

THE FACULTY OF DEPAUW UNIVERSITY
MINUTES OF THE MEETING OF NOVEMBER 1, 1999

CALL TO ORDER

Chair of the Faculty Prof. Howard Brooks called the regular meeting of the DePauw University faculty to order at 4:04 p.m. in the Julian Science and Mathematics Center Auditorium with about 85 faculty present.

APPROVAL OF PREVIOUS MINUTES

Chair Brooks asked if there were any substantive changes that needed to be made to the October 4, 1999 minutes. As there were none, the minutes were unanimously approved by the faculty.

REFLECTIONS OF THE CAREER AND LIFE OF JIM GEORGE

In memory of Prof. Jim George, Prof. Bryan Hanson read the following remarks which he had prepared for the funeral service:

I am very pleased to offer some reflections, as a means of celebration, about my good friend and colleague Jim George.

To those of us in the Department of Chemistry, and I speak now for my colleagues and our students, Jim was always a source of positive energy. I don't believe it was possible for him to be in a bad mood, though some campus political topics could get under his skin! He obviously loved life, engaged it heartily, and that rubbed off on other people. Everyone was particularly struck by Jim's attitude after his diagnosis. It is hard to imagine receiving any worse news that Jim did a year ago in September. Yet, somehow, knowing that he could fight but not ultimately win, he remained upbeat. In fact, he seemed to deal with the news better than most of us. There is no better illustration of his great character.

Jim had a tremendous love for teaching, and unparalleled dedication to his students. One of his greatest strengths was his understanding of human nature as expressed in the college student. Upon learning of his death, a number of his past students sent remarks about how influential Jim had been on their development as intellectuals and people. One student wrote that "He was encouraging of me and was accepting of the lack of confidence and general goofiness that accompanied me in my early years at DePauw. His students were lucky to have known and learned from him." Another wrote, "He was a good example of the wonderful faculty that we have at DePauw and the quality of education we received..." Last Tuesday morning, after news of Jim's death had spread, a student had taped a note on Jim's office door, and flowers had appeared. The note read, in part, "...I wish I could have told you that your class was the one that made me even desire to study chemistry, and it is your love of learning...which will always make me yearn to know more...I will always remember your charisma and joy..."

While students were the main beneficiaries of Jim's talents, we his colleagues were also enriched in no small measure. Jim mentored each of us who has come to the department

in recent years by the way he conducted himself. He was always looking to improve his courses, to try new methods, to incorporate new instrumentation and computers. His courses were consistently fresh, in part due to his special organizational methods. Each summer, Jim would empty his file cabinets and spread the materials for a particular course all over one of the empty laboratories. He would then proceed to rearrange the items, and in the process the plan for the class would appear. He had extensive files, and his voracious reading supplied a steady stream of new examples and ideas, so his courses were very dynamic. Most of us are happy if we can keep 10% of our class material fresh, but then again, we don't use Jim's special methods.

Students of Jim's will remember his enthusiasm for chemistry as he lectured. He was a true believer in the value of lecture demonstrations, which not many faculty do anymore. But if you were Jim's student, you got the complete experience. Jim's demonstrations of sometimes violent and spectacular reactions were hard to forget. Numerous burn spots remain on the carpets as proof of the experience. The rest of us are too chicken to even try the reactions. People walking by in the hall were sometimes alarmed to see smoke drifting out the door, but it was just another day in chemistry with Jim.

Two of Jim's interests besides chemistry were travel and reading. Jim was always reading a fascinating book, very often on science. He was particularly fond of geology topics, but was broadly informed about all the sciences and many other topics too. He was adept at seeing connections between different fields, and his wide-ranging knowledge enriched his classes by the examples and the connections he could make for his students. In this way he lived, and by his life taught, many of the ideals we hold so highly at a liberal arts university. I personally found Jim's enthusiasm for so many topics very stimulating, and his example led me to read much more widely. Again, we see his mentoring by example. He didn't know he was doing it, he was just living his life.

