the position of the Dean of the School of Music was changed significantly. The Dean sits on the Presidents’ Cabinet and has numerous administrative duties. This impacts the role of the Associate Dean of the School of Music. In the new configuration, the Associate Dean of the School of Music assumes most of the duties of a Department Chair. The language of the proposed changes puts the Academic Handbook and the changed roles in the School of Music into alignment, allowing for the conduct of faculty operations to follow the Handbook rules.

C. Motion to authorize conferring of degrees (Ken Kirkpatrick)

I move that the Faculty authorize the Board of Trustees to confer degrees on candidates eligible for graduation during the 2016-17 academic year. Degrees may be conferred following the Fall, Winter, Spring and May terms.

The motion was seconded and approved by a show of hands.

16. There was no executive Session to vote on Honorary Degree Candidates, which had been completed earlier in the semester. The faculty were reminded that nominees for 2018 will need to be submitted to the committee by the end of February.

17. Announcements

A. Election Results

Faculty Priorities and Governance Committee (through AY 17-18)

Elissa Harbert

Grievance Committee

Arts Alternate (Spring 2017)

Caroline Smith

Eric Edberg

Mathematics, Computational and Natural Sciences Alternate (1 Feb. 2017 – 31 Jan. 2018)

Pam Propsom

Rick Smock

Social Sciences Representative (1 Feb. 2017 – 31 Jan. 2018)

Rebecca Bordt

Melanie Finney

Social Sciences Alternate (1 Feb. 2017 – 31 Jan. 2018)

Ophelia Goma

Bruce Stinebrickner

18. Adjournment

The meeting was adjourned at 6:-02 pm.

Appendices

Appendix A: Course Calendar and Oversight Information on new courses and IE/PPD designations

New Courses

CSC 430, Computer Security (1 credit)

This course examines and discusses computer security, how to protect our computing infrastructure from illegal access, tempering, denial of access, etc. We will first define terms such as security and secure computing, then we'll talk about cryptography including symmetric and public key cryptographic techniques and their applications. Other topics covered include secure software, cyber security, database security, system security and hardware security. Prerequisites: CSC231, CSC232, and CSC233.

ECON 330, Asian Economies (1 credit)

Provides an overview of key economic developments in the Asia-Pacific region. Students will have an opportunity to apply economic theories and models to understand the divergent development paths of countries in this region. Topics include the rise of the East Asian economies, the challenges that emerged from the Asian financial crisis, development obstacles of East and South Asian economies and prospects for regionalization. Prerequisites: Econ 100 (Introduction to Economics); Econ 295 (Intermediate Macroeconomics)

UNIV 201, Quantitative Reasoning in Current Events (1 credit)

University Studies 201 will focus on the examination and analysis of several current events from quantitative and problem solving perspectives. Students will use a variety of mathematical skills including statistics, dimensional analysis, algebra, finance, probability and risk analysis to investigate and discuss topics ranging from environmental pollution to professional athletics.

Course Changes

REL 130, Introduction to Religions (Description change. Note that REL 130E, a version of the course that focused on Asian religions, has been discontinued.)

A cross-cultural survey course of major religious traditions, with emphasis upon the theoretical and methodological issues at stake in the discipline of Religious Studies. The course provides a balanced treatment of Asian and Western/Abrahamic traditions in order to explore the concept of "religion" within a comparative humanistic context. Most important will be a close reading and discussion of primary texts in English translation. By the end of the course students will have developed a vocabulary for understanding religious phenomena cross-culturally and a sensibility for engaging with religious others in our globalizing world.

IE/PPD Designations

Hist 300A, Edge of Empire: China and Its Neighbors (IE)

WGSS 370B, Identity Matters: Introduction to Transgender Studies (PPD)

Appendix B: Information related to motion concerning sanctuary campus

Background

Since the election of Donald Trump members of our campus community have explored measures the university can take to protect marginalized members of our community who are under threat by the discourse and proposed policies of the President-Elect. One of the measures is to declare DePauw a Sanctuary Campus. In keeping with our commitment to inclusion and diversity, four members of the faculty, Professors Kuecker, Puga, Castañeda, and Alexander formulated a letter/petition to President McCoy that requested the university make DePauw a Sanctuary Campus and begin exploration of protocol for implementation. Concomitant to the petition, the administration was also working to explore ways to protect marginalized and threatened members of the community. Several meetings followed, which generated multiple ideas and approaches for how DePauw might become a sanctuary campus, and vetting of the proposals for risk assessment was engaged. Student Academic Life Committee endorsed the letter, while stating a set of questions and concerns about the protocol and implications for the community. The writers of the petition requested Faculty Priorities and Governance Committee to endorse the petition as well. The committee was unable to have a full discussion of the proposal at its last meeting (prior to Thanksgiving break) and had a divided vote on endorsing, with some committee members abstaining due to their view that the act of endorsement was not within the jurisdiction of the committee. With the process of securing signatures to the petition complete, and with evidence of widespread support from various sectors of our community, Professors Puga, Castañeda, Alexander, and Kuecker determined the next step in the process is to secure a faculty vote endorsing the proposal to make DePauw a Sanctuary Campus.

Rationale

DePauw University has a stated commitment to diversity and inclusion. This commitment permeates our faculty: it shapes our hiring practices, graduation requirements, and tenure and promotion requirements. DePauw has members of its student population who benefit from Deferred Action on Childhood Arrivals (DACA), a policy that gives a temporary (two year, renewable) protected status to young adults who came to the US undocumented as children. Likewise, the university has a responsibility to support members of our community when at risk of unfair and unjust forms of systemic oppression. With President-Elect's proposed agenda, these measures of providing diverse and inclusive education are fundamentally at risk, and members of our community are at risk. DePauw is called upon to take a firm and decisive position on clearly protecting threatened and at risk members of our community. It also must take a stand in defense and promotion of our core values.

In making this request to become a Sanctuary Campus, we fully recognize the challenges of balancing perceived risks, such as compromising federal funding, alienating a donor, or drawing unwanted attention to vulnerable students with taking ethical positions. We embrace the opportunity for these conversations and debates to happen at DePauw, because we think they are truly transformational for the institution as they bring clarity to our core values and understandings of the role of higher education in the 21st century. We encourage the administration to frame their understandings of risk within our core understanding of what "transformational education" means for liberal education in the 21st century. We believe that diminishing or dismissing important action solely on the basis of risk to the institution is directly connected to systemic oppression and that addressing risks to our students, faculty, staff and families includes having a plan of action for participating in dismantling this oppression. As the university continues its process of discovery about its identity, we advocate for having these hard conversations and institutional soul searching as we think the current issue is just the first of many to come. We look forward to these transformational experiences and think they will make DePauw a stronger institution.

Appendix C: Changes in the Handbook Language primarily related to the change in the position of the Dean of the School of Music within the administration (as of 2 December 2016).

Additions are in bold italics. Deleted material is in strikethrough.

Opening Paragraph of the Handbook

~~This academic handbook is a statement of current policies and procedures applicable to the faculty adopted variously (as indicated) by the University, the faculty, the administration and/or the trustees. These policies and procedures are not contractual. Therefore, the University, including its trustees, the faculty, and the administration reserve the right to change those sections for which each respectively has responsibility as identified in the handbook itself. Further, the University, including the trustees, reserves the right to add to or delete from this handbook from time to time as they decide is appropriate.~~

The Academic Handbook governs the faculty, and serves as the foundation for shared governance between the faculty, the Administration and Board of Trustees. When questions arise concerning the interpretation of the procedures and policies in this Handbook, the decision is made by the Vice President for Academic Affairs in consultation with faculty committees, the Dean of the School of Music, the President and the Board of Trustees as appropriate. Therefore, the University, including its trustees, the faculty, and the administration reserve the right to change those sections for which each respectively has responsibility as identified in the handbook itself. Further, the University, including the trustees, reserves the right to add to or delete from this handbook from time to time as they decide is appropriate.

By-Laws and Standing Rules

Article I. The Faculty

The faculty consists of the President, ***the Vice President for Academic Affairs, the Dean of the School of Music***, and those persons appointed to tenure-track, term, or part-time positions with academic rank or nominal rank. (See the Appointment Section of Personnel Policies for a description of the types of faculty positions.)

The President, Vice President for Academic Affairs, and the Dean of the School of Music are administrative appointments. Every search committee for all three positions shall have faculty representatives.

Article II Faculty Meetings

Section C. Voting

1. Full-time faculty members holding positions with academic or nominal rank, including those on sabbatical, pre-tenure, or academic leave, may vote. (See Article I.B. in the Personnel Policies for a definition of full-time faculty positions.) The President, the Vice President for Academic Affairs, ***the Dean of the School of Music*** and the Registrar also have voting privileges.

Article IV Academic Organization and Operations

Section A. Schools, Departments and the Library

5. Committees (Approved by the Faculty, March 7, 2005; amended October 5, 2009)

a. Personnel Committee

The Personnel Committee is created anew for each specific review. (Procedures for this committee are described in Article IV. C. in the Personnel Policies.)

1. Membership:

(a) For a faculty member with an appointment in a single department or school, the Personnel Committee shall consist of all tenure-track faculty members, librarians with faculty rank, and term faculty members with significant administrative duties of the department or school except the person being reviewed and those in the first year or last year of service. Probationary tenure-track faculty members, term faculty members with significant administrative duties, and those on leave may excuse themselves from any case without prejudice. For a faculty member with an appointment in two or more departments or programs, the Personnel Committee will be constituted as stipulated in the letter of appointment in keeping with the general spirit of the preceding provision. **The Vice President for Academic Affairs and the Dean of the School of Music will not serve on the committee.** (For definitions of types of full-time faculty, see Article I. B. in the Personnel Policies.)

(b) Membership exclusion based on Conflicts of Interest as covered by the policy established by the Faculty Personnel Policy and Review Committee and the Administration and published in Appendix 3 in the Personnel Policies of the Academic Handbook apply.

(c) If the description and actions above would create a Personnel Committee of two or fewer members, or if they would create a Personnel Committee with less than a majority of tenured members, then additional Personnel Committee members shall be selected from related departments, according to a procedure established by the Faculty Personnel Policy and Review Committee and the Administration. Enough additional members shall be selected so that there are at least three members total and a majority of tenured members.

2. Chair and Organization:

(a) Normally, the chair of the department or the **Associate Dean** of the School of Music serves as the committee chair and communicates the recommendation of the committee **to the Vice President of Academic Affairs (for positions in the College of Liberal Arts) or the Dean of the School of Music (for positions in the School of Music)**, following procedures detailed in Article IV.C. in the Personnel Policies of the Academic Handbook. In the event that the chair of the department or the **Associate Dean** of the school is the person under review or **otherwise** unable or ineligible to serve as chair, the Vice President for Academic Affairs **(for positions in the College of Liberal Arts) or the Dean of the School of Music (for positions in the School of Music)** will designate a member of the department or school as the convener of the first meeting. In this case, the members will elect a chair at their first meeting.

(b) Prior to the first meeting, the chair or convener shall determine if additional members of the committee will be needed [per section 1(c) above]. At its first meeting, the members of the committee will initiate the process of selecting the additional members.

b. Search Committee

The Search Committee is created anew for each search to fill a full-time position and ceases to exist once the position has been filled. This section applies only to searches for full-time positions. (For information about part-time appointments, see Article I.A. in the Personnel Policies of the Academic Handbook.)

1. Membership:

- (a) The Search Committee shall consist of all tenure-track faculty members, librarians with faculty rank, and term faculty members with significant administrative duties of the department except those in their first year or last year of service; there will be additional members, one from each of two other departments **or school**, chosen by the Vice President for Academic Affairs (**for positions in the College of Liberal Arts) or the Dean of the School of Music (for positions in the School of Music)**, after consultation with the Faculty Personnel Policy and Review Committee, from a list provided by the department **or school**. Additional members from other departments are not required in searches for positions lasting one year. In special circumstances, at the request of the Search Committee, the Vice President for Academic Affairs (**for positions in the College of Liberal Arts) or the Dean of the School of Music (for positions in the School of Music)**, with the approval of the Faculty Personnel Policy and Review Committee, may appoint additional faculty members from the department **or school** to serve on the committee, such as those who are in their first or last year of service. Probationary tenure-track faculty members, term faculty members with significant administrative duties, and those on leave may excuse themselves from any search without prejudice. **The Vice President for Academic Affairs and the Dean on the School of Music will not serve on the committee.** (For definitions of types of full-time faculty, see Article I.B. in the Personnel Policies).
- (b) Membership exclusion based on Conflicts of Interest as covered by the policy established by the Faculty Personnel Policy and Review Committee and the Administration and published in Appendix 3 in the Personnel Policies of the Academic Handbook applies.

2. Chair and Organization:

Normally, the chair of the department or the **Associate Dean** of the school shall serve as the chair of the Search Committee. In the event that the chair of the department or the **Associate Dean** of the school is unable or ineligible to serve as chair, the Vice President for Academic Affairs (**for positions in the College of Liberal Arts) or the Dean of the School of Music (for positions in the School of Music)** will designate a member of the department or school as the convener of the first meeting. In this case, the members will elect a chair at their first meeting.

3. Function and Duties

The committee will co-ordinate all facets of the search process, according to the procedures for searches established by the Faculty Personnel Policy and Review Committee and the Administration, in consultation with the Diversity and Equity Committee. It will then make a recommendation for hiring to the Vice President for Academic Affairs for College of Liberal Arts searches and the Dean of School of Music for the School of Music searches based upon all available evidence. The Vice President for Academic Affairs makes the job offer for College of Liberal Arts searches and the Dean of School of Music makes the job offer for the School of Music searches.

- c. The Full-Time Position Request Committee is created solely to request a position, and exists only until the request has been submitted and processed. **The School of Music has a fixed set of faculty lines and does not convene a Full-Time Position Request committee. Individual School of Music faculty members may serve participate on Full-Time Position Request Committees in the College of Liberal Arts.**

1. Membership: Requests for a tenure-track or term faculty position shall be made by tenure-track faculty members of the department, except those ineligible to participate in the ensuing search (see section (1)b above). Those not tenured or who are on leave may excuse themselves from any case without prejudice. A good faith effort must be made to inform and include in the process all eligible members, whether on leave or not. At the request of the Full-Time Position Request Committee, the Vice President for Academic Affairs, with the approval of the Faculty Personnel Policy and Review Committee, may appoint additional faculty members from the department to serve on the committee. Membership exclusion based on Conflicts of Interest as covered by the policy established by the Faculty Personnel Policy and Review

Committee and the Administration and published in Appendix 3 in the Personnel Policies of the Academic Handbook apply.

2. Chair and Organization: Normally, the chair of the department shall serve as the chair of the Full-Time Position Request Committee. In the event that the chair of the department is unable or ineligible to serve as chair, the Vice President for Academic Affairs will designate a member of the department as the convener of the first meeting. In this case, the members will elect a chair at their first meeting.

