

Minutes for DePauw University Faculty Meeting
Monday, May 5, 2008

1. Call to Order – 4:09 PM; Ballroom of the Union Building
2. Verification of Quorum

Attendance at the beginning of the meeting exceeded the quorum of 84 voting members of the faculty.

3. Approval of Minutes from the April 2008 Faculty Meetings

There were no corrections or additions to the minutes, which were approved by unanimous consent.

4. Ken Kirkpatrick – Motion (to be voted on) that the faculty authorize the Board of Trustees to confer degrees on candidates eligible for graduation at the conclusion of the semester ending in May 2008.

There was no objection to the motion, which was approved by unanimous consent.

5. Remembrance of Professor Gordon Walters (Bob Hershberger)

Bob Hershberger announced that Gordon Walters, Emeritus Professor of French, passed away on Sunday morning. The department will provide a more formal remembrance of Professor Walters at the September faculty meeting. There will be funeral mass at 10:30 am on Wednesday, May 7 at St. Paul's Catholic Church.

6. Reports from Coordinating Committees

Committee on Academic Policy and Planning (Melanie Finney)

CAPP has completed the appointments to RAS. The members of RAS are: Anne Harris (Division 1), Art Evans (Division 2), Jeff Hansen (Division 3), Julia Bruggemann (Division 4), Karin Ahlm (at-large), Tamara Beauboeuf (at-large), Melaine Finney (CAPP), Kevin Kinney (CAPP), and Dan Wachter (CAPP). RAS will begin meeting on May 21st.

CAPP has completed the guidelines for the steering committees and chairs of the competency programs. These guidelines, along with those for those previously announced for honors and interdisciplinary programs, will soon be posted on CAPP's web site, which is available through the faculty governance web site. Also to be posted are guidelines for the health of interdisciplinary programs.

A total of 79 responses were received to CAPP's survey on the general education requirements. There was a 51%-49% split in favor of revisiting the requirements. The most common responses about areas to consider were the group 1 lab requirement and the group 6 requirement. Next year's committee will need to consider whether or not to pursue this issue.

Committee on Faculty (Jeff Kenney)

COF expects to complete its work on cases within the next two weeks.

Bridget Gourley has been elected chair of COF for the 08-09 academic year.

COF distributed a copy of a memo from the Committee on Administration outlining suggested guidelines for constructing personnel files. COF has received some feedback from faculty members regarding the proposals and asked to use a portion of this faculty meeting to further discuss the proposed guidelines.

Question: What is COF's procedure for considering these suggestions.

Answer: Some parts of the suggested guidelines will need faculty approval as they would require changes to the Handbook. Other parts of the suggested guidelines could be implemented by COF without formal approval from the faculty. COF has discussed the proposal several times and would like to see smaller decision files; how that is achieved, however, is important. It may require a change in our culture about what candidates are to do in preparing a decision file. Now the committee wants to hear from departments and from individual faculty members. COF will return to the proposal at the beginning of the fall semester. The earliest implementation of new guidelines would be for the spring 09 reviews, but more likely it will be later.

Comment: Although in principle I support the proposal's goal to shorten the files, I disagree with the statement that candidates do not have clear guidelines. COF does provide candidates with appropriate guidelines for building files. I worry that this approach is too top down. Do we really want COF returning a file because it does not fit in a binder of a specified size? It is important for faculty members to know that COF and the DPC would appreciate a candidates self-monitoring of what is important evidence. I would like to see us move to shorter documents, but I don't think that stressing inches or page limits is the way to do this. We need to change the culture surrounding these documents. I would like to see suggested maximums as only guidelines, not rules. Also, it isn't clear that removing a statement of teaching philosophy, which is short, will make much of a difference in length and the details of a teaching philosophy still need to be addressed.

Comment: The guidelines might address the majority of cases, but what about the exceptional case? Sometimes more information is better, otherwise something important might be missed.

Reply: What is exceptional? Most candidates think that they are the special case and that they need more space. We should be able to say that "we know the case can be made in this space." The candidate does need to make his or her case and needs to ask why each piece of evidence is the file and how it helps make his or her case. Candidates should not be able to just toss in information and then hope and pray that there is a case to be made. It is not COF's job to make the case for candidates; that is the job of the candidate and the DPC. It is not that there is not enough material in decision files, but rather is it the right material. It is not always clear what motivates candidates to place some types of material in the file.

