

Minutes for DePauw University Faculty Meeting  
Monday, September 10, 2007

1. Call to Order – 4:05 PM; Ballroom of the Union Building
2. Verification of Quorum

The VPPA reported that there are 246 voting members of the faculty with 219 faculty members remaining after accounting for leaves. The quorum for the fall semester, therefore, is 88. Attendance at the beginning of the faculty meeting was in excess of 100 voting members of the faculty.

3. Approval of Minutes from the May 2007 Faculty Meeting

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

4. Remarks from the President

The President stated that he had been remiss, in his comments at the Faculty Institute, in not recognizing Maria Luque's contributions to the success of the DePauw-Ecuador Summer Program.

At its October meeting, the Board of Trustees will make recommendations on candidates for honorary degrees to be awarded in May 2008. Nominations are welcome and can be sent to the President who will convey them to the Board.

5. Remembrance of Professor Robert Eccles (Robert Newton)

Remembering Robert Spence Eccles (Nov. 12, 1911-May 27, 2007)

It was in December 1955 at our apartment on Morningside Drive in New York City that I first met Bob Eccles. He and Russell Compton had come to the annual meeting of the National Association of Biblical Instructors, the NABI (now the American Academy of Religion) at Union Theological Seminar. He and Russell were interviewing candidates for a teaching position here at DePauw. I was finishing my degree and had become a candidate. This was not the first time Bob had been to the NABI. The year before, he had presented a paper on "Teaching the Bible in Christian Perspective." (More of this later.)

Born in the State of Washington, he earned several degrees: BA 1934 in English from the University of Puget Sound; MA in Theatre studies 1943 from Northwestern University, Bachelor of Divinity 1944 from Garrett Theological Seminary, Ph.D in Religion 1952 from Yale University.

1955 was an exciting time at DePauw, the ending of one era and beginning of a new one. In 1953, Bob, with specialty in New Testament, had come to DePauw's Department of Bible (also named Department of English Bible) replacing Robert Montgomery, also a Yale Ph. D. who was on his way to Southern Methodist University. Such teachers were bringing new perspectives and energy, with emphasis on contemporary historical and critical study of the biblical literature. It was the passing of the Boston University era at DePauw when presidents, professors of religion, and professors of philosophy maintained the Boston "personalist tradition" here. Walter Bundy, Boston Ph.D., controversial and long-time

professor of Bible, would retire in 1955. C. D. W. Hildebrand, also Boston Ph. D., in Philosophy, reputed to be the “last living personalist,” would retire in 1962. The Department of Bible would be integrated into the Department of Philosophy and Religion. The new era was beginning with momentum from Russell Compton, also Yale Ph.D. in Philosophy, who had become “Head” of the Philosophy and Religion Department in 1951.

In those years of the newly combined Department, biblical study became an immensely sought after subject. Bob, and his colleague, the late John Eigenbrodt (who arrived here in 1957) each would teach two sections of introductory Bible, augmented by two or three additional sections taught by adjunct faculty members, Ann Newton and Louise Reinecke. Then, when four courses were the standard load and 40-50 students the usual class, Bob and colleagues would also teach two or more courses at the intermediate or upper levels. So students could spend a semester on Paul’s Letter to the Romans, The Gospel of John, The Letter to the Hebrews, The Book of Revelation. Those majors who went to seminary were numerous and well prepared. At one time, DePauw was the second undergraduate source of students at Yale Divinity School (then arguably the top graduate school in religion), exceeded only by Yale College. And DePauw students, with a focus on biblical study, enrolling at graduate school were often excused from beginning level courses in Bible and placed in courses at the next level. So valued and recognized was the teaching of Bob and his colleagues here.

Teaching biblical literature at DePauw was scholarly and critical rather than confessional or doctrinaire. Bob’s scholarly pursuits are seen in his Fulbright Grant, 1961-1962, to do a sabbatical project at the University of Bonn, Germany. Later, in 1985, he was editor and contributor to a volume in commemoration of the famous biblical scholar Edwin R. Goodenough. However, Bob’s teaching closely connected scholarship with active religious life. This was prefigured and exemplified in Bob’s early-in-career paper at the NABI (mentioned earlier). The aim of such teaching was to challenge uncritical biblical reading and to deepen and widen the meaning of the biblical tradition for contemporary persons exploring religious commitment. Bob’s achievement can be seen in the many DePauw students who formed professional careers and lifelong friendships with him and his wife, Kathryn, such as Kevin Armstrong, Clarinda Crawford, Colin Cress, Max Case, Bill Hemmig, Carl Johnson and Bill Squibb, who were present at his memorial service.

In friendly and often scholarly discussions, we would see a dimension of Bob’s persona that was sometimes overlooked by students in his classes. At the most fervent presentation of some point of view, Bob could interject, with sly smile and subtle humor, a perspective from a recent article he had read which put the issue in a different light. (He never seemed to forget what he had read.) A chorus of consent would dissolve and the direction of the discussion would shift. I interpret this as the mind of the text critic who continually interprets the present text (or topic) for better understanding. The work of historical analysis is unlikely to be finalized. And so the activity of moral discussion seems always to warrant, if not welcome, adjustment and extension. Frustrating, yes. Reality, of course.

But a text person is also one who values the written text. When Bob became chair of the Department of Philosophy and Religion in 1974, we began keeping minutes of the Department meetings. Oh, we had been holding regular weekly meetings since the early days of Russell Compton’s leadership. We met even if there was no business, in order to formulate strategic as well as tactical plans, and, of course, attitudes. Our assumption was that if departmental life was good, we could put up with the frustrations of institutional bureaucracy. Our rule was never to present a divided mind or recommendation to the

administration, as Bob Farber, then Dean, would well remember. As chair of the Department, Bob continued the tradition of consensus and added the regular keeping of minutes. This was before the coming of computers to DePauw. When I reviewed those minutes in the Archives, I was reminded that the task of writing the minutes and duplicating them was shared among us. Usually, we signed off as secretary-pro-tem. But even the chair took his turn, and in the thick set of papers I reviewed, I frequently saw Bob's name as the minutes-taker for the meeting. How many departments at DePauw have such minutes? Perhaps Emeriti Professor John Baughman our long-respected historian, knows the answer.

Bob was ordained elder (pastor in full connection) in the Methodist Church, becoming a member of the South Indiana Conference in 1951 when he was teaching in the Indiana School of Religion. He continued in volunteer capacity by inaugurating in 1965, the License to Preach School which for many year was held at DePauw during the summer and prepared persons for lay and ordained ministries. He served as its Dean and faculty member.

When Bob retired from DePauw, he continued to participate in University activities. Fred Lamar, former Chaplain at DePauw, reminded me of Bob's organizing for students and faculty the stimulating luncheon discussion program, "What Matters to Me and Why," which met in the lobby of O'Hair House for many years.

One of Bob's passions was his love of music. The McFarlands (Nancy and John of the Chemistry Department) remember his singing in various choirs and his baritone solos in the Gobin church choir. For years, Bob sang in Stan Irwin's Festival Choir. And I remember a local Christmas pageant (probably Menotti's *Amal and the Night Visitors*) with Bob singing in the role of one of the Kings. In 1993, Bob did what all of us should do. He wrote a letter to his family about the meaning of his life in this world and his transfiguration in the next. He wrote that as once he was listening to Richard Strauss's "Tod und Verklaerung" something within him prompted him to say to himself, "I expect to be transfigured."

Bob also wrote a brief summation (calling it a Summa) of his life, in which he celebrated [I quote] "the marriage [in which] God gave him [a] loving partner who sustained him all the rest of his life" [end quote]. It was after Kathryn's sudden and unexpected death, thus without that sustenance, that he quickly went into decline and descended into the borderline of consciousness. The last words that I know of spoken to him the day before he died, were, "Kathryn is waiting for you. It's time to go and meet her." He must have heard those words and agreed to them.

#### 6. Remembrance of Professor John Ricketts (Jeff Hansen)

I would like to say a few words about Prof. John Ricketts who was born on Feb. 29, 1924 and passed away on June 29, 2007 at the age of 80 (or 83 depending on how you count it). John was born in Lakewood, Ohio but came to Indiana for his undergraduate degree graduating from Indiana University with a B.S. in chemistry in 1948. He returned to Ohio for his graduate studies earning Masters and Ph.D degrees from Western Reserve University in 1950 and 1953. After teaching briefly at Fenn College John began at DePauw in 1952 and continued here until 1989.