3. Function and Duties: The Full-Time Position Request Committee submits a request to the Vice President for Academic Affairs for a term position, and to the Curricular Policy and Planning Committee through the Tenure-line Committee for a tenure-track position. Every member of the committee must either sign the request for staffing or a separate opinion.

C. ~~Dean of the School,~~ Chair of the Department, Director or Coordinator of the Interdisciplinary Program, **Associate Dean of the School of the School of Music**

1. If selected as a result of a national search, department chairs, program directors **or coordinators, or the Associate Dean of the School of Music**, are appointed by the President following the usual faculty search procedures. The term of these appointments will be stipulated at the time of the appointment, after consultation with the members of the department or the school. Renewal may follow the consultation process described for internal appointment. If selected as a result of an internal search, department chairs, program directors **or coordinators, or the Associate Dean of the School of Music**, are appointed by the President upon the recommendation of the Vice President for Academic Affairs, **the Dean of the School of Music (for the Associate Dean)** and the Faculty Personnel Policy and Review Committee after consultation with the members of the department, ~~or school,~~ **or program**; the term of these appointments is three years with the possibility of renewal. Ordinarily, no more than two consecutive terms will be served by a department chair, **program director or coordinator, or Associate Dean of the School of Music**.

A ~~dean~~ chair, coordinator or director, **or Associate Dean of the School of Music**, may receive a stipend or have reassigned time from teaching according to an established schedule. If there are co-dean or co-chairs, associate deans or associate chairs, similar arrangements shall be followed.

2. ~~Deans,~~ **Chairs, program directors and coordinators, and Associate Dean of the School of Music**, are expected to be leaders within the University at large through consultation with the Administration and committees. They meet as a body monthly during the academic year to discuss mutual concerns and share expertise. The Chair of the Faculty also attends the monthly meeting. The body may select officers, organize committees, conduct workshops, etc., to expedite their work.

3. ~~Deans,~~ **Chairs, program directors and coordinators, and Associate Dean of the School of Music** lead curriculum planning within the school, department, or program. **Chairs, program directors, and the Associate Dean of the School of Music** chair the Personnel Committee; directors have **the same responsibility for tenure lines held within their program**. **Chairs, program directors and coordinators, and Associate Dean of the School of Music** prepare and administer the school, department, or program budget. In these areas, they should lead, but also consult others in the school, department, or program and involve them in the decision-making process. They are responsible for maintaining good morale within the school, department or program and for encouraging excellence in teaching and other professional activities.

4. ~~Deans,~~ **Chairs, program directors and coordinators, and Associate Dean of the School of Music, ~~chairs, directors, and coordinators~~ link the school department, ~~or program,~~ **or school** and other University**

constituencies, serving as spokespersons for the school, department, or program's interests, but also interpreting for their discipline the larger needs and goals of the University.

5. ~~Deans, or chairs~~ **Chairs, program directors and coordinators, and Associate Dean of the School of Music** serve as mentors to the members of the school or department, particularly the newer members, informing them of development opportunities, facilitating peer teacher observations, communicating University and departmental expectations, and helping faculty members to meet those expectations.

6. Responsibilities of ~~deans, chairs~~ **program directors, and Associate Dean of the School of Music** in the personnel process are described in Articles II and Article IV in the Personnel Policies of the Academic Handbook.

7. A faculty member may request a review of any action by a department chair, program coordinator or the Associate Dean of the School of Music. For faculty in the School of Music, the first appeal is made to the Dean of the School of Music. An appeal by faculty of the College of Liberal Arts, and further appeal by faculty in the School of Music, is made to the Vice President for Academic Affairs. If the request is related to personnel decisions such as changes in job status or responsibilities that directly relate to their employment with the University, the faculty should follow the Grievance Procedures outlined in Article VIII. Faculty Grievance Process in the Personnel Policies section of this Handbook.

C. Faculty Personnel Policy and Review Committee

1. Function. This committee shall represent the faculty by (a) recommending policy and procedures for personnel decisions to the faculty; (b) communicating procedures for personnel decisions to faculty members; (c) ensuring that candidates interviewing for initial appointment are informed of the procedures and criteria by which they will be evaluated; (d) considering evidence and testimony and consulting with and making recommendations to the President in the following areas: appointment of new faculty members when requested by the Vice President for Academic Affairs (**for positions in the College of Liberal Arts) or the Dean of the School of Music (for positions in the School of Music)**); retention, advancement to tenure, promotion and dismissal of faculty members; and appointment, reappointment, and evaluation of ~~school~~ department chairs, **program directors, program coordinators, the Associate Dean of the School of Music and associate department chairs**; (e) considering the legal propriety and risks of all faculty personnel procedures of possible legal concern. The committee should be informed by a lawyer knowledgeable in the application of law to institutions of higher education. No members of the Faculty Personnel Policy and Review Committee may participate at the Faculty Personnel Policy and Review Committee level in matters related to their departments or school.

Article X. Standing Appointed Committees

D Academic Standing

2. Membership. Faculty membership: Three (3) appointed representatives. Other members (voting): Registrar or representative, Vice President for Academic Affairs or representative, Dean of Academic Life or representative, **Associate Dean** of the School of Music (for music students only) or representative.

PERSONNEL POLICIES

I. Appointments

A. Part-Time Faculty Positions

1. Type

(a) Part-time Faculty Positions with Academic Rank. These positions carry titles of “Part-time Instructor,” “Part-time Assistant Professor,” “Part-time Associate Professor,” or “Part-time Professor.” “Part-time” in the title may be replaced by “Adjunct” at the discretion of the Vice President for Academic Affairs (**for positions in the College of Liberal Arts**) or the Dean of the School of Music (**for positions in the School of Music**); “Part-time” in the title may be replaced by “Senior Professor” for those formerly tenured faculty members in the semesters in which they teach part-time after retirement.

This category includes those appointed by the University who perform only part-time teaching duties as well as those employed full- or part-time for other duties at the University who are also assigned part-time teaching duties. Normally, these positions carry instructional duties (teaching, service and professional growth) corresponding to less than half the instructional workload of a full-time faculty member. The University will make such appointments in a department or several departments, in the School of Music, or in a program. Appointments are made for a specified period, typically either for a semester or an academic year, and there is no guarantee of continued employment beyond the period specified. These positions are subject to the provisions of the Personnel Policies Articles IA, IIA, VI, and VII (note: as the Personnel Policies are a document relating only to faculty members, the Articles cited apply only to the faculty portion of an appointment). In addition, Article VII of the Personnel Policies applies to persons appointed to such positions only with regard to grievances concerning dismissal or release from faculty duties. Persons holding these types of position are subject only to the parts of the Personnel Policies cited in this paragraph.

2. Policies and Guidelines For Part-Time Faculty Members

(a) Appointment. Appointments shall be made by the President or the Vice President for Academic Affairs (**for positions in the College of Liberal Arts**) or the Dean of the School of Music (**for positions in the School of Music**) after consultation with the **department chair, program director or coordinator, or Associate Dean of the School of Music** who requests such appointments. Each appointment should carry with it a designation of rank and should be for a specific semester or academic year. No announcement of courses to be staffed by part-time faculty members should be made without prior approval of the Vice President for Academic Affairs (**for positions in the College of Liberal Arts**) or the Dean of the School of Music (**for positions in the School of Music**). Contracts stating conditions of appointment should be executed in all cases, and these should make provision for possible cancellation of classes and appointment based upon low registration. The contract should include a provision for compensation for preparation time for courses that have been cancelled by the University. Appointments or contingency plans should be made in time to allow adequate course preparation, and contracts should be executed as soon as possible after agreement has been reached. A person may receive reappointment at a higher rank consistent with degree status, teaching effectiveness, professional development, and quality of service.

(d) Evaluation, Reappointment, Promotion.

The **chair, program director or coordinator, or Associate Dean of the School of Music** is responsible for annual evaluation of part-time faculty members. Student opinion surveys shall be administered every semester; copies of these surveys will be sent to the faculty member, the Vice President for Academic Affairs, and **department chair, program director or coordinator, and Associate Dean of the School of Music**, to be placed in the faculty member’s departmental personnel file. Peer evaluations, professional activities, service to the University and participation in faculty development should also figure in the annual evaluation. In determining the impact of the evaluation, the Vice President for Academic Affairs (**for positions in the College of Liberal Arts**) or the Dean of the School of Music (**for positions in the School of Music**) will consult with the department chair, program **director or coordinator, or Associate Dean of the School of Music** concerned, but, in view of the limited term of part-time teachers and of the fact that they are ineligible for tenure, the decision of the Vice President for Academic Affairs (**for positions in the College**

of Liberal Arts) or the Dean of the School of Music (for positions in the School of Music) about compensation, continued employment, and promotion is final.

B. Full-Time Faculty Positions

2. Policies and Guidelines for Full-Time Faculty Members

(a) Recruitment

Departments, interdisciplinary programs, and the School of Music are the primary agencies in recruitment to fill tenure-track and term **faculty** positions (see Article IV.A.5.b. and c. in the Faculty By-Laws).

For term positions with significant administrative responsibilities and for appointments with nominal rank the Vice President for Academic Affairs (**for positions in the College of Liberal Arts) or the Dean of the School of Music (for positions in the School of Music)** appoints search committees after consultation with the Faculty Personnel Policy and Review Committee. Such search committees will include representation from the relevant academic unit (department, school, program, or library).

(f) Teaching duties

The normal teaching duties of a full time member of the DePauw faculty **within the College of Liberal Arts** shall be equivalent to twelve contact hours per week each semester (**18 hours for applied faculty within the School of Music**) and the whole range of attendant duties involved in teaching (preparation, evaluation, and reflection) necessary to support these ~~twelve~~ hours. **Within the College of Liberal Arts, individual departments and interdisciplinary programs** are responsible for determining, with the approval of the Vice President for Academic Affairs, what counts as a normal teaching load under this general guideline. Faculty members also must teach periodically in the Extended Studies program. (See Article XXXIII of the General Policies.)

II: Periodic Evaluation

A. Annual Consultation

For purposes of ~~departmental~~ self-study, **the department chair, program director or Associate Dean of the School of Music** shall confer annually with individual members of the school or department about their role in, and expectations for, the school's or department's mission in the University. With tenure-track faculty members between interim review and tenure decision, this consultation provides opportunity to review progress toward tenure.

C. Evaluation of Faculty Members in Probationary Tenure-Track Positions

1. Following the end of each academic year of a faculty member's probationary period, he or she shall submit to **the department chair, program director or Associate Dean of the School of Music** a written annual report providing a self-reflective evaluation of his or her performance for that year relative to the criteria for tenure. A written response to the faculty member shall be made by **the chair, director or Associate Dean of the School of Music** following the consultation and written report.

2. At the end of each semester of the probationary period, faculty members shall arrange to have student opinion surveys conducted in each course, according to procedures approved by the Faculty Personnel Policy and Review Committee and the administration. These surveys will be kept with the personnel file used by the Faculty Personnel Policy and Review Committee and the Vice President for Academic Affairs **and**

the Dean of the School of Music (for positions in the School of Music). Copies will be sent to the faculty member, the chair, **director, the Associate Dean of the School of Music, (for positions in the School of Music),** ~~and~~ the Vice President for Academic Affairs **and the Dean of the School of Music (for positions in the School of Music)**

4. Interim evaluation. At the mid-point of the probationary period, an interim evaluation shall be made according to the following schedule.

Probationary Period.....Interim Review

6 years..... 3rd year

5 years..... 3rd year

4 years..... 2nd year

3 years..... At the faculty member's option unless requested by the chair, **program director, or the Associate Dean of the School of Music,** the Faculty Personnel Policy and Review Committee, ~~or~~ the Vice President for Academic Affairs, **or the Dean of the School of Music (for positions in the School of Music)**

III. Guidelines for Term, Interim, Tenure and Promotion Reviews (Article mutually agreed to by the administration and faculty)

D. Each review shall be considered first by the Personnel Committee of the ~~school or department~~ **department, program or school** (membership of the Personnel Committee is described in Article IV.A.5a of the By-Laws) and second by the Faculty Personnel Policy and Review Committee and Vice President for Academic Affairs **and the Dean of the School of Music (for positions in the School of Music)** (procedures for Personnel Committees and the Faculty Personnel Policy and Review Committee are defined in Article IV.C. and Article IV.D. respectively). Final decisions for term, interim and tenure appointments and for promotions rest with the President.

IV. Procedures for Term, Interim, Tenure, and Promotion Reviews

A. Preliminary Steps

3. The chair of the Faculty Personnel Policy and Review Committee, ~~and~~ the Vice President for Academic Affairs **and the Dean of the School of Music** shall meet with candidates preparing decision files to explain the process, to provide a schedule of deadlines and to answer questions. This meeting must occur no later than 20 in-session days before the close of the decision file, according to the schedule of deadlines provided to the candidate.

B. Preparation of the Decision Files

A decision file is constructed for each personnel case according to the stated procedures of the Faculty Personnel Policy and Review Committee. These procedures shall be distributed to candidates and chairs of departmental or school Personnel Committees, in accordance with scheduled deadlines provided by the Chair of the Faculty Personnel Policy and Review Committee and the Vice President for Academic Affairs as explained in A.3 above. With the exception of materials generated during investigative mode (as defined in C.3 and D.3 below), materials submitted to the decision file after the established deadlines are placed in a buffer file which is not available to the Personnel Committee. The candidate will be afforded an opportunity to view all materials added to the buffer file and provide a response to them in a reasonable period of time. The following persons or committees may submit materials to the decision file subject to the published deadlines:

1. The Vice President for Academic Affairs may transfer to the decision file materials from the candidate's personnel file deemed by the Vice President for Academic Affairs (***in consultation with the Dean of the School of Music for candidates from the School of Music***) to be relevant to the review as stipulated in Article III.E. The Vice President for Academic Affairs shall include in the decision file the following required materials for the review of faculty members not holding tenure as specified in Article II: the faculty member's annual reports; the ***responses made to those reports by the department chair, program director or Associate Dean of the School of Music***; peer observations; and student opinion forms. The Vice President for Academic Affairs shall include in the decision file the following required materials for the review of faculty members for promotion not linked to a tenure review: the student opinion forms from the last eighteen full credit courses (or equivalent), or all courses taught during the review period, if fewer than eighteen.

5. The Personnel Committee's report shall be sent to the Faculty Personnel Policy and Review Committee, the Vice President for Academic Affairs, ***and the Dean of the School of Music (for positions in the School of Music)***. ~~who~~ ***After approval, the report will be*** released it to the candidate.

D. Faculty Personnel Policy and Review Committee Procedure The Faculty Personnel Policy and Review Committee shall meet with the Vice President for Academic Affairs ***and the Dean of the School of Music (for positions in the School of Music)***, and make a recommendation to the President for each candidate reviewed. In reaching its recommendation the Faculty Personnel Policy and Review Committee shall follow a standard procedure that includes the following steps.

4. The Faculty Personnel Policy and Review Committee and the Vice President for Academic Affairs ***and the Dean of the School of Music (for positions in the School of Music)*** will present their tentative conclusions to each other and discuss their respective reasons with openness to any opposing points of view.