Comment: There is nothing in the proposal to prevent the DPC or COF from going into investigative mode for exceptional cases.

Comment: In discussing decision files COA identified as a major concern that decision files are too large and chaotic and that no one can read everything that is in the file. The proposed guidelines call for the candidate to prepare coherent documents that everyone on the DPC and COF will read, and an appendix of supporting materials.

Question: Has thought been given to how a transition to new guidelines will work? Right now candidates read the official guidelines from COF and then talk with peers about how they constructed their decision file. The first round of decision files following new guidelines is likely to be difficult and may cause anxiety. Is it possible to construct a sample decision file?

Comment: One reason that files become so large is that the decisions involve a faculty member's career. If there is not sufficient evidence in the file because of limits, then there must be some responsibility to not make a negative review without additional evidence.

Comment: The proposed guidelines address this: "If either the Department or the Committee on Faculty judges that insufficient materials have been submitted to support the arguments in the candidate's statement, they *will* (emphasis added) give the candidate the opportunity to provide additional documentation."

Question: Is there a way to set up a mentoring system so that faculty members constructing files can get the right kind of advice?

Question: What advice do you have for those preparing files now given that these recommendations are known, but not official?

Answer: We cannot have candidates buying into this if DPCs do not buy into it as well. This will be a cultural issue. You could follow these guidelines and make a good case, and you could double the amount of material and not make a good case. The best advice is to discuss this with your department's chair as he or she will be chairing your DPC.

Question: What are the guidelines for investigative mode?

Answer: The DPC and COF may go into investigative mode. The DPC needs to provide justification to COF if it desires to go into investigative mode. COF reviews the request and decides whether to approve the DPC's entering into investigative mode. This is more of a concern for tenure and promotion cases as there is more at stake.

In addition to the memo on decision files, COA also sent COF an unsolicited memo on linking the criteria for tenure and promotion to Associate Professor. COF will soon be sending the faculty a link to this memo and will invite comments from the faculty. Any change will require a vote by the faculty.

Finally, COF also will be sending the faculty a link to a draft of a Conflict of Interest policy covering personnel reviews and invites comment. COF will be finalizing the policy in the early Fall.

Committee on Management of Academic Operations (Inge Aures)

A. Motion (to be voted on) that the faculty approve the following new courses:

ITAL 272 Intermediate Italian II, 1 credit, Group 5

Continuation of ITAL 271.

COMM 337: International Media, 1 credit, Group 2

Analysis of structures and content of international media (newspapers, TV, film, and Internet) and the role of culture in globalization, in order to increase understanding of the politics and economics of media systems in specific regions of the world and the societies in which they function. This course aims to explore key developments in information technologies, international relations, the free flow of information, interpretations of free expression and intellectual property, aggregated regional networks, and the influence of Western media and consequent forms of resistance located in historical and cultural perspectives of different genres of media programs including news, entertainment, advertising and PR.

EDUC 511: Curriculum and Instruction B, 1 credit

Continuation of EDUC 510: Curriculum and Instruction A.

EDUC 551: The Learner and the Learning Environment B, 1 credit

Continuation of EDUC 550: The Learner and the Learning Environment A.

The motion passed on a show of hands.

- B. Motion (to be voted on) that the faculty approve the group designation and change in credit for the following course:

PSY 253 Health Psychology, 1 credit, Group 1 (previously 0.5 credit; no group designation)

The motion passed on a show of hands.

- C. Announcements of changes in numbers, titles, prerequisites, and/or descriptions:

Title changes

PORT 181 Elementary Portuguese I (previously: Introduction to Portuguese I)

PORT 182 Elementary Portuguese II (previously: Introduction to Portuguese II)

Course Number Change

ENG 110 College Writing for Non-Native Speaker of English, 1 credit (previously ENG 100)

Course Description Changes

CHEM 331 Inorganic Reaction Mechanisms, 0.5 credit, Group 1

New: This course offers more in-depth look at the range of inorganic reactions. Basics of structure, bonding and properties are used to rationalize reactions ranging from simple precipitation, redox, and acid-base reaction to significantly more involved organometallic reaction mechanisms. Topics vary from year to year but other possible topics include inorganic catalytic cycles, inner and outer sphere redox chemistry, dissociative and associative mechanisms in coordination chemistry, and major bioinorganic reaction mechanisms. Frequently examples are chosen from the most recent primary chemical literature. Prerequisite: CHEM 120, 130 and 260. May not be taken pass/fail.