Many in this room are either professors or students. So as a final thought, I'd like to comment about the importance of that process we call teaching, which was Jim's calling. We are usually caught up in the day-to-day stresses of grading or studying, and it is easy to lose sight of the what is really going on. As professors, we are assisting in the development of what we hope will be great intellects and citizens. We try our best to instill knowledge and most importantly, those things we call critical thinking skills, creativity, and judgment.

Soon after Jim became ill, I had the opportunity to read many papers on the latest treatments for brain cancer. Brain cancer, for some technical reasons, is especially hard to treat. If there were any really good answers, I suppose we wouldn't be here now. But what I saw in those papers was many brilliant and scientifically-creative minds at work on a very tough problem. Some ideas are showing exceptional promise. So here's the connection: Someone trained those brilliant and creative minds. Someone provided an environment to stimulate and develop those thinking skills. That's what Jim did with a passion. And that is something to celebrate.

REPORTS FROM COORDINATING COMMITTEES

COMMITTEE ON ACADEMIC POLICY AND PLANNING (CAPP)

Prof. Robert Stark announced that CAPP has no specific progress to report.

COMMITTEE ON FACULTY (COF)

Prof. Mac Dixon-Fyle announced that COF is reviewing tenure files.

COMMITTEE ON MANAGEMENT OF ACADEMIC OPERATIONS (MAO)

Prof. Nancy Davis, for MAO, moved:

“That the faculty approve granting course credit to students with scores of 5 and above (out of a possible 7) on the International Baccalaureate Program exam.”

Currently credit is awarded for scores of 6 or higher. The change would reduce the disparity between the requirement for earning credit through AP exams and that for the IBP exams. There was no discussion. The motion carried.

Prof. Davis moved, for MAO:

“That the faculty approve the new course:

ECON 342: “Comparative Economic Systems” 1 course credit”

There was no discussion. The motion carried.

Prof. Davis, for MAO, moved:

“That the faculty approved the following changes in the German program:

Add: GER 212 “Intermediate German II” 1 cr, GER 304 “Advanced German” 1 cr,
GER 411 “20th Century German Literature and Culture” 1 cr, and
GER 415 “Senior Seminar” 1 cr

Change in Credit/title:

GER 404 from “Humanism, Reformation, Baroque” ½ cr to “18th Century
German Literature and Culture” 1 cr

Delete: GER 214 “Selected Readings”, GER 215 “German Conversation and
Composition”, GER 308 “Modern German Writers”, GER 319 “German Theater
and Film”, GER 336 “German Writing Laboratory”, GER 403 “Literature and
Society in the Middle Ages”, and GER 410 “Goethe”

These course changes are intended to move the curriculum beyond the study of literary history to the study of German culture broadly, to adapt to the interests and expertise of the new faculty, to make the German program comparable in structure and content to the other modern language programs, and to modernize the program, making it more proficiency based. There was no discussion. The motion carried.

Prof. Davis moved, for MAO, to approve as a package these changes in History:

Add: HIST 243: “Germany from the 30 Year War to National Unification” 1 cr

HIST 244: “Germany from Unification to Unification, 1871-1989” 1 cr

Delete: HIST 240: “Modern Germany” 1 cr

Prof. Joe Heithaus suggested that the date of the Thirty Year War be included in the course title. The motion carried.

Prof. Davis moved, for MAO,

“That the faculty approve the new course: PHIL 351: ‘Medieval Philosophy’ 1 cr”

There was no discussion. The motion carried.

Prof. Davis announced several changes in course titles: ANTH 259: from “Afro-American Cultures and Consciousness” to “African Diaspora Cultures”, GER 211: from “Intermediate German” to “Intermediate German I”, GER 409: from “The Classical Period” to “19th Century German Literature and Culture”, PHYS 121: from “Introduction to Classical Mechanics and Thermodynamics” to “Principles of Physics I”, PHYS 122: from “Introduction to Electricity, Mechanics and Optics” to “Principles of Physics II”, PSY 325: from “Psychological Tests and Measurement” to “Psychological Assessment”, PSY 450: from “Independent Senior Projects” to “Senior Seminar”, PSY 451: from “Seminar” to “Independent Senior Research”, and a change in course number: GER 216 “German for Business” to GER 309.