GENERAL POLICIES

B. Illness, Emergency Medical and Family Care Reasons for Absences (page 69)

Occasionally a faculty member must cancel class because he or she is ill, has a personal medical emergency, or has unanticipated family care obligations. In such cases, the faculty member should promptly inform students of his or her absence and, if feasible, provide alternative learning activities for the students. When possible, ***the department chair, program director or Associate Dean of the School of Music*** will work with faculty colleagues to provide coverage for their missed classes.

C. Inclement Weather

It is the policy of the University to remain open and continue operating during periods of severe weather. However, the University recognizes that because of hazardous conditions, some faculty members may find it difficult to report to work. If a faculty member cannot report to work because of inclement weather, he or she should promptly report this to ***the department chair, program director or Associate Dean of the School of Music***. See further information about severe weather in the Office of Human Resources' Employee Guide.

D. Reporting Missed Classes and Obtaining Approval for Extended Absences (page 70)

In addition to promptly reporting class absences to his or her students, the faculty member should notify his or her department chair, ***program director or Associate Dean of the School of Music*** of the absence and of the arrangements for covering the class. A faculty member who finds that he or she must cancel classes at the last minute may ask the department's, program's, or school's secretary to post a notice in the classroom to the students announcing that the class is canceled; such absences also should be promptly reported to

the department chair *or program director or Associate Dean of the School of Music*. A faculty member who needs to miss more than one week's worth of classes for any course should first discuss this need with the Vice President for Academic Affairs (*for positions in the College of Liberal Arts*) *or the Dean of the School of Music (for positions in the School of Music)* before completing arrangements. If, as a result of unplanned absences, a faculty member misses as much as one week's worth of classes, he or she should report this to the Vice President for Academic Affairs (*for positions in the College of Liberal Arts*) *or the Dean of the School of Music (for positions in the School of Music)* along with a summary of how the absences were covered.

VII. Classroom Observation Policy for Faculty Members on Full-time Term and Part-time Appointments

(Revised and effective December 4, 2011)

For term and part-time faculty members, peer observations serve a developmental purpose. They can also serve as evidence of teaching effectiveness when considering a request for an extension of the term or part-time appointment. No single faculty member shall do a majority of the observations. At least half of the observations shall be done by tenured faculty members. The timing of classroom observations shall be arranged by the Chair, Director, or *Associate Dean of the School of Music* in consultation with the faculty member being observed. The courses observed shall reflect the range and type of courses normally taught by the observed faculty member.* Each observation shall cover an entire session of the class. Following the observation of each course, the observing faculty member shall provide both written and oral feedback in a timely fashion to the observed faculty member. The observer shall also provide a copy of the written feedback to the Chair, Director, or *Associate Dean of the School of Music*, ~~and~~ to the Vice President for Academic Affairs, *and the Dean of the School of Music (for positions in the School of Music)* to be placed in the observed faculty member's personnel file.

IX. Conflict of Interest Policy

Article II. Definitions

5. Conflict of Interest Committee

This committee shall consist of the Vice President for Academic Affairs, *the Dean of the School of Music* and the Vice President for Finance and Administration, as well as three additional individuals designated by the President of the University.

Article III. Procedures

2. Determining Whether a Conflict of Commitment or Interest Exists

The Vice President for Academic Affairs, *the Dean of the School of Music* and the Vice President for Finance and Administration will collect the annual Conflict of Interest Disclosure Forms and will conduct an initial review of each conflict of interest disclosure to determine if a potential conflict appears to exist, or, in fact, exists.

3. Procedures for Addressing a Conflict of Commitment or Interest

a. If a conflict appears to exist, the Vice President for Academic Affairs, *the Dean of the School of Music* and the Vice President for Finance and Administration will consult with the other members of the Conflict of Interest Committee to confer, and if appropriate, discuss possible options to manage, reduce, or eliminate the conflict.

In the case of funded or potentially funded grant projects, investigators will be asked to certify their familiarity with DePauw's conflict of interest policy and disclosure requirements for each proposal submitted to an external funding source. If there is an apparent conflict to be disclosed, the investigator must complete the Conflict of Interest Disclosure Form and forward it to the Vice President for Academic Affairs **or the Dean of the School of Music.**

XIII. Electronic Communications and Acceptable Use Policy

H. Definitions

9. "University authorization," "University authorized," or authorization from the "University," or a "University official," or "University officials" means any written or oral express permission granted by one of the following University representatives: the President, the Vice President for Academic Affairs, **the Dean of the School of Music** or the Chief Information Officer.

XIX. Field Trip and Special Event Funds

Request Guidelines

Approval of requests for Field Trip and Special Event Funds will be made by email, usually within a week of submission of your request. ~~CLA~~ **College of Liberal Arts** faculty members who have questions should contact the Dean of **Student Academic Life**. ~~SOM~~ **School of Music** faculty members who have questions should contact the **Associate** Dean of the School of Music.

XXI. Hospitality Funds

Whenever possible, faculty members should use a University commercial credit card to cover expenses. ~~CLA~~ **College of Liberal Arts** faculty members should send original, itemized receipts and a signed voucher reimbursement sheet promptly to the Academic Affairs Office. ~~SOM~~ **School of Music** faculty members should submit materials for reimbursement through the **Associate** Dean of the School of Music. (Revised August 14, 2014)

XXIV. Intellectual Property Policy

Administration, Interpretation and Dispute Resolution Interpretation of this Policy

- I. Administration This policy shall be administered by the supervising vice presidents.
- II. Interpretation and Dispute Resolution All issues of interpretation and dispute resolution shall be managed by either the Vice President for Academic Affairs, **the Dean of the School or Music**, or the Vice President for Finance and Administration, or another senior officer designated by the President.

**DePauw University Faculty Meeting Minutes
February 6, 2017**

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

The meeting was called to order at 4:02 p.m. by the chair Howard Brooks.

2. Verification of quorum

The chair confirmed that the quorum was met at 4:06 p.m.

3. Consent Agenda

Approve Minutes from the December 5, 2016 Faculty Meeting

There was no request to move anything from the consent agenda to a regular item of business. The consent agenda was approved.

Reports from Core Committees

4. Faculty Priorities and Governance (Glen Kuecker)

Welcome back to a new semester. As we move forward with making committee assignments, the committee will work with the Chair of the Faculty in filling positions. We strongly encourage everyone to step forward to volunteer for committee service. Rewarding opportunities abound. Earlier today I emailed the faculty with information calling for three volunteers to serve on RAS. We need one representative from Arts, Social Science, and Math, Computational, and Natural Sciences. Please contact John Caraher if you need more information, and let Howard Brooks and myself know if you are willing to do this important work.

Written announcements: Continuing committee members are: Bryan Hanson (Faculty Development Committee), Francesca Seaman (Curricular Policy and Planning Committee), Robert Hershberger (Faculty Personnel Policy and Review Committee), Tim Good (Student Academic Life Committee), Howard Brooks (Chair of the Faculty), Pamela Propsom (directly elected), Glen Kuecker (directly elected and committee chair). The committee has a new member, Elissa Harbert (School of Music representative).

The committee meets each Wednesday from 1230-130. Spring semester our main work will focus on: [1] facilitating conversations about the university's centers; [2] recruitment, review, and retention of senior administrators; [3] confidentiality policies; and [4] CLA internal governance.

We call your attention to upcoming elections for committee positions, and encourage all to evaluate their university service obligations and volunteer for committee work.

The chair is happy to answer any questions, and wishes all wonderful start of the semester.

5. Curricular Policy and Planning (John Caraher)

A. Resource Allocation Subcommittee (RAS): Membership and Handbook Changes

The handbook charges the Curriculum Committee with appointing the members of RAS within certain broad constraints, and the committee plans to renew RAS do fall within those bounds. However, we believe it better to make the handbook language reflect more directly our plans for constituting the committee. We also believe that the existing language regarding the recommendations RAS makes does not reflect our intentions to implement a developmental model, within which "granting or not granting" requests will not

be the only possible recommendations.

Therefore, the Curricular Policy and Planning Committee moves that the faculty approves changes to the handbook language governing the function and membership of the Resource Allocation Subcommittee given below

Current handbook language:

X. **Standing Appointed Committees**
A. **Resource Allocation Subcommittee**

3. *Function.* The Resource Allocation Subcommittee (RAS) is a subcommittee of Curricular Policy and Planning Committee. RAS considers those requests for new faculty members forwarded to RAS by the Vice President for Academic Affairs, and sends to the Curricular Policy and Planning Committee their recommendations concerning granting or not granting requests. RAS shall be appointed by Curricular Policy and Planning Committee as needed.

This committee reports to and is appointed by the Curricular Policy and Planning Committee

4. *Membership.*

Faculty membership: Nine (9) appointed representatives; one from each curricular area (4), two (2) at-large representatives, and three (3) representatives from the Curricular Policy and Planning Committee.

Administrative members:

Voting: None.

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

Staff members: None.

Proposed changed text:

RAS considers those requests for new faculty members forwarded to RAS by the Vice President for Academic Affairs, and sends to the Curricular Policy and Planning Committee their recommendations ~~concerning granting or not granting requests.~~

~~*Faculty membership:* Nine (9) appointed representatives; one from each curricular area (4), two (2) at-large representatives, and three (3) representatives~~ members; the five (5) faculty members of the Curricular Policy and Planning Committee, and one from each curricular area (4). In appointing the representatives from each curricular area, the Curricular Policy and Planning Committee shall avoid appointing faculty members whose departments or interdisciplinary programs have submitted, during the current academic year, a request for a new faculty member.

The motion was approved by a show of hands.

6. Faculty Personnel Policy and Review (Meryl Altman)

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

7. Faculty Development (Susan Anthony)

Announcements:

In support of the Power, Privilege, and Diversity (PPD) requirement, Dr. Lisa Brock of the Arcus Center for Social Justice Leadership at Kalamazoo College will give a talk on Thursday, May 25, at 7:30 p.m. that will be open to all faculty and staff. Dr. Brock will lead a workshop on Friday, May 26 that will serve as the kick-off event for the Summer 2017 Learning Community made up of nine faculty who receive summer stipends to develop (or significantly revise) PPD courses, and for faculty who will serve as resource faculty for the learning community.

Faculty who wish to apply for the PPD summer stipend may use the online form for Summer Stipends (on the Faculty Development webpage) and specify that they are applying for the PPD stipend. Applications are due by April 5, 2017. Those interested in serving as resource faculty are requested to send a brief statement of interest to Susan Anthony (santhony@depauw.edu), also by April 5.

A faculty workshop in support of the International Experience (IE) requirement is scheduled for May 30, May 31, and June 1. Workshop organizers are Mona Bhan and Howard Pollack-Milgate. Details about participation will be forthcoming.

8. Student Academic Life (Tim Good)

Written announcement: The Student Academic Life Committee is addressing food scarcity for students, the university's Demonstration Policy, and a possible Honor Code.

Question from Faculty Member – What does possible food scarcity for students mean?

Response from Tim Good – Yes, you read it correctly. Student at the end of the semesters are running out of food swipes which makes them have nothing to eat. We are currently working with everyone and trying to get real numbers and address the situation.

Question from Nayhan Fancy – Would Student Academic Life look into the growing problem of students not having their required textbooks for class, and feeling like they need to have the books for the course?

Response from Tim Good – Student Academic Life will look into this matter.

Reports from other Committees

9. University Strategic Planning Committee (Jackie Roberts)

Written announcement:

The committee continues to hear brief reports from each VP/Senior advisor on organizational structure, budgetary challenges and potential initiatives in each of their areas. The four elected faculty members are working with President McCoy and the Cabinet on the new University Strategic Map and are attending the Board of Trustees meeting in Florida later this month.

Question from faculty member – To follow up from the last meeting the report was supposed to be shared in December and we are still waiting on it.

Response from Anne Harris– With the new administration we are still hearing reports and trying to still come up with plan of the strategic plan. Hopefully, by the end of the semester we will have a report.

10. Diversity and Equity Committee (Veronica Pejril)

Motion to change the Academic Handbook:

Change in the function of the Diversity and Equity Committee: ~~Deleted material in strikethrough:~~

In matters regarding diversity, inclusiveness, and equity, the Diversity and Equity Committee advises the administration and the faculty on policy; ~~presents educational sessions for all employees~~; identifies issues regarding diversity and equity in campus life and refers them to the appropriate University office and/or committee(s) for action; and annually reviews and assesses aspects of the University's efforts to attract and retain a diverse campus community.

Rationale: The committee unanimously agreed that the "presents educational sessions for all employees" clause does not reflect the work of this committee in its history. The committee believes it would be wise to consider removing this clause from our charge. While the committee's work does often help catalyze training-type sessions through its policy-advice, we aren't actually on the front-lines of that training. In light of the function of campus entities such as BIRT and BEAT, we feel this language is confusing.

The motion was approved by a show of hands.

11. Honorary Degrees and University Occasions Committee (Debby Geis)

Request for nominations for honorary degrees in 2018

Communications

12. Remarks from the President (Mark McCoy)

President McCoy explained the departure of Vice President for Admission and Financial Aid Anthony Jones. He discussed the challenging admission scene. He is excited about the work of the campus community with Dartlet and Credo and the positive impact of these efforts on the future of the university. Although we may still face difficult recruiting seasons, he is optimistic about the long term future of DePauw and our unique ability to develop students who are life-long learners and leaders.

13. Remarks from the VPAA (Anne Harris) Follow-up on salaries discussion

1. Follow-up on salaries discussion

- a. Brand new GLCA scale (from latest AAUP, with average and mean)
- b. The salary scale that we use (no one is below scale; included in letters this summer)

2. Hanover Research data

- a. Research firm to assist us with external research – discussion with Curriculum Committee re: new programs: not to approve, but to shape for our audiences
- b. Student Perception survey – an example of the work they can do; done for Admission in December of 2016

- c. Last figure: 84% of students came to college knowing what they were going to major in; 52% would go on to choose their major because of a class they took: this is a call to the 100-level introduction class – that is where the shift in majors occurs.
- d. I am working with Carol Smith to determine a site (most likely Moodle) where this, and other University-commissioned reports can reside for faculty discussion – all of these reports will be connected with a committee, which will be identified so that you can register your feedback with that committee chair (or with me, as you wish).