I have many fond memories of John. I still remember first meeting him during the summer of 1981 when, as a rising high school senior, I came to DePauw for a week-long science experience. I remember John being the driving force behind that program. This was typical of John who had a strong interest in science education and in encouraging young students to

study science. His chemical demonstration was a memorable event with exploding hydrogen coke bottles and an oscillating reaction of his own invention that alternated between DePauw's school colors of Black and Gold. I remember at the time being scared to death that I would break something in the lab but also wanting to do well enough to receive praise from him knowing that his praise was not easily earned. I liked this experience well enough to return to DePauw in the fall of 1982. John was assigned to be my academic advisor and remained my advisor for 4 years. John was a great advisor. You could count on him to tell you exactly what he thought you should do, but he always left the decisions up to you. I think what I remember most about John from when I was a student is how terrified all the students, including me, were of him. I think he relished this. Yet despite his gruff manner and penchant for jumping all over a student, he always had the students' best interests in mind.

John was an innovative teacher. John Zimmerman teaches in the chemistry department at Wabash and was a long-time colleague and friend of John's. He has this to say about John:

“John Ricketts was unique in many ways. For me, his most important credential was an early and intense interest in the process of chemistry teaching. Our long, and sometimes intense, discussions of pedagogy shaped a good bit of the way I worked in the classroom. John did more than talk of pedagogy, he practiced what he preached. He was constantly about implementing change in his classroom.

“John cared about students, DePauw students and Wabash students. He was the organizing force behind establishing a joint DePauw-Wabash chapter of Phi Lambda Upsilon (PLU), an honorary chemistry organization. PLU continues to hold an annual spring joint meeting to honor those DePauw and Wabash junior and senior chemistry majors who have excelled in their study of chemistry.”

John clearly had an impact on the lives of his students. In honor of John many of his students contributed to the establishment of the John Ricketts Prize in Physical Chemistry which is awarded each year to the top student in Physical Chemistry at DePauw.

John was a good scholar. As with all things, John was very demanding of his research students. He believed if you were going to do something you should do it right and he had very definite ideas about what was right. While at DePauw John published 14 papers, the first one being published in 1959 and the last in 1997 - nine years after his retirement.

John was a great mentor. I remember when I came to interview at DePauw the first person I saw when I arrived on campus was John. I doubt that was a coincidence. It was helpful to see a friendly face and reassuring when he told me he could not stay for my presentation. When I started teaching here John was a frequent visitor in my office until he moved to Bloomington. We talked a lot about teaching and research and how to deal with students. We also talked a lot about Indiana University basketball - something we were both passionate about. I wished I had known that about him when I was a student. Maybe John had softened a bit by this time in his life. I've heard that having grandchildren changed him. All I know is that he was no longer someone to be afraid of. He was a friend and John was a good friend to have.

I'll close with the words shared about John at his retirement dinner

“John doesn't call a spade a spade, he calls it a damn shovel.”

## 7. Reports from Coordinating Committees

### Committee on Academic Policy and Planning (Melanie Finney)

Last year CAPP developed guidelines for the governance structure of interdisciplinary programs, including the position of director and the steering committee. CAPP currently is working on similar guidelines for the Programs of Distinction and the Competency Programs.

Other items on CAPP's agenda include considering the possibility of staffing requests for tenure-track lines in interdisciplinary programs and developing tools for measuring academic engagement, particularly outside of the classroom, as part of the AQIP project on academic engagement.

### Committee on Faculty (Jeff Kenney)

The members of COF this year are Istvan Csicsery-Ronay, Aaron Dziubinskyj, Bridget Gourley, Tim Good, Mike Sinowitz, Scott Thede, Erik Wielenberg and Jeff Kenney. Carol Cox continues as the COF coordinator.

The committee currently is conducting reviews of department chairs and will begin review of tenure files in early October.

The COF subcommittee on student opinion forms is continuing its work and will report back with recommendations this semester.

Upcoming deadlines include promotion nominations by September 12<sup>th</sup>, letters for term reviews by September 17<sup>th</sup> and letters for interim reviews by October 8<sup>th</sup>.

### Committee on Management of Academic Operations (Inge Aures)

#### A. Announcements

The faculty members of MAO are Jonathan Nichols-Pethick, Inge Aures, Brian Howard, Pat Sellers, Rich Martoglio and Harry Brown, with Cathryn Richter and Betsy Ginther serving as student representatives.

MAO is continuing to work with CAPP on developing a definition of what constitutes a laboratory course. Other issues on which MAO is working include evaluating how students have fared in fulfilling the group requirements now that all students must fill the requirements in all six groups, streamlining the process for approving transfer credits, and developing on-line forms for submitting changes to majors and minors, for proposing experimental courses and for submitting applications for independent studies. MAO also will continue to fine tune the new time banks.

#### B. Motion (to be voted on) that the faculty approve the following new course:

BIO 190 Topics course (1 credit)

Selected topics in Biology. May or may not include a laboratory, depending on the subject.

The motion was approved by a show of hands.

- C. Motion (to be voted on) that the faculty approve Group 6 designation for the following course:

MUS 180 Beginning Tap (0.5 credit)

The study of tap dance technique from the basic rhythms and time steps to creating and performing tap routines. Emphasis on individual and group performances.

The motion was approved by a show of hands.

- D. Motion (to be voted on) that the faculty approve a one-time Group 1 designation for the following course:

BIO 190 Topics in Sensory Biology (1 credit)

Sensory Biology will cover basic themes in biology using different sensory modalities as model systems. The course will deal with the traditional five senses as well as ways in which other animals perceive the world including exotic sensory systems such as magnetoreception, electroreception and biosonar. In this course we will examine the vital role sensory processing plays in evolution, alterations in cellular activity and gene expression, memory and behavior.

The motion was approved by a show of hands.

- E. Motion (to be voted on) that the faculty approve the following requirements for students enrolled in the five-year dual degree program in BM Music Performance Degree and BA Liberal Arts Degree offered by the School of Music. Previous notice of this motion, which is a change to graduation requirements, was provided at the May 2007 faculty meeting.

Students are required to maintain a minimum 2.8 GPA in SOM courses and a minimum 2.8 GPA in CLA courses, with a one semester probation period if the GPA in either drops below the minimum.

Voice majors may substitute their BM language requirements (1 course in German, 1 course in Italian, and 1 course in French) for the Group 5 requirement (1 course at second semester level or above).

Speaking against the motion: Given our current emphasis on globalization, this is not the time to lower the bar on the language requirement. Taking three first-semester language courses is not a substitute for demonstrating language proficiency which we agree, at a minimum, is at the second-semester level.

Speaking for the motion: This motion comes following an audit of the students in this program (currently 12 students are in this program). Because of the number of required courses in the major, these students have a significantly more difficult time meeting all of the distribution requirements. Although it is not impossible for them to complete two semesters of language, it does make things more difficult.

Comment: During its discussions last year, MAO did give serious consideration to concerns expressed by the Modern Languages department. Because this proposal affects a few students only, the committee felt that making this exception was a reasonable compromise.

Speaking against the motion: It is a mistake to say that completing three first-semester courses in different languages is equivalent to the second-semester proficiency in one language required of other BA students. Perhaps their schedules are too full, but is the language requirement the logical place to make this adjustment?

Speaking for the motion: Students completing this major must take diction courses in Italian, French, German and English, and one semester each in French, Italian, and German. Some students may complete the language proficiency requirement by participating in an overseas program, but other students have difficulty completing this requirement due to scheduling conflicts. Students are well-prepared for graduate work without the second semester course.

Speaking for the motion: The scheduling problems are a particular problem for students whose CLA degree has hidden prerequisites. Allowing this exception is not much of a stretch.

Speaking against the motion: It is a stretch as it sets a precedent and opens the door for other requests for altering the group requirements.

The question was called and seconded. The motion was defeated on a show of hands.

#### Student Life and Academic Atmosphere Committee (Anne Harris)

The members of SLAAC are Anne Harris, Peter Graham, Lynn Bedard, Angela Castañeda, Ophelia Goma and Tiffany Hebb, with John Schomburg and Alycia Keller serving as student members. Also serving on the committee are Cindy Babington, Carla Edwards and Marnie McInnes.

This year SLAAC will continue to work on the AQIP wellness project. The subcommittee on wellness plans to focus on food, including our service provider, counseling and the availability of not-for-credit physical activities courses. With the increased emphasis on internationalization, SLAAC also will be looking at how we are meeting the needs of international students.

#### 8. Reports from Other Committees

##### Committee on Administration (Carl Huffman)

The members of COA are Andrew Hayes, Carl Huffman, Jackie Roberts, Ray Burgman, Bob Stark, Marcia McKelligan and Wayne Glausser.

