

**DePauw University Faculty Meeting Agenda  
September 12, 2016**

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

- Memorial Tribute to Roger Gustavsson (Bob Newton) (text of comments will appear in the minutes)
- Memorial Tribute to Jim Madison (Fred Soster) (text of comments is in Appendix A)

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

Verification of quorum

**3. Consent Agenda**

**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 B.

**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

**Reports from Core Committees**

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

- A. Motion to be voted on: To approve changes to the Grievance Procedure in the Academic Handbook as specified in Appendix C. Prior notice was given at the May 2016 faculty meeting.

**Rationale:**

Working through all the changes to the Academic Handbook as a result of our governance changes in 2016 brought to light a variety of housekeeping changes. Each change seems logical yet substantive enough to give the faculty the opportunity to improve. These changes reflect two things, (1) housekeeping changes in light of the electronic era and (2) removing what effectively amounts to an infinite loop in the procedure that suggests a level of authority not held by the faculty. All changes are suggested by the 2016 Chair of the Faculty, Bridget Gourley.

**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.

**5. Faculty Priorities and Governance –**

Announcement of committee chair (to be elected Friday, September 9) and anticipated work

**Written Announcements – None**

**6. Curricular Policy and Planning (John Caraher)**

Information concerning anticipated work for this academic year

**Written Announcements – None**

**7. Faculty Personnel Policy and Review (Meryl Altman)**

A. Advanced Notice of Motion to be voted on at the October 2016 faculty meeting, “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 Appendix D.”

**POLICY CHANGE: FDC REPORTS IN DECISION FILES**

We are bringing before the faculty a single policy change that requires three amendments to the Faculty Handbook. It relates to 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. 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).

**Rationale:** Work done under these awards is a major and valuable part of what faculty do at DePauw. So not to have it in the decision file is strange. For those reading files, it can create odd gaps in the candidate’s narrative of their development. Currently some people include that material and others don’t, which also seems unsatisfactory.

**Written Announcements – None**

**8. Faculty Development (Jim Mills)**

The Faculty Development Committee moves to modify the charge of the committee in the Academic Handbook. The specific Handbook language is in Appendix E. Prior notice was given at the May 2016 Faculty Meeting.

**Rationale:**

The revised charge clarifies the mission of the Faculty Development Committee (the original language simply says “plans and executes faculty development programs within the University”), describing in greater detail the work of the committee with regard to internal awards, eliminating the statement that the committee works with outside agencies (it does not), and clarifying that the focus of the committee is on awards for faculty rather than for students (the IGC had broadened its focus to include more student awards). It also states clearly the committee’s role in making recommendations to the VPAA on faculty development funding, and it clarifies the relationship between the committee, the Faculty Development Coordinator, and the Dean of Faculty.

**Written Announcements – None**

**9. 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 F. Prior notice was given at the May 2016 Faculty Meeting.
- B. Student Academic Life gives 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. The specific handbook language changes are found in Appendix G.

**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 gives 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. The specific language is found in Appendix G.

**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 gives 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. The specific language is found in Appendix G.

**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 is an offer to answer 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)**

Announcement of honorary degree candidate names to be presented to the Board of Trustees

**Communications**

**13. Remarks from the President (Mark McCoy)**

**14. Remarks from the VPAA (Anne Harris)**

**Additional Business**

**15. Unfinished Business**

**16. New Business**

## **17. Announcements**

**Laurent Vesely** ("Advertising and Mobilization" subcommittee for DePauw Dialogue 3.0)

### **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

## **18. Adjournment**

## Appendices

### Appendix A. Tribute to Dr. James A. Madison (prepared by Fred Soster)

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.

### Appendix B: Course Descriptions for Consent Agenda Items from Course and Calendar Oversight

#### *Related to Consent Agenda Item C – Approval of New Courses*

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

This course outlines Chinese literature from the beginning to the Tang dynasty (618-907). From some of the most beloved and celebrated literary texts, we will glean the ageless enigmas of the Warring States sophists, the whimsical wisdom of Chinese hippies of the Bamboo Grove, and the anomalies and the fantastic from poetesses (both male and female) of China's Golden Age, the Tang dynasty. In seven themes, we will explore major genres and sub-genres of Chinese literature, including poetry (e.g., "the music bureau," "classical poetry," and "lyric meters"), prose (e.g., historical and philosophical), and fiction (e.g., "describing anomalies" and "romances"). We will learn and experience how politicians and common people in China over 2,500 years ago thought, felt, and lived. How did the ancient Chinese achieve immortality, behave in courtship, eavesdrop on a love affair, express their emotions, and criticize one another? Amazingly enough, many of the answers are as contemporary as scenes in a Hollywood movie today. No knowledge of Chinese is required.

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

This introductory film course is a survey of contemporary films from across the globe. Students will be exposed to a diverse array of culturally distinct and unique aesthetic expressions and will be encouraged to engage perspective(s) apart from their own while discussing topics including, but not limited to, race, gender, ethnicity, religion, class, and sexual orientation.

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

Reading African American cinema as a pivotal archive in African American cultural production, this course explores the diverse black aesthetic traditions that African American film has and continues to develop, explore, and shape. Specifically, the course will track how films produced, written, and/or directed by African Americans are situated in larger debates about the politics of race and representation.

**GLH 101 Introduction to Global Health (1 course, IE or PPD on offering basis)**

This course introduces students to the basic tenets, applications, and foci of global health. It contextualizes current global health issues historically and provides an overview of the core disciplines in the field. Using case studies, students analyze disease burden across several sectors to examine factors affecting health. Readings are drawn from a range of disciplinary perspectives.

**HONR 122 Rethinking the Environment (1 course)**

What constitutes an 'environmental' problem? Which environmental problems are most urgent? Urgent for whom, and who decides? Environmental issues, it turns out, are always about more than the natural world. In order to understand environmental problems, we also need to understand human societies and the diverse ways that people cause, are affected by, and seek to solve these problems. Using case studies, students will learn to recognize the complex ways that environmental issues such as pollution, climate change, and biodiversity loss intersect with social justice issues such as poverty, racism, and gender inequality. This course aims to develop students' cultural competence, information literacy, and critical thinking skills in preparation for more advanced environmental coursework across a range of academic disciplines. Open only to students in the Environmental Fellows Program or by instructor permission. May not be taken pass/fail.

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

A study of literature from multiple traditions, including Western, non-Western traditions, Global South, Global North. Readings may focus on a genre that runs across cultures, a specific historical period or an event/theme that affects a number of cultures. Crosslisted with ENG 250

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

This course offers close examination of global issues and features in literature, often those at the center of current critical interest. May be repeated for credit with different topics.

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

This course offers advanced, intensive examination of specific issues in World Literature, often those at the center of current critical interest. Examples may include translation issues; cross-cultural fertilizations; competing conceptions of world literature; literature in a global economy. May be repeated for credit with different topics.

**Appendix C: Proposed Housekeeping Changes to the Academic Handbook related to the Grievance Process**

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.**

**Appendix D: Motion to amend the Academic Handbook concerning FDC reports in the decision file.**

~~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:

he 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.

**Appendix E: Proposed change to the Academic Handbook regarding the charge of the Faculty Development Committee**

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 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.

## Appendix F: 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/](http://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/](http://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 (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 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.
  - 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 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 **12, 2016.**

#### **Appendix G: Proposed language changes by Student Academic Life**

##### **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 convener 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.** )

##### **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 convener 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.)

##### **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.**