3. Admissions recruiting

- a. pick up from Admission conversation
- b. plan under discussion with Cindy now for departmental representative and follow-ups after visits: the personal connection is key to students' decision

4. Web sites worth checking in on:

a. Reports from the Field Blog

- i. <http://www.deansatdepauw.com/>
- ii. latest entry from Jeane Pope on the Sustainability conference (point out others)
- iii. Comes out every 2 weeks, designed to be a resource for tool kits, speakers

b. Student Support Working group

- i. Meets Tuesdays from 6-7 p.m. in Julian 300 – resource and communication
- ii. Aliza Frame and Susan Hacker – e-mail providing links to resources

5. AAC&U (DPU team: John Caraher, Curriculum Committee chair, and Tamara: presenting

- a. Tamara's success:
 - i. <https://www.insidehighered.com/news/2017/01/26/research-midcareer-professors-makes-case-support-after-tenure>
 - ii. Hopefully will present this research – incredibly well received
 - iii. Providing a language/series of trajectories to understand faculty engagement
- b. Regaining Public Trust – the main theme (ended dramatically with Jelani Cobb, professor of journalism at Columbia University, holds a PhD in History)
- c. Lots of talk of mission of education – John Dewey
 - i. *Self-Realization as the Moral Ideal* (1893)
 - ii. It is no accident that all democracies have put a high estimate upon education; that schooling has been their first care and enduring charge. Only through education can equality of opportunity be anything more than a phrase. Accidental inequalities of birth, wealth, and learning are always tending to restrict the opportunities of some as compared with those of others. Only free and continued education can counteract those forces which are always at work to restore, in however changed a form, feudal oligarchy. **Democracy has to be born anew every generation, and education is its midwife.**
 - iii. That was AAC&U – DePauw has its own story
- d. Dartlet and Credo **helping us to coalesce our passion** (mission, vision, values)

And so, I want to end on this threshold moment, as we prepare for Dartlet and Credo to present us with ideas that we will shape for DePauw's future. And I want to present to you a realization I've had about why this is intense and engaging work, about why shaping a mission and shaping lives is a passionate endeavor: **We do what we do within the blind faith of a sacred trust.**

Our predecessors could not have known who would go on to become a Republican Vice-President, or the CEO of Teach for America or an award-winning novelist, or a health care entrepreneur. Of the 23 faculty members who taught Ben Solomon, not a one knew that he would win the Pulitzer Prize in Journalism. We won't ever know which students are going to become CEOs, or federal judges, or break-through scientists; or an adoptive father of three, or a faithful friend to many, or a kind mentor to future students.

All we can do, and what we can all do, is to teach each and every one of our students towards their best contribution to the world, with faith in them and trust in the power of education.

Our motto is: the college is the light and the glory of the republic (decus lumenque rei publicae collegium) – it's just a motto (albeit a really good one) – we are now in the exciting moment of articulating and championing what it means to live it.

14. Remarks from the Dean of the Faculty (Carrie Klaus)

Applications are invited for a three-year position as Faculty Development Coordinator (July 1, 2017-June 30, 2020). To apply, please send a short (one-page) letter to Dean of Faculty Carrie Klaus (cklaus@depauw.edu) describing your interest in the position and the experiences and skills you would bring. The deadline for receipt of letters is **Wednesday, February 15**. The Faculty Development Committee will interview applicants soon after that date.

Nominations are invited for the 2016-2017 United Methodist Exemplary Teaching Award. This award, sponsored by the United Methodist Church with funds supplemented by a generous gift from George and Virginia Crane, is given to one or more faculty members each year who "exemplify excellence in teaching; civility and concern for students and colleagues; commitment to value-centered education; and service to students, the institution, and the community." Please send nominations to Dean of Faculty Carrie Klaus (cklaus@depauw.edu) by **Wednesday, February 15**. Nominations are most helpful if they include evidence of how the nominee satisfies the criteria for this award. Nominations should be no more than 250 words in length.

Additional Business

15. Unfinished Business

Motion to change the Academic Handbook:

The faculty approves a series of changes to the Academic Handbook related to the changed positions of the Dean of the School of Music and the Associate Dean of the School of Music, and to recognize the role of program directors and program coordinators. (Text of the changes is a separate document to allow our discussion to refer to specific page numbers within the changes. Copies of the document are distributed with the agenda.)

Rationale: In 2011 the nature of the position of the Dean of the School of Music was changed significantly. The Dean sits on the Presidents' Cabinet and has numerous administrative duties. This impacts the role of the Associate Dean of the School of Music. In the new configuration, the Associate Dean of the School of Music assumes many of the duties of a Department Chair. The Faculty Priorities and Governance Committee, the Faculty Personnel Policy and Review Committee, and the faculty in the School of Music considered, rewrote, revised and refined the language that is being proposed in this motion. In those areas where mutual agreement with the administration is needed, the Vice President for Academic Affairs and the Dean of School of Music have agreed with the changes.

In addition to the change in the Dean of the School of Music, in 2011, the School of Music faculty lines were set at a fixed number and removed from the oversight process conducted by the Curricular Policy and Planning Committee. The new handbook language clarifies the membership on departmental and school committees related to the personnel. The Vice President for Academic Affairs, and the Dean of the School of Music are prevented from serving on search, personnel, and full-time position request committees. The role of the full-time position request committee within the School of Music is defined in these changes. The personnel policy changes required by the elevation of the Dean of the School of Music to service on the Presidential Cabinet are also included.

In an effort to minimize motions, this new language also recognizes the role of program directors in the faculty personnel committees and the personnel process.

While the length of the text associated with these changes is significant, and many of the changes are significant, it is critical that we approve the entire set of changes to bring our Academic Handbook and academic operations into agreement.

The motion was made by Meryl Altman and seconded by Nicole Brockmann. It passed with a secret ballot: 101 yes, 6 no, and 4 abstain.

16. New Business

Motion (Rebecca Alexander, Mona Bhan, Kristina Boerger, Angela Castañeda, Nahyan Fancy, Derek Ford, Doug Harms, Glen Kuecker, Alejandro Puga)

The voting Faculty of DePauw University stands in opposition to President Trump’s Executive Order, “Protecting the Nation From Foreign Terrorist Entry into the United States.” The Executive Order is at best constitutionally questionable, potentially illegal, and enacted without due consultation with legislatures and pertinent agencies and departments of the US government.

We endorse the statement made by the Association of American Universities, <http://www.aau.edu/news/article.aspx?id=18366>

As members of the community of scholars, we oppose the Executive Order due to the significant disruption to our profession and the important role research and teaching provides society. In response to the Executive Order many universities are advising students, faculty, and staff not to travel outside of the United States. We find this consequence of the Executive Order to be an unacceptable burden, restraint, and assault upon higher education.

We find the Executive Order to undermine core values of DePauw University. It is contrary to the highest moral and ethical standards that the university’s Academic Handbook demands that we uphold. It violates freedom of religion by creating a religious test for entry into the United States. It is prejudicial to the free exchange of ideas and people. The Executive Order is hostile to the spirit and high moral purpose of accepting refugees seeking safety and security. It has created chaos, uncertainty, and fear that is contrary to the core mission of a university dedicated to international education.

We affirm our steadfast support for the rights of DePauw University’s international students, faculty, and staff.

The motion was made by Doug Harms and seconded by Mona Bhan.

Prof. Harms opened the debate with these comments:

“I want to speak in favor of this motion. Last December I shared with you that I generally avoid risks, preferring to research and study a problem, taking action only after significant contemplation. I also shared with you that I believe this is not the wisest approach to take regarding our current US Presidential administration.

Many members of our community (students, staff, and faculty) are scared to death about the promises Mr. Trump made during the election, many of which he has started to fulfill by various executive orders. I believe these vulnerable communities have every reason to be scared. I believe what these members of our community want is to know that DePauw has their back and will stand with them during these troubling and turbulent times.

It's easy to have someone's back when there is no risk involved, and I believe this is what the administration did last month regarding the decision about a Sanctuary Campus; we decided to take a safe approach, and students with whom I've spoken were extremely disappointed in this reluctance to take a stand.

Today we have another opportunity to show support to vulnerable members of our community and state publicly that we, as a faculty, oppose this executive order. Perhaps, if the executive order is found to be illegal or significantly weakened, our vote will not make much practical difference. However, I believe it will let vulnerable members of our community know that we support them, through thick and thin.

If we can't make this statement now, when the risk is relatively low, it's not clear whether or not we'll have any credibility to take a stand in the future when the stakes, and risk, may be much greater.”

The motion was approved with a secret ballot: 83 yes, 28 no, 4 abstain.

17. Announcements

A. Elections - Vacancies for elected positions on Faculty Committees will be announced by February 15. All individuals seeking to fill one of these vacancies must inform the Chair of the Faculty of their intention to seek the position by March 1.

18. Adjournment

The meeting was adjourned at 5:10.

Appendix

The handbook language changes mentioned in the unfinished business is in a separate document.

**DePauw University Faculty Meeting Minutes
March 6, 2017**

- 1. Call to Order** – The meeting was called to order at 4:04 pm.
- 2. Verification of quorum** – The required quorum was never achieved and it was not possible to conduct any business.

3. Consent Agenda - NOT APPROVED SINCE THERE WAS NO QUORUM!!

- A. Approve Minutes from the February 6, 2017 Faculty Meeting**
B. New Courses

ANTH 261, Archaeology of the Body (1 credit, SS)
ASIA 190, Topics (1 credit)
COMM 215, Theatre, Culture and Society (1 credit, AH, PPD)
FREN 303, Topics in French and Francophone Literature and Culture (1 credit)
HONR 221, Media Fellows Practicum Experience I (.25 credit)
HONR 222, Media Fellows Practicum Experience II (.25 credit)
HONR 421, Media Fellows Practicum Experience III (.25 credit)
KINS 255, Human Anatomy and Physiology I (1 credit, lab, SM)
KINS 256, Human Anatomy and Physiology II (1 credit, lab, SM)
MATH 248, Basic Principles and Methods of Epidemiology (1 credit, SM)
PHYS 190, Topics
PHYS 300, Historical Astronomy (1 credit, lab, SM)
REL 190, Topics (1 credit)
UNIV 150, The Discovery Process in Science and Mathematics (1 credit, SM)
(Descriptions in Appendix A.)

C. Course Changes

MUS 001, Concert Attendance (title change)

Reports from Core Committees

4. Faculty Priorities and Governance (Glen Kuecker)

Prof. Kuecker told those present that the committee has been involved in ongoing discussions of confidentiality policies.

Written announcement: With the input from the recent open faculty meeting, the committee is developing a series of questions to ask candidates for the position of Dean of the Faculty.

5. Curricular Policy and Planning (John Caraher)

The chair announced that prior notice could be given for items to be voted on at the April meeting, even if a quorum was not present at the March meeting.

The Curricular Policy & Planning committee offers prior notice of two proposed handbook changes. These motions will be voted on at the April meeting.

A. Pass/Fail: Catalog Change

The Committee on Curricular Policy and Planning moves to change the catalog language regarding Pass/Fail courses as follows (deletion in ~~striketrough~~):

The credit received applies toward the degree for which the student is working as elective credit only, and, with the exception of PE activity courses, does not fulfill any specific graduation requirement. Grades for a Pass/Fail enrollment are on a P-D-F scale, with P indicating performance at the C- level or above, D passing

performance below the C- level, and F failure.

Rationale: In the course of preliminary consideration of the possibility of adjusting the pass/fail policy, obsolete handbook language emerged. The clause in the second paragraph is no longer relevant as PE activity courses are no longer a graduation requirement.

B. Suspension of Jewish Studies and European Studies programs

The Committee on Curricular Policy and Planning moves to suspend indefinitely two interdisciplinary minor programs, Jewish Studies and European Studies. References to these programs shall be deleted from the catalog.

Rationale: The committee makes this motion not in the belief that these are unworthy programs intellectually, but because neither is sufficiently vibrant and compelling in its current form with current faculty involvement to justify maintaining in the catalog. Jewish Studies has had neither a coordinator nor a steering committee since the 2008-2009 academic year. European Studies does have a steering committee and students do occasionally complete the minor, but the program no longer supports its original vision. Suspending both programs allows our catalog to reflect more accurately the interdisciplinary minors that receive active faculty support.

Additional information is found in Appendix B.

6. Faculty Personnel Policy and Review (Meryl Altman)

Prof. Altman thanked the faculty for writing the personnel committee reports. She also encouraged faculty to step forward and serve on the committee in the vacant slots beginning next year.

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

7. Faculty Development (Susan Anthony)

Written announcements:

Upcoming deadlines:

April 5 - Deadline for applications for Summer Stipends and PPD Summer Stipends (online form on FDC website). Also, those interested in serving as resource faculty (who receive a modest stipend) are requested to send a brief statement of interest to Susan Anthony (santhony@depauw.edu or Carrie Klaus, also by April 5.

Workshop Opportunities in May: Save the dates!

May 22-24: Global Health (contacts: Sharon Crary and Rebecca Upton) Registration information forthcoming.

May 26th: Power, Privilege, and Diversity Workshop for a Summer Learning Community (for those faculty who have received a PPD summer stipend). In addition, those faculty members who choose to serve as resource faculty for workshop participants will be invited to attend the workshop. The one-day workshop will be preceded by a talk on the evening of May 25th; Dr. Lisa Brock of the Arcus Center for Social Justice Leadership (Kalamazoo College) will be the featured speaker, and this event is open to all. (Contacts: Susan Anthony and Carrie Klaus).

May 30th -June 1st: International Experience Workshop (contacts: Mona Bhan and Howard Pollack-Milgate) Registration information forthcoming.

8. Student Academic Life (Tim Good)

Prof. Good offered these remarks:

Statement of Shared Values discussion

DePauw's motto – decus lumenque reipublicae collegium

The college is the honor and light of the republic or

the college is the splendor and light of the common good

It does reflect what many of our students do.

The students understand our motto as “uncommon success.” But it's not a liberal arts motto; it's an individualist motto. The Latin motto is for the good of the public.

Committee member Rebecca Schindler suggested that the motto of the university could help guide us, but most of us did not know that we have a motto, much less what it is. It turns out that VPAA Anne Harris also quoted and explained this motto for us at our Faculty Institute to kick off this very academic year. So yes, we have a motto, and it will be considered as the committee addresses this issue.

Students are drafting a “Statement of Shared Values” with the leadership of the Student Body President, Claire Halffield. The Student Academic Life committee has embraced this “foundations up” approach, and will engage more directly when we have an initial report from this group. They are conducting interviews and holding focus groups. Any student can contribute to this process through Claire Halffield or Student Government.

The students will have something for the Student Academic Life committee to work with for our next two meetings, on March 16 and April 6.

We are going to propose something that has the force of an “Honor Code,” not just a Statement. It will not be limited to academics, the way that “Honor Codes” often are. At this time, the Statement is intended to apply to everyone in the DePauw community, so the Student Academic Life Committee is engaged in ensuring that everyone has an opportunity for substantive input on this Statement.

A concern was brought to the committee that previous attempts at an “Honor Code” had to be abandoned, because it was thought that students would quickly abandon such a Code if it conflicted with their Greek affiliation. The committee thinks that things may have changed enough for such a community-wide Statement to be possible now.

As is often the case, our discussion of community values touched on alcohol.

18 students last semester ended up in the hospital due to alcohol.

Blackouts. Reports of some students drinking with the intention of getting “blacked out.” A maximum amount of alcohol in one night is seen by some students as six beers AND six shots.

National trend of students engaging in riskier behaviors. However, we are seeing some higher blood alcohol levels at DePauw than at other colleges.

One initiative from the Student Academic Life office is CATS = Chapter Assisting Trained Students – run by Julia Sutherland to help with risk at registered parties. CATS trains a group of student leaders attending campus events and intervening in situations where high-risk drinking occurs, concerning themselves with the health and safety of peers partaking in alcohol consumption. Parties that use CATS get pizza and water at midnight.