The main item on the agenda for this year is health insurance and other benefits. COA also will continue to formulate recommendations on faculty governance based on last year's faculty governance survey.

#### Faculty Development Committee (Marthe Chandler)

As announced this summer, funding levels have increased in the Professional Conference fund. The new total for a three-year cycle is \$3,000 and the per diem supplement for those giving presentations at a professional conference has increased from \$120 to \$150.

Upcoming deadlines for FDC awards are October 22<sup>nd</sup> for Fisher Time-Outs and October 3<sup>rd</sup> for sabbatical, pre-tenure and pre-retirement leaves.

The deadline for the Fisher Fellowships has passed and for the second year in a row there are no applications. FDC does not plan to make any changes to the Fisher Fellowship for next year. Perhaps the lack of proposals is due to the many other types of FDC awards. The committee would appreciate hearing from eligible faculty about their reasons for not applying.

The members of FDC this year are Bob Kingsley, Lili Wright, Jeane Pope, Marthe Chandler, John Schlotterbeck and Jason Fuller.

#### Academic Technology Advisory Committee (Bruce Sanders)

The members of ATAC are Bruce Sanders, Art Evans, Brian Howard, Ophelia Goma, Scott Wilkerson and Linda Elman. Also serving on the committee are Ken Kirkpatrick, Carol Smith and Dan Pfeifer.

Approximately 20% of courses this fall are using Moodle, including the use of features, such as Wikis, that are not available in Blackboard. Because the transition from Blackboard to Moodle has gone well, there is no expectation that Blackboard will continue beyond this year. Every effort will be made to save content for courses in Blackboard until you are ready to move them to Moodle. Further details regarding Moodle were made available on a handout, a copy of which is attached at the end of the minutes.

New laptops are being distributed with Microsoft Office 2007. The default file formats for Office 2007 files cannot be read by older versions of Office. Details on handling this problem were provided on a handout, a copy of which is attached at the end of the minutes. The learning curve for Office 2007 is steep. Workshops on using Office 2007 will be scheduled throughout the year.

Microsoft is replacing its WindowsXP operating system with VISTA. The University has not yet switched to VISTA because some of our software does not run on VISTA; however, it is now virtually impossible to buy new PC without VISTA. Beginning next year, students with PCs will be running VISTA. Faculty members using textbooks with CD packages will need to determine if the CD is compatible with VISTA. A workstation will be made available for such testing.

Question: Some institutions have set narrower printing margins in order to save paper. Is this something we can implement?

Answer: The committee will look into this.



Question: The IT person assigned to help me switch from Blackboard to Moodle could not really help me or communicate with me as effectively as I needed. Will the committee be working to provide better support?

Answer: We are now training students to help with making the transition to Moodle. The handout also provides a list of FITS staff members whom you can contact for assistance.

#### Advising Committee (John Caraher)

The Advising Committee is planning a lunch workshop to discuss the advising of international students. The event is tentatively scheduled for October 2<sup>nd</sup>; please try to reserve that time.

#### Library Advisory Committee (Meryl Altman)

The library advisory committee “advises the library staff and administration on matters of library policy and assists in formulating plans, goals, and priorities, and in determining the overall role of the library in support of the academic program.” Our basic role over the last few years has been to serve as a two-way channel for good communication between the faculty and the library about the crucial resources and services the library provides in support of teaching and research.

This year’s committee members are Carrie Van Brunt (last year’s very able chair), Tamara Beauboeuf, Brooke Cox, Kathryn Millis, Rick Provine, Neal Abraham, and two student members who are in the process of being named; Harry Brown is joining us as liaison from MAO. We’re meeting every other Wednesday morning, and people should feel free to contact any of us with questions or concerns.

Our main agenda item right now is the renovation which will take place next summer; at our last meeting, we were excited to see the result of last year’s all-campus discussions in the form of near-final plans, which will soon be available for everyone to see. The renovation will address some of the long-needed updates and also be both a much more functional use of the space. And there will be opportunities for further input as discussions proceed to make sure we get a great building with a minimum of disruption resulting from construction.

Other items for the year include circulation policies; collections (both print and digital); library instruction; and intellectual property issues, copyrights, reserves and faculty publications. Please e-mail me or other committee members with questions or thoughts you may have.

#### 9. Remarks from the Vice-President for Academic Affairs

Last year we achieved near gender equity in the hiring of new faculty members. In addition, 20% of the new hires are persons of color. Overall, the faculty is 58% male and 42% female. There are 36 total faculty members of color, making up 20% of those at the rank of Assistant or Associate Professor, and 14% of the overall faculty. The faculty has fewer total tenured faculty members because the number of retirements exceeded the number of faculty members receiving tenure. The total number of faculty on the tenure-track, however, is up. The full-time faculty members are predominately tenure-track.

The enrollment of first-year students is larger than planned for, but not as large as feared. This has put stress on first-year seminars, English 130, introductory and intermediate language courses and science courses. We have made some additional hires of faculty members to help with this.

We experienced a record retention of rising juniors and seniors; however, the retention of rising sophomores is lower. Overall there are 2350 degree-seeking students, which ties the highest level. We have a large senior class and large first-year class, with smaller junior and sophomore classes. We will seek 655 new students next year, which will give a somewhat smaller overall enrollment next year due to this year's large senior class. We will continue to working on staffing needs, but will probably need a few less faculty positions next year.

President Bottoms has appointed a task force to study the campus climate as it relates to faculty, staff and students of color. The charge to the Campus Climate Task Force includes: exploring the extent to which the DePauw community embraces the diversification of the faculty, staff and student body; reviewing recruitment, retention and attrition data for faculty members, staff and students of color and identifying areas where there are opportunities for further progress; interviewing faculty, staff and students of color to learn of their positive and difficult experiences at DePauw; and reviewing the functioning of policies, administrators and committees that support diversity initiatives and making recommendations for how these might be changed for the better. The task force will make a report and recommendations in late fall or early spring. Their work will guide the University as it prepares for the GLCA Presidential summit on diversity in April 2008. Members of the task force are Denise Hayes (chair), Variana Arceo, Bruce Burking, Raymonda Burgman, Doug Cox, Greg Dillon, Mac Dixon-Fyle, Lenny Foy, Bridget Gourley, Jeannette Johnson-Licon, Matthew Oware, Clarissa Patterson, Jana Grimes and students Chloe Favinger and Michael Manuel.

## 10. Old Business

A. Martha Rainbolt – Motion (to be voted on) that the faculty approve the following changes to Section VIA of the By-Laws regarding faculty elections. Deletions in strikethrough and additions in **bold**. Previous notice of this motion, which is change to the By-Laws, was provided at the May 2007 faculty meeting.

### A. Method of Election

1. ~~No later than two months before~~ **By** the end of the **second full week of classes in the** second semester each year, the Chair of the Faculty shall deliver to the chairperson of each faculty division all the materials pertinent to the annual faculty election. He/she shall list the vacancies in both divisional and at-large positions.
2. **Nominations will occur in two rounds. In each round, division officers must announce the vacancies to all eligible faculty members, so that they may have the opportunity of nominating themselves or their colleagues. In the first round,** ~~Following the meeting of a division at which nominations to faculty committees have been made,~~ the secretary of ~~the~~ **each** division shall deliver ~~at once~~ to the Chair of the Faculty a complete listing of all candidates for all vacant **divisional representative** positions. **Following the election of divisional representatives (see 3 below), the secretary of each division shall deliver to the Chair of the Faculty a complete listing of all candidates for all vacant at-large**

~~positions. The Chair of the Faculty will supervise a secret ballot of all divisional members to determine the divisional representatives and at-large nominees from that division.~~

- 3. Voting shall be conducted by an electronic ballot available to all voting members of the faculty for at least three in-session days. The names of the individuals nominated by the divisions shall be arranged in random order on the official ballot. The Chair of the Faculty shall conduct all elections and will archive the results of elections for a minimum of four years.**
- ~~34. The Chair of the Faculty shall announce the results of all elections at a faculty meeting according to the following schedule: March – newly elected divisional representatives to faculty committees; April – divisional nominees for at-large positions; May – newly elected at-large members of faculty committees and nominations for at-large positions at the faculty meeting, and they shall be confirmed by a vote of the faculty.~~
- ~~4. If there are vacancies remaining in the at-large nomination slots, the division officers will have at least ten days to fill those slots. They may choose to hold a second division meeting to fill these vacancies, or they may announce these positions electronically. All vacancies must be announced to all eligible faculty members, so that they may have the opportunity of nominating themselves or their colleagues.~~
- ~~5. All offices for the same committee which have the same term shall be considered as one group in the election of at-large faculty representatives to faculty committees. Each division shall select one nominee for each vacant office. Nominees receiving the highest numbers of votes in the general election shall be elected. Voting shall be conducted by an electronic ballot available to all voting members of the faculty for at least three week days. The names of the individuals nominated by the divisions shall be arranged in random order on the official ballot. The Chair of the Faculty, with the assistance of two witnesses appointed by him or her, shall conduct all elections. The results of this election will be announced at a faculty meeting, and they shall be confirmed by a vote of the faculty.~~
6. No persons may be elected or appointed to any faculty position without their consent.
7. Student members of faculty committees will be chosen by the Student Congress from among those students in good standing petitioning for the positions.