Previously: Topics include organometallic reaction mechanisms, inorganic catalytic cycles, inner and outer sphere redox chemistry, dissociative and associative mechanisms in coordination chemistry, major bioinorganic reaction mechanisms and inorganic photochemistry. Prerequisite: CHEM 120, 130 and 260. May not be taken pass/fail.

CHEM 130 Structure and Properties of Inorganic Compounds, 1 credit, Group 1 lab (additions in bold, deletions in ~~strike through~~)

An introduction to structure, bonding, **and properties and simple reactions** of inorganic compounds. Topics covered include basic quantum theory, bonding theories, molecular and solid state structure and periodic properties of the elements and their compounds. ~~Reactions such as acid-base, redox, and complexation reactions are covered in a qualitative way.~~ Application of these topics to biological, environmental and geological systems will be stressed. The lab will focus on the synthesis, **structure, properties, and reactivity** of inorganic substances, including simple ionic substances and coordination complexes. ~~and their characterization by UV/Vis and IR spectroscopy, magnetic susceptibility and conductivity.~~ Characterization using infrared and visible spectroscopy is also introduced. Prerequisite: high school chemistry or CHEM 100. May not be taken pass/fail.

UNIV 275 Introduction to Public Health, 1 credit

New: An examination of the principles and practice of public and global health. While the course introduces a range of health issues, assigned readings and student projects focus on a cluster of specific topics. These topics may include, among others: health-related ethical issues; the global burden of disease; acute and chronic diseases; epidemiology; social and cultural determinants of health; population-based health; health and the environment; sexually transmitted diseases; and the U.S. healthcare system. Prerequisites: none

Previously: The study of basic principles in public health and issues encountered in the practice of public health. Emphasis is on poor and disenfranchised populations in the United States and abroad. Some coverage of community health issues in the United States is included. Topics include primary health care; epidemiology; sociocultural determinants of health, nutrition and malnutrition; population-based health; traditional and nontraditional medicine; ethics; first aid; oral health; mental health; health issues in special groups (such as the elderly, women and children); reproductive health, including sexually transmitted disease; health impact of violence; and environmental health. Case studies are used. Service project is required.

Course Description, Credit and Title Changes

EDUC 510 Curriculum and Instruction A, 1 courses

This is the first of a two semester course sequence that in the first semester introduces the pre-service teacher to the art of curriculum design, which includes a range of authentic assessment protocols. In the second semester, the focus is on the implementation of curriculum that is intellectually defensible in both content and pedagogy.

Previously: EDUC 510 Curriculum, Instruction and Assessment, 1 credit

This course is designed to provide future teachers with the opportunity to learn, explore, and create developmentally appropriate curriculum; implement multiple instructional strategies; and evaluate K-12 students by formative and summative means.

EDUC 520: Elementary Curriculum A, 1 course

This is the first of a two semester course sequence that emphasizes educating the pre-service teacher to teach elementary students via methodologies of instruction in literacy and language arts in the first semester and social studies, mathematics and science in the second and to examine the importance of understanding children's thinking and reasoning processes as a means of planning effective instruction.

Previously: EDUC 520 Literacy: Early and Middle Childhood Literacy, 1 credit

Students will explore language/literacy processes from language acquisition and emergent literacy in early childhood to the development of language tools and reading strategies in middle childhood. Emphasis will be placed on balanced reading instruction and responding to the literacy needs of diverse students. Students will examine strategies to improve the literacy achievement of diverse students through environmental restructuring of the classroom and developing working relationships with resource faculty and parents.

EDUC 521: Elementary Curriculum B, 1 course

Continuation of EDUC 520: Elementary Curriculum A.

Previously: EDUC 521 Elementary Social Studies, Mathematics and Science Methods, 1 credit

The emphasis of this course is educating the pre-service student to teach elementary students via methodology of instruction in social studies, mathematics and science and to examine the importance of understanding children's thinking and reasoning processes as a means of planning effective instruction.

EDUC 530: Secondary Curriculum Methods A, 1 course

This is the first of a two semester course sequence that emphasizes educating the pre-service teacher to teach via methodologies of instruction compatible with a specific discipline and content area and to examine the importance of understanding adolescent development and reasoning processes as a means of planning effective instruction.