Students having trouble with running out of swipes on the meal plans at the ends of semesters seems to have been addressed. The known students affected were those who lived in duplexes or apartments who were on the lowest cost meal plan, offering 3 or 4 swipes per week. Students who ran into these problems in the past worked with the office of Financial Aid to make it through the semester. No such requests were brought to Financial Aid or to the Student Academic Life office last semester.

New meal problems with the opening of Hoover Hall have revolved around food allergens. Some specific cases were brought to the attention of the Student Academic Life committee, and we have worked with Bruce Clute to begin to ameliorate these problems. A list of short-term and long-term solutions can be found in our posted minutes.

A Demonstration Policy is being written by a campus-wide committee led by Dean of Campus Life Dorian Shager. It was drafted in response to the visits by Brother Jed, so that our policies for outside demonstrators would be clearer. The Student Academic Life committee voiced concerns that such a policy could be used to silence students, and future drafts have attempted to address this shortcoming. It has been vetted by several groups, including our committee.

An issue was brought to the committee about textbooks and frustration about students not getting textbooks. Students on the committee reported that they have had courses where all the required readings have not been used. The committee concluded that we are not going to suggest any institutional actions at this time. Some ideas related to this problem were raised, such as:

This problem impacts discussion and that isn't fair to the rest of the class

What does it mean to read and cite? Do we (the faculty) adequately address reading in the contemporary culture?

What are we (the faculty) doing to make students excited about reading?

Could there be a connection to the Library, in addition to all that the Library is already doing for courses, with reserves, stocking expensive books, etc?

Reports from other Committees

9. University Strategic Planning Committee (Jackie Roberts)

Written announcement: The four elected members attended the February Board of Trustees meeting in FL. Unlike other years, there were not individual meetings (Academic Affairs, Admissions, etc.) but instead the entire Board and invited faculty met together to hear reports from Credo and Dartlet. The Strategic Planning Committee faculty are also working with President McCoy, the Cabinet, and Credo on the new University Strategic Plan. We are currently engaging the elected faculty members on the Core Committees as this plan moves forward. More specific details will be released at the April faculty meeting. Finally, the committee is working to have a revised charge and membership structure for the next faculty meeting.

10. Honorary Degrees and University Occasions Committee (Debby Geis)

Written Announcement: "The committee reminds the faculty that nominations for 2018 honorary degrees are due on Sunday, March 19. Nominators should write a sentence or two justifying the nomination and attach biographical information for the candidate. Send your nominations to the chair, Debby Geis (dgeis@depauw.edu) and/or any other committee members (Brooke Cox, David Worthington, Keith Nighthenheler, Mark McCoy, Ken Owen, Tiffany Hebb, Amy Brown (student), Katherine McKean (student))."

Communications

11. Remarks from the President (Mark McCoy)

President McCoy opened his remarks by thanking the faculty for their support and participation in the recently completed Honors and Fellows Weekend. He described it as a great weekend because of the interaction of the faculty with students and their parents.

President McCoy summarized the recent meeting with the Board of Visitors which highlighted six topics:

1. The financial situation of the university and the immediate \$4 to 12 million dollar challenge that has arisen because of smaller admitted first-year classes. President McCoy remains optimistic about the long-term future.
2. The current admission numbers are encouraging, with the largest number of deposits from admitted students already in hand. However, he remains cautious since this is the first year of the use of prior-prior tax information for the FAFSA forms.
3. The Campaign for DePauw has passed the \$300 million dollar goal, although subsections of the campaign dealing with academic programs, the DePauw trust, and student engagement are still underfunded.
4. High-risk student behavior at DePauw will undergo further discussion by a representative group from the DePauw community. President McCoy and Vice President for Student Academic Life Alan Hill will be discussing high-risk behavior in a series of meetings with Greek affiliated students.
5. The Board also heard about the work completed by Dartlet concerning the personality characteristics of DePauw.
6. The Board also received an update on the strategic mapping work being completed by Credo. The four principle areas remain: Enrollment Visibility, Culture and Community, Engagement Learning, and Unparalleled Student Success.

Prof. Dave Worthington asked President McCoy, if he was committed to the principles of the American Association of University Professors. President McCoy affirmed that he is committed to those principles.

Prof. Worthington also asked about the cost of searches for the four Center Directors. President McCoy replied that the searches were funded by specific donor support and did not impact the operating budget. The search for the Vice President for Communications and Marketing is not underwritten by donor support.

Prof. Kuecker probed the comments concerning the commitment to AAUP principles. How inclusive was President McCoy's commitment? Did he support the policy statements in the AAUP Red Book, or simply the narrow language in our Academic Handbook?

President McCoy stated that he is very positive about the need to operate under the principles of shared governance guided by the AAUP and the Association of Governing Boards of Universities and Colleges. He wants to be as transparent as he can be.

Prof. Altman asked about how content for the new web site would be solicited. She also encouraged examination of our schedule and publicity associated with events on campus.

Prof. Dana Dudle asked if the president could share any good news about the library?

President McCoy responded that he will share what he can when he is able to share. There will be good news about good things moving forward.

Prof. Dudle also expressed appreciation for the development and construction of the Justin and Darrienne Christian Center for Diversity and Inclusion.

12. Remarks from the VPAA (Anne Harris)

VPAA Harris shared remarks with the faculty concerning:

1. Comparison of faculty salaries by rank and gender.
2. Urged completion of the advising survey, deadline of March 7.
3. Expanded use of the five centers (Pulliam, Tenzer, Hubbard, Prindle, and Hartman House) at DePauw by all students.
4. Shared the announcement that the Association of Practical and Professional Ethics will have its home at the Prindle Institute.
5. Discussed the need for continued discussion about the public sphere at DePauw based on the 'rei publicae' portion of our motto.

Additional Business

13. Announcements

A. Prof. Doug Harms made the following announcement:

Code TEAL is a student organization addressing the problem of sexual assault on campus, and I offered to make a few announcements about upcoming events to the faculty.

On Wednesday evening, March 8, from 7:00-8:00 in Meharry Hall, Code TEAL will sponsor a panel discussion concerning sexual violence, campus climate, men's role in addressing these issues, and the concept of consent. The panel will consist of a representative from each fraternity. It will be an open discussion mostly led by the panelists, but audience members are welcome to participate as well.

April is Sexual Assault Awareness Month, and during the week of April 10th Code TEAL will sponsor several events about sexual assault; I will send email about these events as they become finalized, but I wanted to give everyone a heads-up now.

On a related note, I have found that Code TEAL students are very happy to have faculty attend events and get involved with this important issue. I realize that we're all very busy and can't possibly attend every scheduled event on campus, but I encourage everyone to participate in as many Code TEAL events as will fit in our schedules.

B. Elections - The regular nomination period for elected positions has closed. The nominees at this time are:
University Strategic Planning (two positions open): Julia Bruggeman, Rick Provine, Francesca Seaman

Faculty Priorities and Governance: Francesca Seaman, David Worthington

Curricular Policy and Planning: Humanities area: David Alvarez, Francesca Seaman

Social Sciences area: VACANT

Faculty Personnel Policy and Review Mathematical, Computational and Natural Sciences: Rob West

At-Large (three positions open): Jeff Hansen, **VACANT1, VACANT2**

Faculty Development Committee: Arts area: VACANT

Mathematical, Computational and Natural Sciences: Naima Shifa

Student Academic Life (two positions open): Rebecca Bordt, **VACANT**

Grievance Committee (for 2/1/18 through 1/31/19): Most positions open, including at least one of each type in each curricular area, but the Chair of the Faculty is concerned with filling committees first.

Parliamentarian: VACANT

GLCA Council Representative: VACANT

Ballot will be distributed on March 13. Preferences for service on appointed committees are due by April 8 (a Saturday), prior to the April faculty meeting on April 10.

18. Adjournment Since the meeting never reached a quorum. There was no motion to adjourn.

Appendix

Appendix A.

New Courses with Description

ANTH 261, Archaeology of the Body (1 credit, SS)

This course examines archaeological and physical anthropological research on the human body. The course considers how such research is carried out, what it contributes to our understanding of ancient societies, and the ethical issues unique to the study of human remains. Topics discussed include mortuary ritual, the relationship between the living and the dead, prehistoric warfare, and skeletal markers of disease. Prerequisites: ANTH 151, ANTH 153, sophomore standing, or permission of instructor.

ASIA 190, Topics (1 credit)

COMM 215, Theatre, Culture and Society (1 credit, AH, PPD)

Theatre, Culture and Society explores representations of social identity, culture, and ideology in live performance and film with special emphasis on issues of race, gender, class, and sexual identity. Live performances and historical performance descriptions are considered as texts to be 'read' within cultural contexts, alongside mediated events, such as film, television, or novels, with special focus on performance traditions of non-dominant social groups from cultural, critical, historical, and theoretical perspectives. The course also explores the role of the audience, historical performance, and strategies for recognizing, reinforcing, or subverting conventional depictions of power and ideology.

FREN 303, Topics in French and Francophone Literature and Culture (1 credit, may be IE or PPD)

HONR 221, Media Fellows Practicum Experience I (.25 credit)

Project-based practicum experience for Media Fellows sophomores. Students work in groups with university and community organizations on media-related projects such as: marketing, public relations, video production, audio production, podcasting, etc.

HONR 222, Media Fellows Practicum Experience II (.25 credit)

Project-based practicum experience for Media Fellows sophomores. Students work in groups with university and community organizations on media-related projects such as: marketing, public relations, video production, audio production, podcasting, etc.

HONR 421, Media Fellows Practicum Experience III (.25 credit)

Project-based practicum experience for Media Fellows seniors. Students work as project leaders for projects with university and community organizations such as: marketing, public relations, video production, audio production, podcasting, etc. These seniors will oversee Media Fellows sophomore students taking HONR 221.

KINS 255, Human Anatomy and Physiology I (1 credit, lab, SM)

An integrated study of the normal function and structure of organs and organ systems in the human organism with some exploration of comparative/ pathophysiology to reinforce concepts of normal physiological function. Topics include examining the fundamental principles of homeostasis, biochemistry, cell biology, and energy metabolism, followed by histology, integumentary, skeletal, muscular, and nervous systems. Includes laboratory. Prerequisite: one course in biology or KINS 100.

KINS 256, Human Anatomy and Physiology II (1 credit, lab, SM)

An integrated study of the normal function and structure of organs and organ systems in the human organism with some exploration of comparative/ pathophysiology to reinforce concepts of normal physiological function. Topics include examining the cardiovascular, endocrine, lymphatic, respiratory, urinary, digestive and reproductive systems. Includes laboratory. Prerequisite: Anatomy and Physiology I or with instructor permission.

MATH 248, Basic Principles and Methods of Epidemiology (1 credit, SM)

This course provides liberal arts students with the concepts and principles of epidemiology, the basic scientific discipline of public health. Students review the basic logic of epidemiologic studies, learn mathematical skills needed in epidemiology, find out about the ongoing collection of epidemiologic data, and consider the criteria of causality. Students also study the various epidemiologic study designs from a theoretical and practical point of view. This course emphasizes on analytic inference. We point out the strengths, limitations, and applications of these study designs. Also, we address the sources of error, particularly the biases that may invalidate epidemiologic studies. Reviewing epidemiologic studies introduces the principles and methods of epidemiologic investigation, including the patterns of illness in populations and research designs for investigating the etiology of disease. Analytical skills introduce students to quantitative measures to determine risk, association and procedures for standardization of rates. And research methods include the development of research questions; overview of epidemiologic study designs; sampling, sample size, and selection bias; techniques for data collection, sources of secondary data and the evaluation of measurement and information bias; confounding; techniques for simple and stratified analyses; and an introduction to mathematical modeling in epidemiology. Prerequisite: One course from Math 136, Math 151, Math 141, ECON 350, PSY 214 or BIO 375.

PHYS 190, Topics

PHYS 300, Historical Astronomy (1 credit, lab, SM)

This course explores the development of mankind's understanding of the universe. We will follow the development of astronomical thinking from ancient cultures to the time of Newton. This course places emphasis on the tools, techniques and discoveries relevant to the development of astronomy. Topics include calendars, sundials (we'll spend some time making some of our own), astrolabes (we'll also make some of these), lunar and solar eclipses, the use of a

quadrant and a horologium nocturnum, precession of the equinoxes and the Ptolemaic and Copernican planetary models. There is an accompanying evening lab for the course which will often involve observing the sky. The only prerequisite is high school algebra and trigonometry.

REL 190, Topics (1 credit)

UNIV 150, The Discovery Process in Science and Mathematics (1 credit, SM)

This course introduces students to multiple scientific disciplinary perspectives in the context of exciting discoveries in science and their impacts. The course has multiple modules taught by different faculty members from at least three different science and math departments. Each module examines a disciplinary approach to hypotheses, data collection, and interpretation so students can experience and understand the discovery process. Faculty members coordinate transitions between these modules as well as assessment across modules, and students compare and contrast the disciplinary approaches to gain a more sophisticated understanding of how science is conducted in different fields. The course also emphasizes the relevance of the discoveries to students' lives.

Appendix B.

Supporting Materials concerning Jewish Studies and European Studies

We provide the current catalog language for Jewish Studies and European Studies in order to keep a record of these in the faculty meeting minutes. Should a group of faculty in the future wish to revive either program this catalog language may serve as the basis for these offerings.

Current Jewish studies catalog language:

Jewish Studies

DePauw University offers an interdisciplinary minor in the area of Jewish Studies.

Requirements for the minor are: 5 courses including REL 244 and at least one course at the 300-400 level. One course should be chosen from approved courses in each of the following three areas: a) social science and history or archaeology; b) literature and the arts; and c) religious studies and philosophy. Two of these courses, in addition to REL 244, should be core courses. See website for additional information.

Current European Studies catalog language:

European Studies

DePauw University offers an interdisciplinary minor in the area of European Studies.

Requirements for the minor include language proficiency in a modern Western European language other than English (minimum 4th semester proficiency) that suits the logical and coherent grouping of the five courses for the minor. The language requirement can be fulfilled by coursework, placement tests, or approved off-campus study programs. The five courses for the minor must include a minimum of 2 core courses from ARTH 131, 132, 201, ENG 261, HIST 100, 111, 112, 201, 342, PHIL 215, 216, POLS 150, 230, 254; and a minimum of 3 elective courses in at least two different disciplines in Art History, Classical Studies, Communications, Economics, English, History, Modern Languages, Music, and Political Science. Contact the program director for specifics.

In cases where a student wishes to propose a modern Western European language not taught at DePauw at the 4th semester level, the student must arrange for proficiency testing (and cover any cost involved) with the Modern Language department. If needed, such testing may be arranged (with approval) from <http://www.languageTesting.com> or another off-campus resource.

**DePauw University Faculty Meeting Minutes
April 10, 2017**

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

The meeting was called to order at 4:01 p.m.

2. Verification of quorum

The chair verified that the quorum was met.