Our current process for electing faculty members to faculty committees has divisions simultaneously electing divisional representatives and electing divisional nominees for at-large positions. This has been problematic for many divisions. This motion provides for completing the election of the divisional representatives before beginning the election of at-large members. The motion also eliminates the use of witnesses for certifying elections and, instead, requires the Chair of the Faculty to archive election results for four years.

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

- B. Pat Babington – Motion (to be voted on) that the faculty approve moving the Department of Kinesiology from Division I to Division III. Previous notice of this motion, which is a change to the By-Laws, was provided at the May 2007 faculty meeting.

The motion was seconded.

Question: Why does Kinesiology wish to change divisions? How will this affect the balance of faculty members between divisions?

Answer: The Handbook notes that one purpose of the divisions is to coordinate work in related fields. The department feels that Division III is a better match for Kinesiology than is Division I. As for numbers, the current membership is 61 in Division I, 65 in Division II, 61 in Division III and 57 in Division IV. If this motion is approved, the numbers will be 55 in Division I, 65 in Division II, 67 in Division III and 57 in Division IV.

Question: Which departments are in each division?

Answer: The current arrangement is - Division I is Art, Communication and Theatre, Kinesiology, Library, and School of Music; Division II is Classical Studies, English, Modern Languages and Religious Studies; Division III is Biology, Chemistry and Biochemistry, Computer Science, Geosciences, Mathematics, Physics and Astronomy and Psychology; and Division IV is Economics and Management, Education Studies, History, Philosophy, Political Science, and Sociology and Anthropology.

The motion was approved by a show of hands.

## 11. New Business

There was no new business to come before the faculty.

## 12. Announcements

Jen Everett – Update on Focus the Nation

Focus the Nation is an event on January 31, 2008 when over 600 universities will participate in a teach-in on climate change. Activities at DePauw will include a web cast on January 30<sup>th</sup> and a policy forum on January 31<sup>st</sup> that tentatively includes Senator Richard Lugar. Senator Evan Bayh also will be invited. As part of the teach-in, faculty members are encouraged to consider including a discussion of climate change in their classes. (There will be a teaching workshop on November 28<sup>th</sup> to discuss how this might be done.) There also will be a series of interdisciplinary discussion sessions on January 31<sup>st</sup>. Faculty members interested in getting involved may wish to attend a planning session on September 19<sup>th</sup>, or contact Jen Everett.

David Harvey – The new Division IV representative to the International Education Committee is Michele Villinski and the new Division IV representative to Teacher Education Committee is Kerry Pannell.

Elaine Fantham of Princeton University and the University of Toronto will be this fall's Burleigh Classical Lecturer. She will speak on "Making a comeback and the problem of being Cicero" on Thursday, September 20 at 7:30 PM in the Watson Forum.

13. Adjournment

The meeting adjourned at 5:25 PM.



## MOODLE AT DEPAUW - SEPTEMBER, 2007

[www.depauw.edu/it/helpdesk/moodle](http://www.depauw.edu/it/helpdesk/moodle)

**Moodle** is DePauw's new learning management system. It provides all the features we are already using in Blackboard, while also offering additional features and flexibility to enable faculty members to ultimately do new and creative things online.

### Timeline:

During the 2007-2008 academic year, both Moodle and Blackboard will be available for faculty members to use for their courses.

Beginning fall 2008, Moodle will be the sole system for campus.

FITS is offering training and support throughout the year to help you learn how to use Moodle and transition your courses to it. We are also training a team of students who can help faculty members with very large Blackboard courses move content to Moodle.

### Moodle in Use:

#### ❖ Moodle usage this fall:

- 156 Active courses in Moodle (including those using Library eReserves)
- 36 Moodle courses with Library eReserves
- 750 Total fall courses created on Moodle

#### ❖ About the system:

- Everyone's Moodle account is the same as (and synchronized with) their email/Novell account/password.
- All courses in the fall Schedule of Classes are already created in Moodle. To make a course visible to your students, you need to change the course availability setting to 'available.'
- During the drop/add period, student enrollments (including drops) were updated every 24 hours.

#### ❖ The most common questions/problems that we've heard from people using Moodle so far:

- Faculty members sometimes forget to make their course 'available' to students after they set it up for their class
- Students don't all realize that their Moodle username/password is the same as their email account
- The Moodle gradebook is different from the one in Blackboard, so several instructors have sought help from FITS about learning to use it.

### Where to get help with using Moodle:

Moodle 101: <http://moodle.depauw.edu/course/view.php?id=48> (Log in as a guest)

Contact [moodle@depauw.edu](mailto:moodle@depauw.edu) or any FITS instructional technologist:

Michael Gough, [michaelgough@depauw.edu](mailto:michaelgough@depauw.edu)  
Ronnie Pejril, [ronaldpejril@depauw.edu](mailto:ronaldpejril@depauw.edu)  
Dave Diedriech, [ddiedriech@depauw.edu](mailto:ddiedriech@depauw.edu)

## FITS MOODLE EVENTS FOR FALL 2007 AND WINTER TERM:

Moodle Users Group (MUG) Meetings	Oriented toward faculty members who are already using Moodle, bi-weekly meetings for everyone to share ideas, ask questions, and discuss ways that Moodle can be used in teaching and learning
Moodle Showcases	Presentations by faculty members demonstrating how they are using Moodle in their classes to help others make the transition themselves
FITS Fall Workshop	A half-day Saturday workshop focused on (1) Moodle - Hands-on workshop and (2) Tablet PC's, DyKnow and other Pen-based activities in teaching and learning
FITS Winter Term Workshop	A 3-week workshop focusing on individualized faculty projects involving technology and teaching - A good time to prepare Moodle courses for the Spring

### Outline of Fall 2007 and Winter Term 2008 Schedule

(Watch your email or visit the [www.depauw.edu/univ/fits](http://www.depauw.edu/univ/fits) for times and locations)

September 14, Noon-1:00pm (Roy O. West Media Classroom)	MUG Meeting
September 24	MUG Meeting
Week of October 1	Moodle Showcase - Doing Blackboard-like activities in Moodle
October 8	MUG Meeting
Week of October 22	Moodle Showcase - Doing "New" with Moodle
November 2	MUG Meeting
Week of November 5	Moodle Showcase - What I've learned about Moodle
November 16	MUG Meeting
November 17 (Saturday)	FITS Fall Workshop
November 30	MUG Meeting
January 2008	FITS Winter Term Workshop



## Microsoft Office 2007 at DePauw - Fall 2007

[www.depauw.edu/it/helpdesk/office2007](http://www.depauw.edu/it/helpdesk/office2007)

**Microsoft Office 2007** is the latest Windows version of the Microsoft productivity suite, which includes Word, Excel, Access, and PowerPoint.

Office 2007 is installed on all First-Year students' Dell program laptops, and we will be making it available to the rest of campus later this semester. Watch for details.

### What you should know about Office 2007:

**1. The default file formats (.docx, .xlsx, .mdbx, and .pptx) for Office 2007 files are incompatible with older versions of Office, including Windows Office 2003 and Office 2004 for Mac.**

- ❖ If you have Office 2007 installed on your computer, use the "Save As" option to save files in the older format (e.g., "Word 97-2003 Document") to ensure that faculty members, students and staff who don't have Office 2007 can read your files.
- ❖ If you are a faculty member with Windows Office 2003 or Office 2004 for Mac, instruct your students who have Office 2007 to use the "Save As" option described above when preparing files that they submit to you electronically.
- ❖ If you have Windows Office 2003 or Office 2004 for Mac, download and install the following compatibility pack or file converter. When you install these, you can open, edit, and save files that were originally saved in the default Office 2007 formats (.docx, .xlsx, .mdbx, and .pptx).