Previously: EDUC 530 Literacy: Early Adolescence and Young Adult Literacy, 1 credit

This course provides students with the theoretical and practical foundations of the role of literacy across the content area subjects. Students link the expectations of their professional organizations with Indiana Curriculum Standards to select appropriate resources, form instructional plans, and develop assessments. Current issues and trends will be discussed as they relate to the role of the content area teacher as a facilitator through reading and writing.

EDUC 531: Secondary Curriculum Methods B, 1 course

Continuation of EDUC 530: Secondary Curriculum Methods A.

Previously: EDUC 531 Secondary English Methods, 1 credit

This course is designed to provide students with the basic content and methods of teaching English in the secondary classroom. Students will identify their own philosophy of teaching English, will examine the English curriculum and current English teaching standards as well as examine and practice a variety of methods pertaining to the teaching of English.

EDUC 540: Leadership and Reflective Teaching A, 1 course

Leadership and reflective teaching is a two-semester long, theoretically based, interactive, and experiential exploration of educators as moral and change agents. While the first semester is largely drawn from theory and examples of leadership and reflective teaching, the second focuses on the practice of such teaching and its implications. Drawing on literatures in leadership studies, culturally and politically responsive pedagogies, feminist studies, and institutional change, the course provides pre-service teachers with an in-depth examination of the responsibilities and concrete actions of citizen educators.

Previously: EDUC 540 Leadership and Reflective Teaching

Leadership and reflective teaching is a two-semester long, theoretically based, interactive, and experiential exploration of educators as moral and change agents. While the first semester is largely drawn from theory and examples of leadership and reflective teaching, the second focuses on the practice of such teaching and its implications. Drawing on literatures in leadership studies, culturally and politically responsive pedagogies, feminist studies, and institutional change, the course provides pre-service teachers with an in-depth examination of the responsibilities and concrete actions of citizen educators.

EDUC 541: Leadership and Reflective Teaching B, 1 course

Continuation of EDUC 540: Leadership and Reflective Teaching A.

Previously: EDUC 541 Leadership and Reflective Teaching, 1 credit

Leadership and reflective teaching is a two-semester long, theoretically based, interactive, and experiential exploration of educators as moral and change agents. While the first semester is largely drawn from theory and examples of leadership and reflective teaching, the second focuses on the practice of such teaching and its implications. Drawing on literatures in leadership studies, culturally and politically responsive pedagogies, feminist studies, and institutional change, the course provides pre-service teachers with an in-depth examination of the responsibilities and concrete actions of citizen educators.

EDUC 550: The Learner and the Learning Environment A, 1 course

The first of a two semester course sequence that in the first semester investigates the research data on human development, cognition, motivation and assessment. In the second semester the teacher-candidate uses this information to analyze classroom interaction and outcomes and to problem-solve and implement strategies to optimize the learning environment.

Previously: EDUC 550 The Learner and Learning Environments, 1 credit

This course is designed to provide future teachers with the opportunity to learn and explore age-level characteristics, risk-behaviors, and family and community roles of K-12 students. Major concepts in the course will include that of motivation and a continuum of classroom discipline models.

Question: Can a student meet a portion of a group requirement by taking a 0.5-credit course such as Chem 331?

Answer: The Registrar noted that there are a few 0.5-credit courses that satisfy group requirements, although it may not make a lot of sense to have them so listed. A student completing Chem 331 still needs an additional 1.5-credits to complete the group requirement.

Answer: The Chair of the Chemistry and Biochemistry department noted that it was not the department's intention to list its upper-level courses as group courses since a student enrolled in these courses will already satisfy the Group 1 requirement through pre-requisites. The department was told, however, that all courses needed to carry a group designation. There are other 0.5-credit upper division Group 1 courses in the major so a student can pick up additional group credits.

- D. MAO provides advanced notice of the following motion to make changes to the Multiple Exam Policy (part of Article IX in the Academic Policies section of the Handbook). The motion will be voted on at the September 2008 faculty meeting. (Additions in **bold**.)