3. Consent Agenda

D. Approve Minutes from the February 6, 2017 and March 6, 2017 Faculty Meetings

E. New Courses

ANTH 261, Archaeology of the Body (1 credit, SS)

ASIA 190, Topics (1 credit)

COMM 215, Theatre, Culture and Society (1 credit, AH, PPD)

FREN 303, Topics in French and Francophone Literature and Culture (1 credit)

HONR 221, Media Fellows Practicum Experience I (.25 credit)

HONR 222, Media Fellows Practicum Experience II (.25 credit)

HONR 421, Media Fellows Practicum Experience III (.25 credit)

KINS 255, Human Anatomy and Physiology I (1 credit, lab, SM)

KINS 256, Human Anatomy and Physiology II (1 credit, lab, SM)

MATH 248, Basic Principles and Methods of Epidemiology (1 credit, SM)

PHYS 190, Topics

PHYS 300, Historical Astronomy (1 credit, lab, SM)

REL 190, Topics (1 credit)

UNIV 150, The Discovery Process in Science and Mathematics (1 credit, SM)

(Descriptions in Appendix A.)

F. Course Changes

MUS 001, Concert Attendance (title change)

D. Power, Privilege and Diversity Courses

FREN 201, Intermediate French 1

FREN 202, Intermediate French II

FREN 303, TPS: Queer Francophone Identities

EDUC 390, Border Pedagogies

HIST 275, African American History

E. International Experience Courses

WGSS 262, Transnational Feminisms

REL 258, Buddhism

REL 259, East Asian Religions

ARTH 135, East Asian Art Survey II

ARTH 232, Warrior Art of Japan

HIST 290, TPS: Latin America

The consent agenda was approved.

Reports from Core Committees

4. Faculty Priorities and Governance (Glen Kuecker)

Written announcement: Faculty Priorities and Governance Committee has been enjoying a significant uptick in its workload since the March meeting.

We now have a draft of Handbook language that will establish a formal processes for the recruitment, review, and retention of senior administrators, which include a clearly defined faculty role in the process. The draft is being worked by the committee, and we anticipate sending it to the President for review and consideration. The committee will use the draft as the basis for conversation with the President about final Handbook language. Our goal is to have the language ready for advance notice in the May faculty meeting, so that the faculty can vote on it in the September meeting. While the recruitment, review, and retention of senior administrators is the prerogative of the administration and Board of Trustees, the Handbook language is mutually agreed upon with the faculty. The committee also completed its consultative role in the selection of the Dean of the Faculty. We hope to move forward with establishing guidelines for university confidentiality policies.

The committee is engaged with President McCoy in discussions about shared governance, especially as they pertain to recent leadership changes in the School of Music. The President has called on the committee to support the VPAA and ASDOM (associate dean of the school of music) as they perform the Dean of School of Music function until an Interim Dean can be hired. The committee meet with President McCoy on March 22 to discuss the processes leading to the SOM leadership change, and to express its concerns about shared governance. The committee decided to include the meeting summary in the agenda as our reporting out.

*Faculty Priorities and Governance Committee
Summary Minutes for March 22, 2017*

As this meeting engaged confidential topics, the committee has opted for a summation of items covered during the meeting. The summary excludes material that has confidential content.

The Faculty Priorities and Governance Committee met with President McCoy. All committee members were present except for Elissa Harbert, who was away from campus. Regardless, She is recused from recent discussions concerning School of Music.

The meeting opened with a statement from the committee to President McCoy concerning the dismissal of the Dean of School of Music, the challenging state of the university, a request for the president to share his views about the current state of affairs, a call for enhanced shared governance in the recruitment, review, and retention of senior administrators and a reform of university confidentiality policies.

President McCoy provided an explanation to the committee about the context for the dismissal of the Dean of School of Music, which included his analysis of the internal issues within the School of Music, his experiences as Dean of School of Music, university processes for reviewing the Dean of School of music, and his view on how to move forward. President McCoy shared confidential information about the events and processes leading to the dismissal of the Dean of School of Music. The President shared that the decision was neither quick nor rash and was in response to concerns brought to him from various constituents within the music school.

Committee members explained that they had been under the impression that the School of Music was moving in positive direction, and therefore the leadership change came as a surprise. The committee stated how this surprise reflects deeper issues with university shared governance and confidentiality policies, and it advocated for continued work on shared governance.

President McCoy endorsed a process of mediation as a step forward with the School of Music. President McCoy also affirmed Dr. Adler's continuing faculty status.

The committee and President McCoy agreed to continue working on creating formal processes for including faculty in the recruitment, review, and retention of senior administrators whose positions pertain to the academic mission of the university and to reform university confidentiality policies.

At the end of the meeting President McCoy requested that the Chair of the Faculty and Chair of Faculty Priorities and Governance Committee send an email to the Board Chairman advising that he had meet with the committee. The chairs sent an email that afternoon.

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

Later in the meeting, faculty asked for the opportunity to ask some questions to the Governance Committee. Professor Pam Propsom represented the committee.

Prof Dana Dudle: Who are senior administrators?

Prof. Pam Propsom (with assistance from the Chair of the Faculty) replied: President, VPAA, VPSAL, Dean of School of Music, Dean of Faculty, Dean of Student Academic Life, Dean of the Libraries

Prof. Dudle: Why did the Governance committee send a letter to the BoT chair?

Prof. Propsom: The president requested the letter to confirm the meeting and the discussion of process and shared governance with faculty concerning administrators with significant roles in the academic mission of the university.

Prof. Rich Cameron: I appreciate the need for confidentiality, however has the committee established a procedure for handling confidentiality?

Prof. Propsom: Nothing has been established at this time.

Prof. Cameron: Did the committee investigate the dismissal of the Dean of the School of Music?

Prof. Propsom: The committee did not investigate. MM did share an explanation for the dismissal.

Prof. Cameron: Did the committee receive any specific documentation from other sources about the dismissal?

Prof. Propsom: No, the committee did not receive documentation from any other source.

5. Curricular Policy and Planning (John Caraher)

The Curricular Policy & Planning committee offers two proposed handbook changes to be voted on at the April meeting.

C. Pass/Fail: Catalog Change

The Committee on Curricular Policy and Planning moves to change the catalog language regarding Pass/Fail courses as follows (deletion in ~~strikethrough~~):

The credit received applies toward the degree for which the student is working as elective credit only, and, with the exception of PE activity courses, does not fulfill any specific graduation requirement. Grades for a Pass/Fail enrollment are on a P-D-F scale, with P indicating performance at the C- level or above, D passing performance below the C- level, and F failure.

Rationale: In the course of preliminary consideration of the possibility of adjusting the pass/fail policy, obsolete handbook language emerged. The clause in the second paragraph is no longer relevant as PE activity courses are no longer a graduation requirement.

The motion was approved by a show of hands.

D. Suspension of Jewish Studies and European Studies programs

The Committee on Curricular Policy and Planning moves to suspend indefinitely two interdisciplinary minor programs, Jewish Studies and European Studies. References to these programs shall be deleted from the catalog.

Rationale: The committee makes this motion not in the belief that these are unworthy programs intellectually, but because neither is sufficiently vibrant and compelling in its current form with current faculty involvement to justify maintaining in the catalog. Jewish Studies has had neither a coordinator nor a steering committee since the 2008-2009 academic year. European Studies does have a steering committee and students do occasionally complete the minor, but the program no longer supports its original vision. Suspending both programs allows our catalog to reflect more accurately the interdisciplinary minors that receive active faculty support.

Additional information is found in Appendix B.

The motion was approved by a show of hands

6. Faculty Personnel Policy and Review (Meryl Altman)

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

7. Faculty Development (Jim Mills)

Written announcements: In response to faculty interest, and to provide increased flexibility in Faculty Fellowships, FDC will now consider proposals for two-year Faculty Fellowships (in addition to the usual three-year fellowships). Using the same on-line form, interested faculty may propose projects that are appropriate for a two-year time frame.

Extended deadline to April 19 for Power, Privilege and Diversity Summer Stipends.

Prof. Jeff Kenney informed the faculty of changes in the Faculty Achievement Celebration event and recognition of significant accomplishments.

8. Student Academic Life (Tim Good)

Student Academic Life Committee Report to Faculty 4/10/2017

The Office of Student Academic Life gave a presentation to the committee on alcohol trends at DePauw. Some areas of note include:

- 1 - DePauw student drinking rate is higher than the national average for college students, higher than other Indiana colleges, and trending upward among students as a whole and among underage students.
- 2 - Future research will try to identify factors to reduce high-risk drinking. For example, increasing the number of classes meeting Friday mornings; banning alcohol at sporting events (e.g., tailgating); enforcing the 21YO drinking age with citations; working with IFC on beverage serving procedures; working to allow kegs (since high BAC's usually come from hard alcohol); alcohol screening during health care visits.
- 3 - Students seem not to realize how much they are drinking, nor how long it takes for their BAC to return to zero.

The Student Academic Life Committee proposes having an open faculty meeting with this presentation and to discuss strategies to counter over-drinking & encourage departments to have more classes before 10, especially on Fridays.

3. Discussion of changes to New Student Orientation with Dave Berque, which he will cover later in this meeting. The Student Academic Life Committee offered input into the common reading choice. This committee may take on responsibility for forming an ad hoc common reading committee in the future.

Student Body President and committee member Claire Halffield continues her progress with the student group working on a new statement of shared values.

Based on a short survey was e-mailed to faculty and students, the student working group has a provisional list of ten or so shared values. They will offer a draft for the April 27 meeting of the Student Academic Life Committee.

Initial categories the student group is working with include, in no particular order:

- 1 – Social consciousness/inclusion/open-mindedness;
- 2 – Morality/work ethic
- 3 – Diversity
- 4 – Unity/connectedness/collaboration
- 5 – Solidarity/compassion/empathy
- 6 – Trust
- 7 – Dedication/commitment
- 8 – Genuineness/authenticity
- 9 – Support/accommodation/service
- 10 – Exploration/creativity/intellectual curiosity
- 11 - LOVE

Dorian Shager, Dean of Campus Life, and Renee Madison, Senior Advisor to the President for Diversity and Compliance and Title IX Coordinator, offered updates to the Campus Demonstration Policy. The Student Academic Life Committee confirmed that the updates concurred with our earlier comments and concerns.

Reports from other Committees

9. University Strategic Planning Committee (Jackie Roberts)

Written announcement: The Strategic Planning Committee continues to work with President McCoy, the Cabinet, and Credo on the new University Strategic Plan. The four elected faculty members will be attending a full day meeting with Credo on Wednesday, April 12th with open meetings to follow. We also continue to work on a revised charge and membership structure for this committee.

Communications

11. Remarks from the President (Mark McCoy)

President McCoy provided an update on the admission season. He thanked the faculty for their participation in the accepted student visitation day on April 8. The changing variables: housing incentive, change in FAFSA application, etc., make it difficult to compare admitted students year-to-year. Our numbers are down from last year at this time, but we had a lot of melt over the summer. Our admitted number is higher than in many earlier years.

President McCoy announced that the Strategic Planning Committee would be participating in the work with Credo on our strategic map on April 12.

President McCoy addressed the challenges facing our community, and the Student Academic Life committee, dealing with high-risk behaviors associated with alcohol. Alcohol is a problem everywhere, but we have higher than the average number of alcohol related problems. There is a need to address kegs on campus, especially since kegs help to reduce the consumption of hard liquor.

The President acknowledged some significant financial gifts to DePauw. Luis and Deborah Davila gave the \$750,000 for global engagement. Tim and Sharon Ubben gave \$12 million for the Robert G. Bottoms Development and Alumni Building. Don and Barbara Daseke agreed to direct a portion of their pledge to complete the necessary funding for the library, currently estimated to be \$18M million.

At the conclusion of his remarks, the President responded to questions.

Prof. Cameron – Did the change of the Dean of the School of Music impact the incoming class size?

President McCoy– Small numbers make it hard to compare. Currently down from last year, but equal to the year before. Final class size was larger two years ago.

Prof. Cameron - What will be the process for selecting the Interim Dean?

President McCoy - The process will be through the VPAA, who is currently working with the ADSOM to maintain operations for the rest of this year. The administration is listening to the SOM faculty for their input.

12. Remarks from the VPAA (Anne Harris) – Remarks from Jeannie Pope –

1) Jeane Pope discussed the Ullem Farm gift –

I am here to follow up on the announcement that Mark made in a Friday email about an incredible gift that Scott and Beth Ullem have made to DePauw. This is going to provide new opportunities for innovation across the disciplines and will be both connective and inspiring for students, faculty, and ultimately the Greencastle community. Before I provide more details about those opportunities, I'd like to both thank the team that developed the proposal for the Ullems and provide a little bit of the history of DePauw's farm for those of you who don't know it.

First, I want to acknowledge the great work of what was truly a University-wide effort from Anthony Baratta, Dick Vance, Warren Whitesell, Malorie Imhoff, Chris Hoffa, Dorian Shager, Andy Cullison, Emily Chew, Anne Harris, Brad Kelsheimer and Melanie Norton, and myself. Secondly, for those of you who don't know, I just want to highlight that the farm is a **student-originated project**. Several years ago, students interested in sustainability & local food worked with faculty and staff to get this started. And for the last several years, hundreds of volunteers have enjoyed made it possible to produce the hundreds and hundreds of pounds of fruits and vegetables that have been served by Bon Appetit. I think that as we consider the future, it's important to remember that all of this came to be because of the passion of students because offering opportunities for student empowerment is one of the key features of sustainability at DePauw. Finally, thank you to Jim Benedix, Lili Wright and Peter Graham, and other early faculty supporters of the farm concept.

Now, turning to the future of the farm, I'm excited to say that next summer (2018) we will be planting in a new location that is much more accessible. Additionally, it offers more space in the near term and more room for significant expansion in years to come. The reason we are waiting until next year is because this summer Facilities will be building a barn and a multi-use, indoor-outdoor teaching space for farm and sustainability classes and programming. As part of their gift, the Ullems have provided funds for faculty develop to help better integrate the farm into the academic culture. So, for example, plans are in the works for a summer workshop in 2018.

So, come fall, there will be multiple opportunities for faculty and students to think and dream about the possibilities of food and growing. In the meanwhile, the Office of Sustainability is hosting two listening

sessions at the end of this month. The first will be Monday, April 24 at 4 in Julian 147 and the second will be Wednesday, April 26 from 11:30 – 12:15 in the Student Organization space downstairs in the UB.

2) VPAA Harris discussed the Asher and Davila gifts

- promising horizon lines for us and our students
- Many thanks to Melanie Norton for her partnership, wonderful conversations with Dr Asher which affirm his past gifts:
 - Asher Psychology Fund, Asher Social Science Fund, Asher Humanities Fund, Asher Science Fund, and now the Asher Office of Undergraduate Research
 - Dr. Asher will be here on May 1 at 3 p.m. for a reception in his honor – we look forward to honoring this most steadfast benefactor to our academic enterprise
- Many thanks to Steve Setchell for our partnership for the DaVila gift – its support of the on-going work of the International Experience requirement and the Global Citizenship conference, as well as support of students who have never been out of the country.
- When our energies align, we are a powerfully transformative institution, and I am moved to think of the students whose lives will change, whose own horizon lines will expand, as the result of these concerted efforts.