#### For Windows Office 2003:

Microsoft Office Compatibility Pack for Word, Excel, and PowerPoint 2007 File Formats  
(<http://support.microsoft.com/kb/923505>)

#### For Office 2004 for Mac:

Microsoft Office Open XML File Format Converter for Mac 0.2  
([http://www.microsoft.com/mac/downloads.aspx?pid=download&location=/mac/download/Office2004/ConverterBeta\\_0\\_2.xml&secid=4&ssid=36&flgnosysreq=True](http://www.microsoft.com/mac/downloads.aspx?pid=download&location=/mac/download/Office2004/ConverterBeta_0_2.xml&secid=4&ssid=36&flgnosysreq=True))

**2. Office 2007 User Interface is dramatically different from previous versions.**

The old menus and toolbars (e.g., File, Edit, View) have been replaced with the Ribbon and the Office Button. The new interface segregates file and authoring functions, groups related commands, and provides context-sensitive sets of controls.

For more about these new features, Indiana University's Knowledgebase provides a good description at <http://kb.iu.edu/data/auqi.html>.

Library and Information Systems will offer demonstration and training sessions for Office 2007 throughout the coming semester. **Because the user interface of Office 2007 is so much different from the prior versions, we urge you not to rush to upgrade to the new version.** Rather we suggest that you (or a designate from your department) participate in one of the demonstration sessions, and then plan a personal or departmental timeline for migrating to the new system that aligns with your own cycle of activities.

### Related Resources:

- ❖ Word 2003 to Word 2007 command reference guide:  
<http://office.microsoft.com/en-us/word/HA100744321033.aspx>  
(This guide covers the most popular commands from Word 2003.)
- ❖ Various instructional guides about Office 2007 hosted on Indiana University's KnowledgeBase:  
<http://kb.iu.edu/index.cgi?search=office+2007+file+format>

### If you have questions:

[www.depauw.edu/it/helpdesk/office2007](http://www.depauw.edu/it/helpdesk/office2007)  
Contact Dave Diedrich, [ddiedrich@depauw.edu](mailto:ddiedrich@depauw.edu), x6442



Minutes for DePauw University Faculty Meeting  
Monday, October 1, 2007

1. Call to Order – 4:07 PM; Ballroom of the Union Building
2. Verification of Quorum

Attendance at the beginning of the meeting exceeded the quorum of 88 voting members of the faculty.

3. Approval of Minutes from the September 2007 Faculty Meeting

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

4. Remembrance of Professor Felix Goodson (Kevin Moore)

Felix Goodson lived until May 17<sup>th</sup>, 2007. He died on that date at age 84, but the message of this remembrance is that Felix Goodson lived, and he lived a life that those of us not from his generation find hard to imagine. I am not the best person at the university to give this remembrance—there are probably people in the meeting today who knew him better and for a longer time. I am also not well suited by temperament, ability, or experience for this task. But I am the department member who ‘overlapped’ with him the most. Felix had retired before I arrived, but he was still in the department nearly every day for my first year or two.

Felix Goodson was born in Colorado and grew up on a ranch in New Mexico “like a cowboy” as he sometimes said. This early environment formed the backdrop for his second novel *O’ Cimarron!* When not ranching, he was also a child evangelist and tent revival preacher. Apparently he was quite effective in this, although he acknowledged that was faking the religious belief.

Soon after, he lied about his age to join the military, and was sent to the Pacific to serve before the outbreak of World War II. After the war broke out, Felix, along with many others, was taken prisoner by the Japanese military. The story of his harrowing journey by ship to the prisoner of war camp where he spent several years was the basis for his first novel, *Sweet Salt* (which was republished quite recently as *Three Ships to Moji*). Felix was bombed by his own military, brutalized by camp personnel, and slowly watched nearly everyone that he was captured with die over the years of the war. He had access to two books in the camp, and during the war he memorized the *Rubaiyat*. When I met him more than 40 years after he left the POW camp, he could still recite the book. Felix was one of very few from his unit to survive the war. He later served in the Indiana National Guard, and published a history of that group in 1998.

After the war Felix attended and graduated from Princeton in 1949, and then went on to get his Ph.D. from the University of Missouri in 1954. He came to DePauw that same year. He retired early in 1985 to be with his children. Felix had two “sets” of children; I knew only the younger group. These children may reveal some type of recessive gene for chemistry—three of them earned doctorates in that discipline, a cluster far too large to be due to chance.

While at DePauw, and after retirement, Felix wrote or edited 6 books, 2 of them the novels I mentioned. He also published major books in 1970s and 2000s on evolution and psychology, and along with Melvin Marx and William Hillix, Felix edited what was perhaps the single most important book on theory and systems in psychology. He published many scholarly articles on topics that included animal learning, sensory integration in children, and depth and object perception, including the oddly named “shrink phenomenon.” He won a number of teaching awards, spread over several decades. His own words best express his feelings about being at DePauw: “There was a feeling of unity and belonging, of being a part of the community of scholars involved in the most important business in the world.” (Goodson, 1986)

Felix also drove fast cars, built a bomb shelter, and raised cattle. He decided to learn how to fly, and taught himself how to build airplanes to do so. He then built a runway and a hanger. Felix remained intellectually active to the end of his life. He faced his death with inspiring courage and dignity, without reliance on any supernatural belief system.

I will close using Felix’s own words from an obituary that he published in the *American Psychologist* in 2005 about his long-time colleague, Melvin Marx. Felix’s words are just as true for himself:

His professional life “...was devoted to psychology as a science. He was deeply committed to the belief that the scientific method was the right one for solving human problems...”, and “his death leaves a chasm in the world for...us.” His family and “...his students and friends grieve for his death, but we celebrate his life, warmed by our memory of him and stronger because we knew him.” (Hillix & Goodson, 2005)

Felix Goodson truly lived, and many of us were fortunate enough to have known him.

## 5. Reports from Coordinating Committees

### Committee on Academic Policy and Planning (Melanie Finney)

The membership of CAPP for this year is Kevin Kinney, Pam Propsom, Rebecca Upton, Dan Wachter, Chris White, Robert Carlisle, representing the Dean the School of Music, Neal Abraham and students Pamela Selle and Jon Ferguson.

CAPP has endorsed a proposal to permit Interdisciplinary programs to apply to RAS for faculty positions. The committee is in the process of crafting the language for a motion that will come to the faculty in November.

CAPP is continuing to review policies on the composition of the steering committees for the Programs of Distinction (SRF, Media Fellows, Management Fellows and Honor Scholars) and the Competency programs (Q, W and S). The committees hopes to have the language for these committees finalized by the November faculty meeting.

CAPP is working with SLAAC and IEC on the University’s internationalization initiative, and is working with SLAAC on a remaining item from the AQIP initiative concerning the assessment of academic engagement outside the classroom.

### Committee on Faculty (Jeff Kenney)

Two deadlines for submitting letters were announced. Letters for interim reviews are due by Monday, October 8<sup>th</sup> and letters for promotion reviews are due by Monday, November 26<sup>th</sup>.

Following up on last semester's experiment with the on-line administration of the student opinion forms, COF has decided to move all course evaluations to this format. The exact details, however, still must be worked out.

Question: Will these be administered during class?

Answer: This is one of the details to be worked out. The results from last semester show that significantly more forms are completed when they are administered in-class instead of out-of-class. A comparison of the quality of the student comments, however, has not been made. COF is still exploring this question.

Question: Will this speed up the turn around time for receiving evaluations?

Answer: In theory, yes.

### Committee on Management of Academic Operations (Inge Aures)

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

EDUC 399: Deschooling: Rediscovering the Joy of Learning, Group 2, 1 credit

Dewey (1938) argues that "the most important attitude that can be formed is the desire to go on learning" (p. 48). As such, this course will examine what lifelong learning might look like at various life stages, because "A quality education system should support learning throughout a person's lifetime in all kinds of settings" (Falk & Dierking, p. 174). Students will also be encouraged to take intellectual risks through the design and implementation of a personal learning project based on their individual needs and interests. Additionally, from their experience with self-directed learning, students will explore ways to improve the quality of schooling all students receive in formal school settings. Through this process, hopefully students will rediscover their passion for learning, explore alternative spaces for education and begin to view learning as a journey and not a destination (Falk & Dierking, p. 174).