Multiple or Conflicting Exam Policy. No student may be required to take more than two in-class final exams on the same day **or choose between exams offered at the same time.** Any student with three final exams in one day is responsible for trying to reach a solution by talking with the professors involved at least two weeks before the beginning of the final exam period. If none of the professors involved voluntarily agrees to give the student his/her exam on another day, the professor whose exam is scheduled second in the day will offer an alternative date for the exam. The student should obtain a multiple exam form from the Registrar's Office (or on the Web) to provide written verification to the professors involved that three final exams are actually scheduled and being given on the same day. **When a student is in two courses whose designated final examination periods conflict, the student is responsible to try to reach a solution by talking with the professors involved at least two weeks before the beginning of the final exam period. If neither of the professors involved voluntarily agrees to give the student his/her exam on another day or time, the professor whose course carries the lesser credit will offer an alternative time for the exam. If both courses carry the same credit, then the professor of the course which meets later in the week will offer an alternative time for the exam.**

E. General Announcements

Brian Howard has been elected as the Chair of MAO for next year.

The Chair of MAO called upon the Registrar, Ken Kirkpatrick, to make a report on the most recent registration process.

A total of 80.27% of students registering for the Fall 08 semester were placed within 1.0 credits of their request. This is an increase from the Fall 07 semester in which 72% of students obtained this level of success in registering for courses and is the best outcome since the Fall 2001 semester. At least part of this improvement is due to a smaller number of students enrolling in classes, but it also is due to the new time banks. We continue to have students who get few if any of their course requests. Such students almost always are in a department with lots of majors, such as Biology, Psychology, and Communication, and for which there is strong demand for upper level courses. This highlights the need for students to list alternative for their primary requests.

Student Life and Academic Atmosphere Committee (Peter Graham)

SLAAC continues to work on food and wellness issues and is still drafting a letter to incoming President Brian Casey on the importance of better food at DePauw.

7. Reports from Other Committees

Committee on Administration (Carl Huffman)

As announced earlier, the administration has in principle agreed to join The Tuition Exchange, which would offer university employees some additional options for obtaining reduced tuition costs for their children attending college. Some faculty members have asked about the status of the program, so COA has asked for clarification from the administration and the situation is still the same: the program has been approved in principle and the administration is continuing to explore the details of joining The Tuition Exchange program. Questions and expressions of interest should be shared with Jana Grimes, Director of Human Resources.

COA and the administration are concerned about the increase in health care costs. In the past our total compensation package, including our benefits, has been very competitive with other schools and we want to insure that this continues. COA passed the following recommendation at its last meeting:

Benefits (including benefits to current and future retirees) are an important part of total compensation. In principle, DePauw University should make it a goal to have a total compensation package that is competitive with our comparison group. We support the idea of having faculty representation on a university budget committee, which sets spending priorities. COA itself could play this role or some of its members could serve on such a committee.

As it did last year, COA will hold a meeting for incoming and outgoing chairs of major committees along with the incoming and outgoing chair of the faculty in order to discuss effective practices in chairing university committees and to provide greater continuity between this year's and next year's committee. The meeting this year will be on May 16.

COA's subcommittee on benefits, which advises COA on technical issues concerning benefits, this year consisted of Gary Lemon, Jack Morrill, and Jeff Gropp. Jeff will be rotating off the subcommittee and Kerry Pannell will join Gary and Jack on next year's subcommittee.

Continuing on COA next year are Marcia McKelligan, Jackie Roberts, and Ray Burgman. New members are Rick Provine, Beth Benedix, Vic DeCarlo, and Pedar Foss (as a one-year replacement for Wayne Glausser).

Faculty Development Committee (Marthe Chandler)

FDC is still welcoming nominations for the Ethics Advisory Committee.

Two changes to FDC funding were announced. Funding of less than \$500 from the Professional Development Fund will no longer require a report, although this will not be put into effect until next year. Fisher Time-Outs may now be used for reassigned time for the preparation of a major external grant, award, or fellowship. The details of this change will appear in FDC Handbook.

There may be less money in FDC's budget in the future, which will require the committee to set some priorities. Meryl Altman and Jeanne Pope are working on a process to find out what faculty priorities are and will get back to the faculty in the fall. It is fairly certain that summer stipends for course development will be prioritized to encourage projects that support institutional goals such as multicultural diversity, interdisciplinary work, or first-year seminars. Again, the details will appear in the FDC Handbook.

Campus Climate Task Force (Mac Dixon-Fyle)

The task force, which was chaired by Dr. Denise Hayes and included broad representation from students, faculty, and staff, met during the fall and spring semesters. The task force has completed its investigation and has released its preliminary recommendations.