3) Announcement of Faculty Development Co-ordinator

First, I would like to thank **Jeff Kenney** for

- inaugurating the 1st and 3rd Wed. lunches which brought us together in unprecedented ways, w/ broad support throughout our professoriate for teaching & research
- connecting us to each other and to opportunities within the effervescent complexities of the GLCA (Global Crossroads, Teagle grant and more)
- unflagging advocacy, modeled in his own expansive and driven research and teaching, for faculty development and a sustained trajectory of excellence for all faculty

Thank you also to the Faculty Development Committee – based on their recommendation and strong endorsement for

Nahyan Fancy as the next Faculty Development Co-ordinator, bringing ideas forward for

- a new faculty orientation that lasts throughout the year
- a commitment to Faculty Forums and centralizing our academic events
- interdisciplinary work
 - from Commons Project for Science and Religion in 2006
 - to the March 2017 Science, Technology, Medicine and Society Undergrad. Conf.
- fostering the existing partnership with W,Q, S co-ords, Grants Director, and the Dean of Faculty– one of the most robust faculty development programs in the GLCA
- I very much look forward to working with Nahyan, to supporting the partnerships he will foster and develop, and to furthering all aspects of faculty development with him.

4) Announcement of Dean of Faculty

First, I would like to thank **Carrie Klaus** for

- Working with me and so many others in strong and communicative partnerships that have seen so many initiatives through (from the OURSCA to Diversity and Inclusion work to the successful search for our grants director)
- Connecting faculty with opportunities and developing applications and preparations, and smoothing out bureaucracies to make Fulbrights, ACLS grants, SEED workshops, Anti-Racist Pedagogy Across the Curriculum workshops and so much more possible
- Approaching her time and purpose with every faculty member with full attention and focus, and a complete commitment to his or her success – she has been advocate, champion, creative problem solver, companion, and expert in all she has done, and I thank her deeply.
- As Carrie prepares for a long-delayed and most-welcome sabbatical, I have been seeing the stack of Interlibrary Loan books growing appreciably in her office, and I am as deeply glad for her as I am deeply grateful to her for all that she gives to DePauw and its faculty.

Many thanks to the Governance Committee for our partnership, for their hosting an open faculty meeting about the Dean of Faculty position and providing the candidate that emerged with an interview. Two weeks ago, Glen

communicated the Committee's (in his words) "unanimous endorsement" of **Tamara Beauboeuf** as the next Dean of Faculty

She brings the following experience and commitment to the position:

- participation in the HERS Institute (Higher Education Resource Services) workshop
- a commitment to faculty trajectories and to faculty community both – in terms of labor, wellness, time, fulfillment (all issues you may have heard her discuss over the years) – staying engaged in our shared endeavor, for our students
- the organization of many conversations on campus, last year: American Whiteness series
- most recently, she has shaped the role of Faculty Career Mentor, which she will build upon as Dean of Faculty, looking to the long-term thriving of faculty at every stage of their career
- I invite you to hear her research on mid-career faculty this Thursday, April 13 at 4 p.m. (chairs and directors and others with commitments, we will record it for you).
- I am thrilled to enter into this partnership with a community organizer, a faculty advocate, a transformative teacher, an accomplished scholar, a committed colleague, and a constant source of inspiration and encouragement, whom I now invite to address you.

Tamara's Comments:

I am very excited to begin this work. It's new in some regards but not in all. I've long been interested in the faculty life cycle -- how we grow as teachers and scholars over the many years and stages of our careers. As I move into the Dean of Faculty role, I will be building on my faculty career mentor work. This has been my outreach to pre- and post-tenure faculty peers through individual meetings, group conversations, and writing communities. It's been my place of joy over the last two years..

My work as Faculty Career Mentor has been deeply shaped by the research I've undertaken with two peers at Kenyon and Grinnell. Participating faculty have provided much insight into the post-tenure period, which is the longest and least-charted part of our career. We are traveling to each of the campuses to present our preliminary findings, solicit feedback, and say thank you for your investment in our work. On behalf of my collaborators, I invite you -- whether or not you participated, and whether or not you are post-tenure -- to join us in the Wallace-Stewart Commons this Thursday, April 13, at 4:15 p.m. Cookies and coffee provided.

13. Exemplary Teaching Award (Carrie Klaus)

United Methodist Exemplary Teaching Award 2016-2017

[Prof. Jason Fuller]

The recipient of the 2016-2017 United Methodist Exemplary Teaching Award for "excellence in teaching; civility and concern for students and colleagues; commitment to value-centered education; and service to students, the institution, and the community" has been a faculty member at DePauw University since 2004.

Colleagues praise his important contributions in teaching and in service both to his home department, which he currently chairs, and to the interdisciplinary program that he directs. Even more impressive, and humbling, are the words of his past students, who submitted powerful letters in support of his nomination.

One past student comments, "As I write this, I am in Kuala Lumpur, Malaysia. I am only here due to [this professor] recommending one day after class that I should apply for a Fulbright scholarship. [. . .] Whenever I am asked, 'Why did you apply?' by fellow English Teaching Assistants, I always discuss how DePauw and [this professor] opened doors for me. He gave me the courage to go after goals that I did not consider I had the potential to achieve."

A past student now a faculty member at Ithaca College writes, "Beyond just the subject matter, his teachings moved me to become more of an introspective and reflective individual. [He] made me a better human being."

Another past student, currently in a master's program in Advanced International Studies at Johns Hopkins University writes similarly that "His engagement with the class (and with me personally) was like no other. I

became interested and passionate about a subject I had no knowledge of. [. . .] I had to prepare for a new challenge at every lesson, and this process accelerated my development as a student and [as a] person.”

Students describe transformative experiences in his classrooms. A DePauw alum currently interviewing at medical schools writes that, through the courses he took with this professor, he went from “seeing religion as fundamentally misguiding people to [seeing it as] a way of knowing about the universe and seeking knowledge.”

A recent recipient of a Master of Theological Studies from Harvard Divinity School writes that “[This professor] is a brilliant, eloquent, and thoughtful instructor. His ability to translate [. . .] concepts from South Asian religious traditions for a general audience is unparalleled. An excellent judge of intellectual ability, he astutely tailors his expectations to students’ capacities, motivating them to achieve their next potential level of intellectual understanding. He also possesses an extensive breadth of knowledge, not only across religious traditions, but across multiple disciplines and theoretical approaches to the study of religion.” This student concludes, “I have had the privilege of studying with many impressive professors at DePauw, Harvard, and elsewhere, and [this professor] continues to be my benchmark for teaching excellence.”

Another student who went on to Harvard, in this case for a master’s degree in South Asian religions, recalls that this professor “was never too busy to assist me. Whether it was a question dealing with the semantic minutiae of a translated text, a last-minute plea for a recommendation letter, or more nebulous advising conversations about where to go post-graduation, [he] always found the time despite juggling numerous obligations. Without hyperbole, the number of recommendation letters he has authored for me [. . .] must be nearing the triple digits.”

Students report that this professor’s teaching exemplifies the idea that studying the liberal arts means learning about oneself. One past student writes, “ultimately, we weren’t sitting in a classroom on the third floor of the Julian Science Center to learn about strangers in a strange land. We were learning about Hinduism, Sikhism, Islam, and Buddhism to learn about ourselves.”

Another remarks, “If given the option I would give him a medal for [being] the kindest and most caring professor I have had the privilege to study under.”

A 2016 graduate of DePauw recalls that “He not only taught the importance of understanding other religions and cultures, but also appreciating them. When the two are combined, there is a greater sense of community among people, and [this professor] helps create community amongst his students.” This student adds that “This was really important and beneficial for me especially during my senior year dealing with so much racial division on campus. I could always go to [this professor] to have open and honest conversations about campus climate and ways of navigating through those hard times.”

In addition to his teaching, this faculty member has worked closely with students outside the classroom, perhaps most notably with the Yoga and Meditation Club and the South Asian Student Organization.

I will conclude with two last comments from students. First, from the student in Kuala Lumpur, who writes, “I hope whoever reads this knows that [this professor] is pure gold
[. . .] I’m forever thankful for his presence in my life and hope that he is able to impart wisdom and friendship indiscriminately for years to come at DePauw.”

And, finally, from the student with a master’s degree in South Asian religions from Harvard, “Ultimately, I feel that the experiences I have had with [this professor] are emblematic of why a young person would choose to go to a rural liberal arts college.

[. . .] Much as a third Michelin star denotes that one should travel to a country just for that restaurant, so should a young person go to DePauw just [to study with] **Jason Fuller.**”

Please join me in congratulating Professor Jason Fuller.

14. Update on New Student Orientation and Course Selection (Dave Berque)

Update on New Student Orientation

April 10th, 2017

I am happy to provide a high-level update of several key changes that are planned for new student orientation for the class of 2021.

The group that plans new student orientation each year is called the “Transition Team” and is chaired by First year Class Dean, Cara Setchell. I want to start by thanking Cara and the other team members for their work in planning orientation. I also want to thank the Advising Committee, The Writing Curriculum Committee and the Student Academic Life Committee, and several administrative offices and areas for providing representatives and/or input to the Transition Team.

We will provide more detailed information by email soon, but for now I want to alert you to five changes at a high level.

1. One of our key goals in revising new student orientation was to provide more time during orientation to better frame DePauw values, both academic values and community values. Another goal was to avoid making a tight orientation even tighter. Toward this end, we have lengthened orientation by one day. **New students will move in on Friday instead of Saturday.** We will still have a convocation for new students, families and faculty on move-in day (which is now Friday). One way to think about this: Friday is the new Saturday.
2. As you know, for years, Faculty Institute has taken place on the Friday morning before classes start. More recently, a Staff Institute has been held the day before on Thursday. To recognize and develop the partnership between faculty and staff, and to provide opportunities for us to discuss areas where we can collaborate, we are inviting faculty and staff to their choice of the Thursday Institute and Friday Institute. The programs will be identical and you will be asked to choose the day you prefer to attend. We realize some faculty members will prefer to continue attending institute on Friday, and that is fine. We also realize some staff members will choose to attend institute on Thursday, since move-in day is Friday. That is also fine. And... it is even fine if faculty members want to attend institute on Thursday and help with move-in on Friday! You won't be turned away.
3. For the past two years, the Writing Curriculum Committee has organized a writing assessment for all incoming students. Students have read a common set of essays and then responded to a writing prompt about their reading. While details are being finalized, we will build on this short tradition by providing time during new student orientation for faculty and staff volunteers to lead discussions of the common reading. As we continue to find ways for faculty and staff to work together, it would be wonderful to find a faculty volunteer and a staff volunteer for each discussion group. You are welcome to volunteer as a faculty/staff team if you wish.
4. In recent years, most students have requested a First Year Seminar course over the summer and then have registered for their other three courses after arriving on campus. This has been a hurried process, and does not give us much time to help ensure students have balanced schedules. In a shift, this summer, we will provide online webinars and phone support so that students can request three of their four courses, including their FYS, over the summer. They will work with their advisor to select a fourth course, with an eye toward developing a balanced schedule, after they arrive on campus.
5. Finally, the University will be celebrating the opening of the academic year on Tuesday ahead of classes starting on Wednesday morning. Stay tuned for details on this and the other items I mentioned.

You are welcome to send input and suggestions to me or to Cara Setchell.

Additional Business

15. Announcements

A. Doug Harms –

As everyone should be aware by now, April is Sexual Assault Awareness month, and there are several events that Code TEAL has organized this week to raise awareness about the problem of sexual assault and ways to help address it; these activities are listed in the meeting agenda. I would like to take this opportunity to briefly elaborate on two events that I think would be of particular interest to faculty.

Tomorrow afternoon from 4:15-5:00 in Julian auditorium, there will be a session for faculty and staff to help us recognize some of the signs of sexual assault, and help us find ways we can all be better allies for, and supports of, survivors of sexual assault.

On Thursday at 7:00 in Ubben Quad, sexual assault survivors will share their stories. Nine survivors will either share their own story or have a friend read their story. I know this will be a moving event, and will help survivors heal, show survivors that there is a support system for them, and help allies and supporters better understand the personal impact of sexual assault.

I encourage everyone to participate in as many Code TEAL events as you are able, and to encourage your students to participate.

United DePauw:

The annual Drag Ball will be held on Saturday evening, April 15th, from 9:00-10:30 in the UB Ballroom and will feature local student performers as well as performers from Chicago. The student organizers are excited about this event and want to make sure faculty know that we are all invited to attend. I think this is a good opportunity for us to support and celebrate with our LGBTQ+ community.

Upcoming Events sponsored by Code TEAL

April 10 (Monday)

Coffee and Conversation - Holton Academic Quad, 4pm-5pm

Open discussions about anything related to sexual assault on campus, open to students and faculty.

April 11 (Tuesday)

Faculty Information Session - Julian Auditorium, 4:15pm-5pm

Overview of the Title IX system at DePauw (led by Renee Madison and/or Wendy Wippich) as well as brainstorming of how faculty can be more involved.

April 12 (Wednesday)

Movie Night, screening of It Happened Here - Peeler Auditorium, 6pm-8pm

Screening of It Happened Here, a newer documentary focusing on several college women's stories of assault. Popcorn bar will (hopefully) be provided by Bon Appetit.

Consent is Sexy Night at the Duck

Bartenders and/or members of IFC will pass out "consent-friendly pick-up lines" on little handouts, will hopefully also have coasters with consent terminology

April 13 (Thursday)

Survivor Stories - Ubben Quad, 7pm.

Listen to survivors tell their stories or have their stories read.

April 14 (Friday)

Solidarity Walk - Holton Academic Quad, 4pm-4:30pm.

Silent march through campus with students and faculty, holding signs that will be made during tabling.

B. Elections - Results from March election cycle:

University Strategic Planning : Julia Bruggeman, Rick Provine

Faculty Priorities and Governance: David Worthington

Curricular Policy and Planning: Humanities area: David Alvarez

Faculty Personnel Policy and Review: Math, Comp. & Nat. Sciences: Rob West, **At-Large:** Jeff Hansen

Faculty Development Committee: Arts area: Cindy O'Dell, **Math, Comp. & Nat. Sciences:** Naima Shifa

Student Academic Life: Rebecca Bordt, Rich Martogolio

Grievance Committee (for 2/1/18 through 1/31/19):

Representatives: Jeremy Anderson, Mary Kertzman, Mark Kannowski

Alternates: Inge Aures, Beth Benedix, Manu Raghav, Randy Salman

17. Executive Session: to consider candidates for Honorary Degrees

18. Adjournment The meeting adjourned at 5:20 pm.

Appendix

Appendix A.