W S 250: Queer Theory, Queer Lives, 1 credit

Queer Theory, Queer Lives Queer Theory, Queer Lives is an interdisciplinary exploration of the lives of gay, lesbian, bisexual, transgendered, and intersexed people through historical, sexological, scientific, and literary texts, media representations, and autobiographies. We look at scholarly and activist definitions of sexual identity, especially as these have intersected with race, class, gender, ethnicity, and age, and discuss the ways sexual desire often escapes, complicates, or is "mismatched" with, fixed gender roles and dominant cultural categories. We will also discuss the insight queer perspectives can bring to our understanding of masculinity and femininity, cultural constructions of the body, the social construction of heterosexuality, and "the future of difference." This course could be an important

component of a women's studies major or minor, but is open to students from any discipline who are prepared to work through challenging texts and confront stereotypes.

Question: Why doesn't the Women's Studies course include a group designation?

Answer: A group designation was not requested.

The motion was approved on a show of hands.

- B. Motion (to be voted on) that the faculty approve Group 3 designation for the following course:

ML 395 Advanced Topics in Modern Languages, 1 credit

This is a request for ML 395: Russian and E. European Cinema, to receive group 3 credit each time it is taught with this title and content, and specifically for Spring 2008. This course examines film from Russia and other countries of the former Soviet Union and from countries in Eastern Europe in the twentieth century and beginning of the twenty-first century. We will be analyzing the role of film directors in these societies, how they interpret their culture, history, and politics and how they deal with censorship. There will be discussion of how film directors and writers interpret the major issues of the day, including war and other conflict, minority and gender issues. The rich symbolism of Russian and Eastern European cinema will also be examined. All of the above elements of the course make it a natural fit for group three distribution.

The motion was approved on a show of hands.

- C. Motion (to be voted on at the November Faculty Meeting) that the faculty approve the following requirements for students enrolled in the five-year dual degree program in BM Music Performance Degree and BA Liberal Arts Degree offered by the School of Music:

Students are required to maintain a minimum 2.8 GPA in SOM courses and a minimum 2.8 GPA in CLA courses, with a one semester probation period if the GPA in either drops below the minimum.

- D. Announcements

Department chairs are encouraged to try mapping this years Schedule of Classes onto the new time banks for next year.

Question: What are we supposed to do with the results of this exercise? Isn't this something the Registrar's Office can do?

Answer: More details about this will be forthcoming at the next Chair's Meeting. The Registrar's Office will be running models, but departments also are encouraged to do this.

### Student Life and Academic Atmosphere Committee (Anne Harris)

As announced in a recent e-mail, SLAAC is accepting nominations to the University Review Committee (URC) and the Community Standards Council (CSC). The URC is the committee charged with hearing cases related to academic and grade grievances. The CSC hears all non-academic cases related to violations of the Code of Conduct.

SLAAC is working with CAPP on the University's internationalization initiative. More specifically, SLAAC is working to discern what resources are available, being utilized and needed by international students. The committee expects to work with Kate Knaul, Director of International Education and the ISO (International Student Organization).

The committee is considering a resolution from United DePauw on gay marriage that recently was passed by Student Congress. The committee met with Brandon Monson of United DePauw.

SLAAC is working with Jana Grimes and Felice Herrera-Kish in Human Resources on the AQIP Wellness Initiative. SLAAC's subcommittee on wellness is being resurrected and will reconvene within the next month.

Finally, SLAAC is working with CAPP to evaluate academic engagement, particularly with respect to learning beyond the classroom. SLAAC is looking at the NSSE (National Survey of Student Engagement) survey results and will work with Bill Tobin in the Office of Institutional Research.

## 6. Reports from Other Committees

### Committee on Administration (Carl Huffman)

One area of concern identified during last year's survey on faculty governance is the growth of the personnel process, particularly the size of decision files. COA recently sent to the Committee on Faculty a memo about this concern, indicating COA's willingness to work on the issue. COF has not yet responded to this memo.

COA has appointed a subcommittee of three faculty members with expertise in economics to examine health benefits. The members of this subcommittee are Jack Morrill, Gary Lemon and Jeff Gropp.

Finally, COA is looking into a second program for tuition exchange. This program is called The Tuition Exchange.

Comment: The chair of the Committee on Faculty encouraged COA to work on the problem of the size of decision files.

### Library Advisory Committee (Harry Brown)

The DePauw University Libraries are working to better align circulation policies with the needs and practices of users. Four specific policy changes are being considered to enhance the use of library collections; these are:

**1. Circulate videos to students for three days.**

We currently circulate videos to students only with faculty permission. Consequently, faculty members and library staff spend considerable time arranging for checkouts to students. As media plays an increasingly important role in our curriculum and our world in general, it makes sense to increase access to these collections. Historically, media items required special equipment to play and were considerably more expensive than they are now. We have an active reserve system to ensure that items for classes are available in the libraries when needed.

**2. Circulate books to students for a whole semester.**

Books currently circulate to students for 30 days. University staff (both library and accounting) spend a good deal of time processing overdues and fines for student materials, most of which are returned at the end of the semester. Semester-long checkout more closely matches the practice of our student users, just as year-long checkout serves faculty members. Recalls and holds are always available to retrieve items that are currently checked out.

**3. Block users from ILL activity when existing ILL materials are overdue and eliminate daily ILL fines.**

We rely on the good will of other institutions to supplement our collections. When we do not return items in a timely manner, we risk losing borrowing privileges from the lender. In order to maintain good relationships with lending institutions we must take steps to retrieve and return overdue materials. We will eliminate the daily fines as they are ineffective at getting materials returned.

**4. Circulate reference books and bound periodicals to students and faculty members.**

Use of electronic materials is on the rise, and we see increasingly less use by students of printed reference and journal items. Allowing these materials to be checked out for a short period (3-days) will increase their use by students and serve as a convenience to all of our users. Items that have particular curricular use for a course can be exempted from circulation when necessary.

These suggested changes are available on-line at the Library Advisory Committee's web page on the Faculty Governance web-site, along with some questions and answers. Comments on the suggested changes are welcome and can be sent to any member of the committee.

7. Remarks from the Vice-President for Academic Affairs

The VPAA reminded the faculty of its policy of holding classes on the day before the beginning of a break and the day after the end of a break.

The VPAA also reminded the faculty of its 25-year old policy on handling conflicts between classes and extracurricular activities. The policy requires that a student approach a faculty member early in the semester when the student becomes aware of a potential conflict, encourages faculty members to make reasonable accommodations and requires faculty

members to offer alternatives for out-of-class activities if they conflict with previously scheduled and approved extracurricular activities.

The VPAA also noted that regulations for the Diversity and Equity Committee require that it submit an Annual Report of its activities and its assessment of the state of the University with regard to diversity issues. The most recent annual report is available to the community at the committee's web page on the faculty governance web site.

The administration has accepted a proposal from the departments of Modern Languages and English for a new three-semester-long position for someone to teach courses in Arabic language, film and poetry in translation. Ghassan Nasr has accepted the position.

#### 8. Remarks from the President

The Board of Trustees will be on campus at the end of October for the fall Board Meeting. The main topic for discussion will be the presidential search; this will be the first time that the whole board will have the opportunity to meet and discuss the search since the President's announcement of his intention to leave the presidency. The Board of Trustees also will dedicate the Judson and Joyce Green Center for the Performing Arts and the Janet Prindle Institute for Ethics.

The President reminded the faculty of the upcoming DePauw Discourse on the topic of Sustainability and Global Citizenship.

The President's Office has received several nominations for honorary degrees. Additional nominations are welcome. The Commencement Committee held its first meeting and welcomes suggestions for this year's commencement speaker.

#### 9. Old Business

There was no old business to come before the faculty.

#### 10. New Business

There was no new business to come before the faculty.

#### 11. Announcements

Harry Brown announced that the Writing Program is sponsoring two events. The first, "The W-Program Surveys: What Are Students Thinking?" will be on Monday, October 8<sup>th</sup> at 4:00 PM in Harrison 102 and will be presented by Susan Hahn. The second, a panel discussion on "Writing and Internationalization at DePauw," will be on Tuesday, October 30<sup>th</sup> at noon in the Trustees Boardroom and will be moderated by Linda Martin.

David Harvey asked committee chairs and faculty members to let him know of anticipated vacancies on committees for the spring semester.

#### 12. Adjournment

The meeting adjourned at 4:39 PM.

Minutes for DePauw University Faculty Meeting  
Monday, November 5, 2007

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 88 voting members of the faculty.

3. Approval of Minutes from the October 2007 Faculty Meeting

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

4. Remembrance of President Richard Rosser (President Robert Bottoms)

I would like to take a moment to remember my friend and mentor, Dr. Richard F. Rosser, DePauw's seventeenth President, who passed away on Friday, September 21, in Maine.