DePauw University has been pursuing a program in diversity for 22 years. The task force was charged with taking stock of where we are now and how well we have done in recruitment and retention. The task force raised questions about the atmosphere in class and out of class, multicultural enrollments, race relations, and issues of social class. The task force also considered town/gown relationships.

To gather information, the task force cast a wide net. A total of 1100 responses were received to a survey. Focus groups of staff, of students, and of faculty members were used to gather information from personal experiences. Alumni were interviewed, as were students who attended DePauw, but who did not graduate from DePauw. To help ensure confidentiality, the task force worked with two senior faculty members from IUPUI and employed graduate students at Indiana University.

The task force concluded that the university has done well in the area of recruitment, but that it could do more in the areas of retention and programming, and that it needs to reach out more to the Greencastle community. Among the task force's recommendations is the development of workshops to provide faculty members with the tools fostering classroom discussions of diversity. The task force also is recommending that CAPP and MAO consider adding an M (multicultural) or D (diversity) certification to prepare our students for better citizenship.

The full report should be available within a few weeks.

Question: What was the composition of the task force?

Answer: There were four students on the task force. Faculty members were Raymonda Burgman, Lenny Foy, Bridget Gourley, Matthew Oware, Clarissa Peterson, Mac Dixon-Fyle. Staff members were Denise Hayes, Bruce Burking, Doug Cox, Greg Dillon, Jeannette Johnson-Licon, Variana Arceo, and Jana Grimes.

Question: With respect to multicultural, did the task force consider this to be race only?

Answer: No. Issues of identity also reside in sexual identity, gender, and religion. For now the recommendations focus on race, but other issues of identity will be explored.

Reply: One of the recommendations specifically calls for reviewing the classroom climate for “acceptance, tolerance and inclusion of diverse topics relating to gender, race, religion, sexual identity, etc.” The recommendations are broad based.

Question: Did the task force consider the internationalization of DePauw in its discussions? Would this aid in the development of multiculturalism at DePauw?

Answer: The task force received two memos from international students and spent time talking to students from Asia and from Africa to gather their views on the atmosphere at DePauw. There is some tension vis-à-vis international students and local minorities. We should bring in international students, but not at the expense of local minorities.

Question: Did the task force consider models at other institutions that might help us in our planning?

Answer: The task force concentrated on programs in place at other GLCA institutions, particularly Denison and Earlham, as these institutions are more comparable to us in emphasis. The task force did learn a lot from these institutions.

8. Remarks from the Vice-President for Academic Affairs

As a follow-up to the report from the Campus Climate Task Force, the VPAA noted that the task force's recommendation is to offer an optional certification for students who complete a range of courses and activities on multiculturalism or diversity, not to create a new graduation requirement.

Admissions results for next year are uncertain since the deadline for postmarking responses was May 1. As of Friday, May 2 we have a record number of international students, with over 50 matriculating students and over 60 in total, including exchange students.

The VPAA reminded the faculty of the Academic Awards Convocation. Faculty members were encouraged to attend this event that recognizes student achievements in front of faculty members, student peers, students' parents, and donors.

The VPAA clarified that the conflict of interest policy mentioned during the COF report is not the same as the conflict of interest policy recently passed by the Board of Trustees, which establishes policies for dealing with financial conflicts of interest. A few faculty members have requested advice on potential financial conflicts of interest and a committee has been formed of Jeff Kenney, Carl Huffman, Dick Speller, and the VPAA to review these cases. Most of the cases, thus far, have not been deemed to have a conflict of interest.

COF and the administration have been in a four or five year process of discussing a conflict of interest policy for personnel reviews being considered by DPCs and by COF. The language regarding this at present is vague and there are no procedures in place to handle disagreements. There are much clearer policies in the grievance procedures, which grant the Chair of the Faculty the final say on conflicts of interest. Among the issues to be considered are what is a conflict of interest meriting exclusion of someone from a personnel decision and who decides.

Faculty members were reminded that because of the changes in the cost and structure of the University's health insurance plans, all employees must sign up for a plan; there is no option for a default enrollment this year. The VPAA introduced Jana Grimes, Director of Human Resources, and Felice Herrera-Kish, Benefits Administrator, and encouraged everyone to attend one of the group sessions explaining the new program before scheduling an individual appointment. There will be an on-line calculator available after

May 15 that will allow individuals to investigate the different options.

Jana Grimes announced that there will be additional small group meetings on flexible spending accounts and meetings for those who are close to retirement.