Prof. Davis concluded her report by announcing that MAO is considering a proposal from Student Congress to extend Group 6 credit (but not credit toward graduation) for participation in varsity athletics and MAO is working on a proposal to establish deadlines for end-of-term papers that are before the start of the final exam period (unless the paper is itself the final exam or a substitution for the final exam). Faculty input is desired.

STUDENT LIFE AND ACADEMIC ATMOSPHERE COMMITTEE (SLAAC)

Prof. David Newman for SLAAC, read the following statement:

The Student Life and Academic Atmosphere Committee wishes to express our collective outrage at an incident that occurred on October 22 in which a swastika was formed on a table at the Hub out of literature inviting the community to a protest for peace. When such incidents occur they create a fearful and unwelcoming campus climate. The lives of every member of the university community are affected by events like these and they remind us that we must vigilantly strive for an atmosphere of inclusion and tolerance at DePauw.

Our committee encourages faculty to discuss this incident with students in the spirit of educating everyone in the community about the devastating effects evoked by such virulent symbols of hatred.

Prof. Newman, for SLAAC, tabled the motion: “That the faculty approve the Disruptive Student Policy.” He explained that the motion comes out of discussions, facilitated by Prof. Martha Rainbolt, about problems which some faculty have experienced with authority in the classroom. A new version of the policy, reflecting changes suggested by the University’s attorneys, was distributed.

Questions arose about the power of faculty to expel disruptive students, and how a student can be required to leave. VPAA Abraham noted that the faculty member should not attempt to physically remove the student, which could be considered assault. It was noted that discussion should take place at the December faculty meeting.

Note: Further changes were made at a SLAAC meeting on November 11th. After that meeting, the policy reads:

Disruptive Student Policy November 12, 1999

At DePauw, academic discourse within the framework of our courses is of fundamental importance. In our classrooms we strive to encourage the free exchange of ideas always in an environment of courtesy, respect and professionalism. A student's inappropriate behavior can sometimes seriously undermine that environment. This policy outlines the procedures that should be followed when a professor feels that such disruption has occurred.

1. For any incident, the faculty member should warn the student that the disruptive behavior is unacceptable. This warning could be issued privately (in person or in writing) or publicly (such as asking the student to leave the class for the day).

2. The instructor may seek advice from a senior colleague, his/her chair, the Vice President of Academic Affairs, Dean of Students, or Dean of Academic Services.

3. If the behavior occurs outside of the classroom and/or involves harassing behavior, there are other processes in place to handle the situation, and those processes should be followed. Incidents of harassment should be reported to the Vice President of Academic Affairs, the Dean of Students or the campus police. The University's harassment policies are published in the Student and Academic Handbooks.

4. If the behavior continues, the situation may warrant stronger measures such as dropping a student from a course. In this case, a formal warning must be given to the student and reported in writing to Vice President of Academic Affairs. At this point mediation must be initiated.

- A. The Vice President of Academic Affairs appoints a mediator and sets up a meeting.

- B. The mediation meeting is held as soon as possible, ideally 48 hours, after the formal warning. A representative of the Office of Academic Affairs must be present at the mediation. The faculty member and the student may each have an adviser present.

- C. The representative of the Office of Academic Affairs writes a memo summarizing the results of this mediation. This memo will be kept in the files of the Vice President for Academic Affairs.

D. A recommendation to dismiss the student from the course must be approved by the Vice President for Academic Affairs. If the conclusion of the mediation is that the student should not return to the course, the Vice President for Academic Affairs decides what will appear on student's transcript for the course: W, F, or no entry.

E. A pattern of disruptive behavior in several classes will be addressed by the Office of Academic Affairs in conjunction with the Dean of Students.

REPORTS FROM OTHER COMMITTEES

FACULTY DEVELOPMENT COMMITTEE (FDC)

Prof. Chandler announced that the committee is deliberating about Faculty Fellowships and Fisher Fellowships. In the past, both those who were and those who were not awarded development grants were given detailed reports on deliberations. In the future, only those who are not selected will receive the detailed reports.