A 1951 graduate of Ohio Wesleyan University, Dick went on to earn his Master's in Public Administration and his Ph.D. from Syracuse University. He also served 21 years in the U.S. Air Force, including 14 years as a professor and six years as head of the political science department at the Air Force Academy, before retiring with the rank of Colonel.

Dick had a distinguished career as an educator, administrator, and expert on public policies affecting higher education and on college and university leadership. Dean of Faculty at Albion College from 1973 to 1977, he was chosen to lead DePauw in 1977 and served nine years as President. Following one year as this institution's second Chancellor, Dick was named Chief Executive of the National Association of Independent Colleges and Universities (NAICU) where he served until 1993. Until recently, he headed The Presidents Group, a consulting group of retired college and university presidents. Dick also served Ohio Wesleyan as a trustee for many years after he left DePauw.

Some of you may remember Dick's other, widely varied talents included photography, sailing, woodworking, and singing.

5. Reports from Coordinating Committees

*Committee on Academic Policy and Planning (Melanie Finney)*

Education Studies has submitted their proposal for approval of the MAT (Masters of Arts in Teaching) program to the State of Indiana. They are requesting primary licensure and, if approved, they will begin admitting students for Fall 2008.

In 2005, the faculty authorized Ed Studies to continue preparations to develop a curriculum leading to a fifth-year MAT licensure program. At that time, representatives from Ed Studies indicated that they would be able to staff the new program using existing faculty members and that no increase in staffing would be sought. After completing a curriculum review and preparing their application for approval of the MAT program to the State licensing body, Ed Studies concluded that in order to continue meeting current demand for their undergraduate courses, as well as to offer courses leading to the MAT, they will, in fact, need two additional faculty positions. Because this differs substantially from the conditions under which the DePauw faculty approved the MAT program, CAPP decided to review the department's proposal. After meeting with representatives from Ed Studies and consulting with the administration, CAPP made the following recommendations to the administration:



- The proposal from Ed Studies calls for a staged process of adding faculty positions, beginning with interim appointments in AY 2008-09. CAPP concurs and recommends that the administration proceed with caution and accept the department's suggestion that the positions be two-year positions. CAPP agrees that it would be premature to authorize new tenure-track positions.
- While Ed Studies has experienced an unexpectedly large increase in the number of declared majors and minors, as well as enrollment pressure for many of their courses, it is unclear whether this is an anomaly or the beginning of a growth trend. However, in order to meet current demand, as well as to staff new MAT courses, assuming State approval of the program, CAPP believes that Ed Studies will need at least one new faculty member.
- Given the increase in record-keeping and administrative duties associated with documentation for licensure, Ed Studies has demonstrated the need for additional support staff. It may be appropriate for a staff position, but not a faculty position, to be approved for assistance with record-keeping and CAPP encouraged the administration to provide funding for at least a part-time staff position.
- Additionally, CAPP recommended that the administration, for the immediate future, authorize a multi-year term position with the following caveat. Since the MAT program is a graduate program and tuition received from that program is not part of the overall operating budget, a significant portion of those funds should be set aside to pay for the additional faculty position. It appears that tuition from the MAT program could, theoretically, sustain a full-time faculty line at no additional cost to the University if at least 20 students enroll each year.
- Finally, CAPP recommended that the MAT program proceed as originally planned, with careful supervision by CAPP on an annual basis for at least the first three to four years of the program. CAPP urged the administration to consult with CAPP before allocating additional staffing resources to Ed Studies for the support of the MAT program, which will allow CAPP to provide advice about both the additional resources and the decisions about resources allocated to the department's undergraduate program.

CAPP has received a white paper from Student Congress requesting Group 6 graduation credit for varsity athletes. This matter will be discussed at the committee's November 26<sup>th</sup> meeting.

CAPP will bring the following motion to the December Faculty Meeting for a vote—that the faculty approve the following changes to the By-Laws and Standing Rules of the Faculty (additions in **bold** and deletions in ~~strike through~~ shown only for those sections in which a change is proposed):

#### Section IV.B Interdisciplinary, Honors and Competency Programs

Interdisciplinary Programs **that do not offer a major**, Honors and Competency Programs may neither request nor define their own, full-time academic positions without support from a school or department; they do not have full-time, ranked academic positions made exclusively to them. They are typically maintained through the cooperation of several academic departments.

#### Section VIII.A.3.a (Subcommittees of CAPP)

The Resource Allocations Subcommittee (RAS) is a subcommittee of CAPP. RAS considers those ~~departmental~~ requests for new faculty members forwarded to RAS by the Vice President for Academic Affairs, and sends to CAPP their recommendations concerning granting or not granting requests. RAS shall be appointed by CAPP as needed.

In effect, this motion will allow interdisciplinary programs that offer a major to participate in the RAS process, in the same way that departments do. CAPP will provide its rationale for this motion with the agenda for the December faculty meeting.

CAPP will be meeting next week to discuss the future of the Russian Studies interdisciplinary program. If anyone has information that they wish CAPP to consider, please send it to the committee's attention.

*Committee on Faculty (Jeff Kenney)*

The deadline for submitting letters for promotion files is Monday, November 26<sup>th</sup>.

After consulting with department chairs, COF has decided to require that the on-line administration of student opinion forms for courses taught by probationary faculty members be completed during a class session. Tenured faculty members will have the option of administering the forms during a class session or allowing the students to complete the forms out-of-class. The technical details about administering the forms are still being worked out, but probably will be set so that the default option is in-class administration with tenured faculty having the option to switch to out-of-class administration. In-class administration will still require a proctor.

Comment: At present we don't need to give students advanced notice of when we plan to administer our evaluations. Now it seems we do, either because we need to let students know of the need to bring computers to class or because they have an open period for completing the evaluations. This means students now have an opportunity to prepare for the evaluations.

Reply: For in-class evaluations you will need to provide advanced warning unless you are teaching in a computer lab. Students completing the evaluations out-of-class will receive an email letting them know that they may complete the on-line evaluations during a two-week period, as well as reminders at the start and middle of the evaluation window. Faculty members need to be aware of this limitation and plan accordingly.

Question: Why is there a two-week window for the evaluations instead of, for example, three days?

Answer: Currently evaluations are administered during the last two weeks of the semester. The out-of-class evaluations will be available throughout this period in order to ensure that there is good rate of return.

Question: When is this two-week window?

Answer: The last two weeks of classes, just as it is now.

COF currently is working on tenure and promotion files.

*Committee on Management of Academic Operations (Inge Aures)*

A. Course Announcements

ENG EXP: Creative Translation (1 credit)

This course is a workshop in literary translation. We engage in the translation or re-translation of poems or short prose pieces into English. Literary translation is an iterative process, a combination of close reading and creative writing. We work in a collaborative environment in which we all draw on one another's various levels of expertise in the source languages at hand and on our talents as both critics and practitioners of creative writing. As such, we explore the resources and possibilities of the target language (English) as much as we do the meanings and forms of the poems and prose pieces in their source languages or in available English translations. In the first part of the course, we all work on our own translations of the same poems or prose pieces. We then progress to working, individually or in groups, on translations of poems or prose pieces of our choosing. Knowledge of a foreign language is not a prerequisite for this course.

#### ML EXP: Beginning Arabic I (1 credit)

This course is an introduction to Modern Standard Arabic, the universally accepted and standard register of the Arabic language throughout the Arab World. The entire sound and writing systems are covered in the first part of the course. The course is organized around a notional-functional syllabus consisting of a series of lessons each built around a chapter in the lives of a brother, sister, and their extended family. The major components of each chapter are vocabulary, story, culture, grammar, reading comprehension, listening comprehension, writing and speaking activities, colloquial snippets (in the widely used dialects of Egypt, the Levant, and North Africa), and review drills. The course employs the communicative, proficiency-based approach to language instruction whereby interaction through aural comprehension and speaking ability is emphasized and grammar is learned inductively.

- B. Motion (to be voted on) that the faculty approve group designations for the following courses:

#### HONR 300A: Honor Scholar Area Seminar (1 credit) – Group 3 Literature

This is a request for HONR 300A: Digital Narrative, to receive group credit each time it is taught with this title and content, and specifically for Fall 2007. The basis of the course is the influence of new media on narrative and critical theory. We read primary texts and theory, in addition to examining emerging genres such as interactive fiction, hyperfiction, and videogames. In the past, inventions such as the printing press, radio, film, and television have radically influenced narrative forms. We will consider the impact of new technology on narrative in the digital age, examining the ways computers have changed the way we define, construct, and interpret stories. We will survey the cultural history of digital narrative as well as distinct genres, including riddles, role playing games, interactive fiction, hypertext fiction, and videogames. We will also consider the practical and theoretical problems posed by digital narratives. Are videogames stories or puzzles? How can we reconcile established ideas about plot structure and character with interactive game play? How has the task of the writer changed in the digital age, and what new narrative models will dominate in the future? Throughout the course, our readings in fiction, cultural history, and narrative theory will be accompanied by hands-on experience with digital media.