Question: With the increases in health care premiums and the different options available to us, it would be helpful if you could provide us with some information about pay increases for next year.

Answer: The Board of Trustees authorized an increase in the salary pool of 5.5% for faculty members and 3.5% for staff members. A little bit more than 0.5% of this will be needed for the salary increases associated with promotions, which leaves a bit less than 5% for faculty raises. The estimated increases in health insurance premiums are about 0.5% of wages per insured person up to a maximum increase of approximately 2%. Raises, therefore, will be greater than the increase in premiums. This does not include increases in deductibles co-pays.

Question: Can you tell us about the current status of the University's financial situation?

Answer: The Board of Trustee's Investment Committee has well sheltered the endowment against stock fluctuations. The endowment, therefore, remains strong, although growth that has been in the double digits has flattened. The endowment's current value is approximately \$500 million. The budget is built off of a three-year average which means that the budget for next year is based on 12 quarterly values of the endowment dating back from December 31, 2007. This rolling average protects us from immediate shocks to the stock market. The Board of Trustees has set a goal to reduce our spending rate on the endowment to 5%, but getting there from our current spending rate of 5.5% may require being prudent. The University resources are otherwise stable, though sensitive to enrollments and the net tuition payments from students.

Question: Can you provide more information about enrollments for next year.

Answer: We have not yet reached our goal for the total number of students, but expect to end up close to the goal.

9. Remarks from the President

The President thanked Neal Abraham, John Dittmer, Martha Rainbolt, and Yvonne Williams for organizing the recognition of his retirement as President at the recent Faculty Recognition dinner.

The President noted, in response to the earlier questions to the VPAA, that DePauw is doing well compared to other institutions. While the endowments of other institutions have decreased during the last quarter, ours increased by approximately 1% due to the Board's careful management of our portfolio. With regard to admissions, the President noted that although we have not yet reached enrollment goals for next year, we have, over several years, increased the number of applications from approximately 1300 to 4400. There are challenging days ahead, but the President expressed confidence in DePauw.

The President also thanked the faculty, noting that it is the president's job to sell DePauw, and that one of our most important selling points is the quality of the faculty.

The President noted that in comparison to 22 years ago, that the faculty and the students are more diverse, but that we need to keep stressing diversity, and to look for more ways to utilize that diversity.

10. Old Business

There was no old business to come before the faculty.

11. New Business

There was no new business to come before the faculty

12. Announcements

Brett O'Bannon announced a Prindle Institute symposium on Humanitarian Intervention (often assumed to mean the use of military force to end wide scale human suffering) next spring. In our continuing exploration of the ways in which we might make the work of the ethics institute “undergraduate friendly,” while at the same time keeping our commitments to the academy for knowledge production, we invite faculty to consider the symposium as they construct their syllabi for next year. Sharon Crary and Brett O'Bannon are co-organizers of the event and welcome enquiries.

Final election results are listed in Appendix 1.

Faculty meetings for 09/09 are the following Mondays: September 8, October 6, November 3, December 8, February 2, March 2, April 6, and May 4.

13. Adjournment - The meeting adjourned at 5:27 PM.

Athletic Board (one-year replacement): Nahyan Fancy
IEC (two-year term): Kerry Pannell
IEC (three-year term): May Phang
Public Occasions (fall replacement): Debby Geis
Teacher Education (fall replacement): Carlos Carrillo
Teacher Education (one-year replacement): Cynthia Cornell
Pub Board (2 two-year terms): Bob Hershberger, Rich Cameron
COA (three-year term): Vic DeCarlo
COA (one-year replacement): Pedar Foss
Honorary Degrees: David Gellman
Hartman Center: Francesca Seaman
GLCA Representative (three-year term): Rebecca Upton
GLCA Representative (one-year replacement): Hilary Eppley
Chair of the Faculty: David Berque

Division Officers (Chair, Secretary, Third Member)

Division 1: Tiffany Hebb, Nicole Brockman, Amanda Henk
Division 2: Jason Fuller, David Alvarez, Inge Aures
Division 3: Brian Howard, Sharmin Spencer
Division 4: Kerry Pannell, Rich Cameron

Vacancies

Division 1: none
Division 2: Grievance (end 1/31/09) – Member
Division 3: Grievance (end 1/31/10) – Alternate; Third Member
Division 4: Grievance (end 1/31/09) – Alternate; Third Member