Applications for Fisher Time Outs are due November 29, 1999. She reminded the faculty to apply early for any fellowship, or faculty development sponsored program.

COMMITTEE ON ADMINISTRATION (COA)

Prof. Ralph Raymond reported on meetings with the President regarding strategic planning, capital campaigns, and related issues. They expect to contact several faculty committees. They expect to have salary equity discussions and to consider the NCA accreditation report.

FIRST YEAR SEMINAR COMMITTEE (FYS)

Prof. Matthew Balensuela announced that workshops on evaluation were held on October 5 and October 12. Faculty feedback on the FYS program was solicited. The vast majority of faculty members cited the positive classroom experience of having a "bonded" group of students, saying that class discussions were vigorous, interesting, and honest. "Not so positive" comments were more varied, though most deal with limitations of what can be expected of first year students. There will be more workshops in the spring.

Many excellent proposals have been submitted for Fall 2000 seminars. Final selection may take into account staffing needs.

Representatives of the FYS committee met the Academic Affairs Committee of the Board of Trustees in October. They reported on the history of the workshops, the status of proposals for Fall 2000, assessment, links with library activities and guest speakers, and links between courses.

The FYS committee is continuing to communicate with MAO and CAPP. They are discussing evaluation with COF. FYS evaluations will focus on goals of the FYS

program

(critical thinking, writing skills, etc.) not on the professor, which is COF's domain.

REPORT FROM THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

Vice President for Academic Affairs Neal Abraham announced that the NCA report is now on reserve in Roy O. West Library, and is available to all members of the University community.

Dr. Abraham announced that there was a very positive reception at the Board of Trustees meeting to the presentations made by faculty members. Members of the Board were impressed by the quality of the Faculty as represented by the recipients of the Faculty Fellowships and Professorships. Members of the Board were also impressed by the success of the First Year Seminars and view this as an important part of fixing the first year experience, understanding that the issues go far beyond Winter Term to accomplishing greater academic engagement of first year students.

He noted that DePauw's team, sponsored by Marcia McKelligan, won both of their matches at the Ethics Bowl.

REMARKS FROM THE PRESIDENT

President Bottoms also reported the Board of Trustees' meeting. Members of were very impressed with the faculty and would love to come back to DePauw and take classes again. He asked if the faculty could do a better job with them this time.

Dr. Bottoms and the Board expect to end the financial campaign in early 2000. For remaining fund raising, themes include faculty salaries, technology (an initial investment of \$1 million and ongoing expenses of \$500,000/year for equipment and training), renovation of the Julian Science and Math Center (with basic plans to be finalized by January and an approximate cost of \$12-15 million), an art facility, scholarships (the Holton program was endorsed with some suggestions, and Rector Scholarships will return to strictly merit awards), housing (work on Bishop Roberts will soon be finished, work on Longden will soon begin), and the tennis & track facility (work will begin after fall sports end).

Prof. Bryan Hanson asked if specific funds have actually been approved, and a date set for JSMC renovation. Dr. Bottoms responded that he does not want to commit to a date until after fund raising efforts are complete. The plan is to start renovation this summer. It will be a multi-year project.

Dr. Bottoms invited the faculty to attend Lee Hamilton and Arne Carlson's talk, in the Union Building Ballroom at 4 o'clock Monday November 8, and a reception and dinner afterward.

OLD BUSINESS

There was no old business.

NEW BUSINESS

There was no new business.

ANNOUNCEMENTS

Prof. Meryl Altman offered descriptions for spring 2000 women's studies courses to advisers (or anyone else who wanted them).

Prof. Robert Sedlack reminded the faculty to vote.

Chair Brooks reminded the faculty that the United Way Campaign is still on going. Prof. John Morrill added that each building has a representative assigned to contact employees in that building. He also noted that DePauw's goal is a small percentage of what employees at the Wal-Mart Distribution Center have already raised.

ADJOURNMENT

The meeting was adjourned at approximately 5:07 p.m.

Respectfully submitted,

Howard Brooks, Chair of the Faculty

Kathryn Courtland Millis, Assistant to the Chair of the Faculty