New Courses with Description

ANTH 261, Archaeology of the Body (1 credit, SS)

This course examines archaeological and physical anthropological research on the human body. The course considers how such research is carried out, what it contributes to our understanding of ancient societies, and the ethical issues unique to the study of human remains. Topics discussed include mortuary ritual, the relationship between the living and the dead, prehistoric warfare, and skeletal markers of disease. Prerequisites: ANTH 151, ANTH 153, sophomore standing, or permission of instructor.

ASIA 190, Topics (1 credit)

COMM 215, Theatre, Culture and Society (1 credit, AH, PPD)

Theatre, Culture and Society explores representations of social identity, culture, and ideology in live performance and film with special emphasis on issues of race, gender, class, and sexual identity. Live performances and historical performance descriptions are considered as texts to be 'read' within cultural contexts, alongside mediated events, such as film, television, or novels, with special focus on performance traditions of non-dominant social groups from cultural, critical, historical, and theoretical perspectives. The course also explores the role of the audience, historical performance, and strategies for recognizing, reinforcing, or subverting conventional depictions of power and ideology.

FREN 303, Topics in French and Francophone Literature and Culture (1 credit, may be IE or PPD)

HONR 221, Media Fellows Practicum Experience I (.25 credit)

Project-based practicum experience for Media Fellows sophomores. Students work in groups with university and community organizations on media-related projects such as: marketing, public relations, video production, audio production, podcasting, etc.

HONR 222, Media Fellows Practicum Experience II (.25 credit)

Project-based practicum experience for Media Fellows sophomores. Students work in groups with university and community organizations on media-related projects such as: marketing, public relations, video production, audio production, podcasting, etc.

HONR 421, Media Fellows Practicum Experience III (.25 credit)

Project-based practicum experience for Media Fellows seniors. Students work as project leaders for projects with university and community organizations such as: marketing, public relations, video production, audio production, podcasting, etc. These seniors will oversee Media Fellows sophomore students taking HONR 221.

KINS 255, Human Anatomy and Physiology I (1 credit, lab, SM)

An integrated study of the normal function and structure of organs and organ systems in the human organism with some exploration of comparative/ pathophysiology to reinforce concepts of normal physiological function. Topics include examining the fundamental principles of homeostasis, biochemistry, cell biology, and energy metabolism, followed by histology, integumentary, skeletal, muscular, and nervous systems. Includes laboratory. Prerequisite: one course in biology or KINS 100.

KINS 256, Human Anatomy and Physiology II (1 credit, lab, SM)

An integrated study of the normal function and structure of organs and organ systems in the human organism with some exploration of comparative/ pathophysiology to reinforce concepts of normal physiological function. Topics include examining the cardiovascular, endocrine, lymphatic, respiratory, urinary, digestive and reproductive systems. Includes laboratory. Prerequisite: Anatomy and Physiology I or with instructor permission.

MATH 248, Basic Principles and Methods of Epidemiology (1 credit, SM)

This course provides liberal arts students with the concepts and principles of epidemiology, the basic scientific discipline of public health. Students review the basic logic of epidemiologic studies, learn mathematical skills needed in epidemiology, find out about the ongoing collection of epidemiologic data, and consider the criteria of causality. Students also study the various epidemiologic study designs from a theoretical and practical point of view. This course

emphasizes on analytic inference. We point out the strengths, limitations, and applications of these study designs. Also, we address the sources of error, particularly the biases that may invalidate epidemiologic studies. Reviewing epidemiologic studies introduces the principles and methods of epidemiologic investigation, including the patterns of illness in populations and research designs for investigating the etiology of disease. Analytical skills introduce students to quantitative measures to determine risk, association and procedures for standardization of rates. And research methods include the development of research questions; overview of epidemiologic study designs; sampling, sample size, and selection bias; techniques for data collection, sources of secondary data and the evaluation of measurement and information bias; confounding; techniques for simple and stratified analyses; and an introduction to mathematical modeling in epidemiology. Prerequisite: One course from Math 136, Math 151, Math 141, ECON 350, PSY 214 or BIO 375.

PHYS 190, Topics

PHYS 300, Historical Astronomy (1 credit, lab, SM)

This course explores the development of mankind's understanding of the universe. We will follow the development of astronomical thinking from ancient cultures to the time of Newton. This course places emphasis on the tools, techniques and discoveries relevant to the development of astronomy. Topics include calendars, sundials (we'll spend some time making some of our own), astrolabes (we'll also make some of these), lunar and solar eclipses, the use of a quadrant and a horologium nocturnum, precession of the equinoxes and the Ptolemaic and Copernican planetary models. There is an accompanying evening lab for the course which will often involve observing the sky. The only prerequisite is high school algebra and trigonometry.

REL 190, Topics (1 credit)

UNIV 150, The Discovery Process in Science and Mathematics (1 credit, SM)

This course introduces students to multiple scientific disciplinary perspectives in the context of exciting discoveries in science and their impacts. The course has multiple modules taught by different faculty members from at least three different science and math departments. Each module examines a disciplinary approach to hypotheses, data collection, and interpretation so students can experience and understand the discovery process. Faculty members coordinate transitions between these modules as well as assessment across modules, and students compare and contrast the disciplinary approaches to gain a more sophisticated understanding of how science is conducted in different fields. The course also emphasizes the relevance of the discoveries to students' lives.

Appendix B.

Supporting Materials concerning Jewish Studies and European Studies

We provide the current catalog language for Jewish Studies and European Studies in order to keep a record of these in the faculty meeting minutes. Should a group of faculty in the future wish to revive either program this catalog language may serve as the basis for these offerings.

Current Jewish studies catalog language:

Jewish Studies

DePauw University offers an interdisciplinary minor in the area of Jewish Studies.

Requirements for the minor are: 5 courses including REL 244 and at least one course at the 300-400 level. One course should be chosen from approved courses in each of the following three areas: a) social science and history or archaeology; b) literature and the arts; and c) religious studies and philosophy. Two of these courses, in addition to REL 244, should be core courses. See website for additional information.

Current European Studies catalog language:

European Studies

DePauw University offers an interdisciplinary minor in the area of European Studies.

Requirements for the minor include language proficiency in a modern Western European language other than English (minimum 4th semester proficiency) that suits the logical and coherent grouping of the five courses for the minor. The language requirement can be fulfilled by coursework, placement tests, or approved off-campus study programs. The five courses for the minor must include a minimum of 2 core courses from ARTH 131, 132, 201, ENG 261, HIST 100, 111, 112, 201, 342, PHIL 215, 216, POLS 150, 230, 254; and a minimum of 3 elective courses in at least two different disciplines in Art History, Classical Studies,

Communications, Economics, English, History, Modern Languages, Music, and Political Science. Contact the program director for specifics.

In cases where a student wishes to propose a modern Western European language not taught at DePauw at the 4th semester level, the student must arrange for proficiency testing (and cover any cost involved) with the Modern Language department. If needed, such testing may be arranged (with approval) from <http://www.languageTesting.com> or another off-campus resource.

DePauw University Faculty Meeting Minutes

May 1, 2017

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

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

2. Verification of quorum

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

3. Consent Agenda

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

B. New Courses (Descriptions in the Appendix)

Film 230, Introduction to Digital Film Production (1 course) ITAL 472, Italian Cultural Studies II (1 course, IE) MATH 145, Calculus for Life Sciences (1 course, SM) MATH 146, Mathematical Modeling for Life Sciences (1 course, SM) MATH 348, Introduction to Computational Statistics (1 course, SM)

C. Distribution Areas

WGSS 362, Feminist Approaches to Environmentalism (PPD) WGSS 350, Feminist Inquiry (PPD) UNIV 184K, Music, Dance and Culture of Sub-Saharan Africa (IE) ASIA 140, Introduction to Chinese Culture (IE) UNIV 183, History, Art History and Cultural Fusion in NE Italy (IE) HONR 300, Religion and Literature (IE) UNIV 184A, Man Up: Unpacking Manhood and Masculinity (PPD) ANTH 183AA, Public Health, Community and Culture in Cuba (IE) ENG 183, Enchanted Spaces (IE) CLST 183, Greece: Heritage in Context and Conflict (IE) ASIA 183, East and West: The Great Wall and Silk Road in China (IE) UNIV 183, A Zen Buddhist Monastic Experience in South Korea (IE) FREN 201A, Intermediate French I (PPD)

The consent agenda was approved.

Reports from Core Committees

4. Faculty Priorities and Governance (Glen Kuecker)

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

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

I wish everyone a happy May Day. As a proud Chicagoan, I recognize the worker's struggle in 1886 and remind all that May First commemorates the sacrifices of those who fought for an eight-hour day, the weekend, and the benefits merited to those whose labor creates the wealth of the rich and powerful. I

am in solidarity with the millions of undocumented workers who are taking action today as they fight for their rights to a decent life as they do the brutal stoop labor to provide food on our tables, keep our lawns ridiculously manicured, cook our food, clean our messes, butcher our beef, and nanny our children. I recognize that they now do this labor in a state of fear created by a system of state sponsored terror. I also recognize DePauw University's long history of silence on May First. We can do better, especially when members of our student population have undocumented family members or come from working class families that have sacrificed greatly for them to be here.

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

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

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

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

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

5. Curricular Policy and Planning (John Caraher)

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

Report from the Writing Curriculum Committee (Rebecca Schindler)

WCC Report on the Summer Writing Assessment

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

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

prompt for the class of 2021, but it will be something related to the locavore movement and our food supply.

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

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

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

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

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

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

This represents 517 incoming essays; FYS: 106; W: 73

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

6 - control of syntax and mechanics has a steeper increase in the FYS, flatter with the W whereas 2 (evidence) and 4 (position) are flatter from the Incoming to the FYS, but improve more dramatically with the W

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

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

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

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

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

6. Faculty Personnel Policy and Review (Meryl Altman)

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

7. Faculty Development (Susan Anthony)

No announcement

8. Student Academic Life (Tim Good)

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

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

Other strategies for faculty:

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

Replace expensive textbooks with materials already licensed by the Library;

As always, faculty can put books in reserve.

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

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

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

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

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

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

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

☑ Use a set of articles that present multiple perspectives (rather than a single book) for the common read.

☑ These articles will also form the basis of the writing assessment organized by the WCC. The WCC will select the articles, as they have done in recent years.

☑ Set aside time during New Student Orientation to discuss the articles, with each discussion group to be led by a faculty/staff pair. Dave has agreed to find the volunteers and organize the discussions. He will confer with Susan Wilson since these discussions can be seen as "S" activities.

☑ Ideally use a theme related to food/farming as the basis of the articles and discussion. This theme ties nicely to the new campus farm we will be developing next year.

☑ If possible, include Barbara Kingsolver's new essay, which appears in the recently published book "Letters to a Young Farmer" as one of the pieces students will read. This would be exciting since Barbara is an alum. You can read about "Letters to a Young Farmer" here: <http://www.depauw.edu/news-media/latest-news/details/32971/>

☑ If possible, tie the orientation week service activity to food/farming or at least provide that as a service option.

☑ Assess at the end of New Student Orientation Week and immediately make plans for fall 2018, using the process described in the minutes from the last SAL meeting. If the assessment suggests we should use a different process to select a reading for fall 2018, we would come back to SAL in September 2017 to discuss.

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

Reports from other Committees

9. University Strategic Planning Committee (Jackie Roberts)

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

10. Honorary Degrees and University Occasions (Debby Geis)

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

11. Diversity and Equity Committee (Veronica Pejril)

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

Communications

12. Remarks from the President (Mark McCoy)

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

13. Remarks from the VPAA (Anne Harris)

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

1) Advising Committee

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

2) Connections to the Strategic Map and the Commitment

- ☑ Engaging us in national conversations – thanks to authors of *Reports from the Field* – great summer reading

- ☑ Thank you to SEED and ARPAC participants, all the May workshop participants – these are formative conversations
- ☑ An amazing opportunity within our history to come together as we never have before: faculty and staff – partnerships that have gone uncelebrated yet are crucial to the sense of belonging and success of our students – new awareness of our subject positions within the University – Campus Beautification Day (Wednesday, May 3 – Mel Hayes in Finance Office; one-time gathering, honor the year-round work of the Facilities crew).
- ☑ We're poised to take stock of our resources and opportunities and gather them anew for our students – the Centers, the connections between classroom, campus, and world – more
- ☐ Logistically, the work will be organized along our faculty governance structure, opened up to staff engagement
- ☑ Aspirationally, the work will coalesce around our commitment to our students and to each other

3) RAS and the new Faculty Position Proposal Process

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

4) Faculty Achievement event

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

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

- ☑ Thank you for sharing the power of that phrase: “The college is the light and glory of the republic, of the common good” with me.
- ☑ Most of all, thank you for your constant care for our *rei publicae* – the public things, the common good, our commonwealth
- ☑ The energy, and commitment, and, yes, love, that it takes is met in private moments of connection and understanding, amplified in public moments of recognition and community, and anchored in institutional moments of celebration.
- ☑ As I engage in the great honor of calling out our students’ name at commencement, I will be thinking of the multiple constellations of support, encouragement, and *work* that you have formed around these students (points of light; beautiful, often unspoken partnerships and networks that gather around our

students and hold them, and are in turn shaped by them; marvels you may not know you have in common)

☒ Upon receiving questions from several of you about the origins of our motto, I turned to Wes Wilson, who, as ever, generously provided a wondrous response from our archives:

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

Wes also researched the motto that preceded this one

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

☒ Wikipedia will tell you that *Sic itur ad astra* is from Virgil's *Aeneid* - from *Aeneid* book IX, line 641, spoken by Apollo to Aeneas's young son Iulus) and *opta ardua pennis astra sequi*, ("desire to pursue the high (or hard to reach) stars on wings" book XII, lines 892–893, spoken by Aeneas to his foe Turnus in their combat).

☒ It is good to know that embedded in our history is a complex aspiration – it speaks to our sustained multiplicity, to our changing history, and, lastingly, to those marvelous momentary constellations that we form with each other and around and with our students as, indeed, they soar and become stars in our firmament, shining brightly towards a new morning. *This is where the Aeneid takes you!* What I mean to say is:

☒ Thank you for this most noble work and all that you give to it.

Additional Business

14. New Business

15. Announcements

A. Senior Day

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

In planning for final departmental or programmatic functions at this time of year, we wanted to make sure each of you was aware of this event being held on study day. Your encouragement of seniors to attend this session would be appreciated. We also want to let you know that Julian will probably be loud for this limited 2-hour period. Thank you for helping support efforts to assess and improve DePauw's educational experience. Jackie Roberts and Pam Propsom

B. NSF Curricular Reform Award Winners

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

— Christina Wagner and Ted Bitner for piloting sections of Psy 100 with a laboratory component — Jeff Hansen and Selma Poturovic for pedagogical changes to Chem 120

- Gloria Townsend for developing a new course in Computer Science designed to introduce students to the discipline
- Pascal Lafontant for creating Bio 190 (Topics: Exploring Regeneration Biology), a new nonmajors course

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

C. Faculty Meeting Dates for 2017-18

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

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

Monday – Curricular

Tuesday – Governance

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

Thursday – Strategic Planning, Chairs and Directors

18. Adjournment

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