#### PHIL 206D: TPS—Medieval Philosophy (1 credit) – Group 4

The course examines the main figures and debates in Medieval Philosophy. It will cover systematically five topics: The Existence of God; Virtue and the Problem of Evil; God's Foreknowledge and Free Will; The State; Knowledge and Sensation. The main figures will include St. Augustine, St. Thomas Aquinas, St. Anselm, Solomon Ibn Gabirol, Duns Scotus, Boethius, William of Ockham, Maimonides, and others.

#### REL 290A: Topics in Religion (1 credit) – Group 4

This is a request for Religion 290A: Wisdom and the Parables of Jesus. The course focuses on the parables of Jesus in relationship to their socio-historical context and Jesus' central proclamation. Major goals of the course include getting students to know the parable, to understand them as Jesus' teachings, to appreciate the power of the parables in relationship to the world of Jesus, and the ways in which they are drawn on today. Course material covers the subject of millennialism, religious ethics, historical religious figures and movements. As such the material deals with the historical Jesus and the Jesus movement.

#### REL 370A: Advanced Topics: CaribRel/Bob Marley (1 credit) – Group 4

This is a new course. It explores Caribbean religion and culture through the life of Bob Marley, the world's most famous Reggae superstar and Rastafarian. Through close study of Bob Marley's life and music, it will show the message and meaning of the Rastafarian faith in the midst of conflict ridden

colonial, post-colonial, independent, and cold war Jamaican society. The course is timely as we remember the abolition of the Atlantic Slave Trade in 1807/8 and the quest to construct a free humanity. It contextualizes Bob Marley, his music, and faith. Issues such as religious phenomena, religious experience, mysticism, the construction or naming of deities, the role and status of persons in colonial, newly independent states, religious sectarianism, and Caribbean philosophies are dealt with in the course.

ML EXP: Beginning Arabic I (1 credit) – Group 5

See above for a description of this course.

ENG 001 F *the cauldron* (.25 - .5 credit) – Group 6

Writers; B. Editors; C. *Midwestern Review*; D. *Mirage*; E. *Eye on the World*; and F. *the cauldron*. Practical experience in writing for *The DePauw* (A&B), *Midwestern Review* (C), *Mirage* (D), *Eye on the World* (E), and *the cauldron* (F). The DePauw writers (A) receive one-quarter activity credit per semester, and editors (B) receive one-half activity credit per semester. *Midwestern Review*, *Mirage*, *Eye on the World*, and the cauldron staff members (C, D, E, and F) receive one-quarter activity credit per semester. Prerequisite: signature of The DePauw advisor required.

*The cauldron* is a monthly magazine published by students at DePauw since December of 2006. Following the precedent set by other ENG 001 student publications, *The Midwestern Review*, *Eye on the World*, and *The Mirage*, the editor of *the cauldron* at the end of the semester will provide to the advisor a list of the students on their staff that should receive group six credit because they have fulfilled their duties as outlined in the cauldron's constitution. The constitution establishes the level of engagement expected from each student based on their role on the masthead.

*The cauldron* has a masthead of Editor in Chief, General Manager, Layout Manager, Communications Manager, Funds Manager, Post-Production Manager, and Section Editors for each of their fixed monthly columns. Because of the monthly publication schedule each one of these roles entails significant work during the course of a semester. This workload is at least equal to or surpassing that of the magazines with once a semester publication schedules, *The Midwestern Review* and *Eye on the World*, for which students now receive group six credit.

The motion was approved on a show of hands.

- C. Motion (to be voted on) that the faculty approve the following change to the Section IV of the Catalog (additions in underline and deletions in ~~striketrough~~):

**Auditors** are registrants who attend classes as listeners and do not receive credit or grades for their work. In order to audit a course, the student must first obtain the instructor's permission to register for the course as an auditor. At that time, t~~The instructor and student are to agree on the amount of participation required in order for the student to have the audit appear on the transcript. If the class is not completed to the instructor's satisfaction, the class will not be recorded for degree students. Special and audit students who do not complete the class will receive a W (withdraw) grade. There is no refund for withdrawal from an audit class after the adjustment period. Students may only register for audit courses during the open registration period and must use a special permission access code (SPAC) that they have obtained from the instructor. Students enrolling in classes for credit have priority over audit students.~~ Certain classes are not open to audit, such as music ensembles and applied music.

Question: Is there a way to ensure that the student uses the SPAC to register as an auditor and not to register for credit?

Answer: No.

Question: When will this take effect?

Answer: If the motion passes, the change will take effect with the spring registration for Fall 2008 courses.

The motion passed on a show of hands.

- D. Motion (to be voted on) that the faculty approve the following requirements for students enrolled in the five-year dual degree program in BM Music Performance Degree and BA Liberal Arts Degree offered by the School of Music:

Students are required to maintain a minimum 2.8 GPA in SOM courses and a minimum 2.8 GPA in CLA courses, with a one semester probation period if the GPA in either drops below the minimum.

Previous notice of this motion, which is a change to graduation requirements, was given at the October Faculty Meeting.

Question: Why is the GPA requirement so high? Isn't the graduation requirement a GPA of 2.00 in the major?

Answer: This change just makes the GPA requirement for the dual degree program consistent with current requirements for students completing a double major.

The motion passed on a show of hands.

*Student Life and Academic Atmosphere Committee (Anne Harris)*

Motion (to be voted on) that the faculty endorses the resolution, passed by Student Congress at its September 16, 2007 meeting, that opposes a legal ban of gay marriage. The resolution was presented to Student Congress by United DePauw, and will be forwarded to the floor of the Indiana State Legislature where a bill to ban gay marriage is likely to be discussed early in 2008. The white paper from Student Congress follows;

**DePauw Student Congress White Paper on Same-Sex Marriage**

Whereas DePauw University extends many benefits to LGBT peoples and couples that are not available at other institutions, and

Whereas The 2006 *Advocate College Guide for LGBT Students* names DePauw among the first colleges in the state to include both sexual orientation and gender identity/expression as a protected class in campus policies, and

Whereas the institution of civil marriage confers a social status and important legal benefits, rights, and privileges; and

Whereas the United States General Accounting Office has identified over 1,000 federal statutory provisions in which marital status is a factor in determining or receiving benefits, rights, and privileges; and

Whereas there are numerous state, local, and private sector laws and other provisions in which marital status is a factor in determining or receiving benefits, rights, and privileges; and

Whereas same-sex couples are denied equal access to civil marriage, and

Whereas same-sex couples who enter into a civil union are denied equal access to all the benefits, rights, and privileges provided by federal law to married couples; and

Whereas the benefits, rights, and privileges associated with domestic partnerships are not universally available and are not equal to those associated with marriage, and

Whereas discrimination and prejudice based on sexual orientation detrimentally affects psychological, physical, social, and economic well-being;

Therefore, be it resolved that the DePauw Student Government here assembled adopt the following position:

“The DePauw Student Government believes that it is unjust and discriminatory to deny same-sex couples legal access to civil marriage and to all its inherent benefits and rights.”

Presented By: United DePauw  
Presented: September 16<sup>th</sup>, 2007  
Ratified: September 16<sup>th</sup>, 2007

Comment: Although of concern to the students, this issue should be more of a concern for faculty and staff. A petition from the faculty and students won't have much effect. Attending the hearings and speaking directly to the legislators, however, will have an effect, particularly if President Bottoms can get college presidents to speak collectively on the issue. Faculty, staff and administrators should be concerned because some opponents of the amendment say that it will forbid civil unions and domestic benefits for same sex couples. A similar constitutional amendment in another state has been interpreted in this way.

Comment: If this was a motion regarding academic freedom or tolerance on campus, then it would be appropriate for the faculty to take a stand. It is less clear that we should be taking a stand on what is a political issue. We don't endorse political candidates; why should we take a position on this issue? Why should we see this as falling within our duties as faculty members?

Reply: SLAAC discussed this concern. This is not just a political issue. It is an academic issue as we are making a statement that will make for a good environment for recruiting and retaining gay faculty members and students. It is a social issue, as well, in that we are choosing to support the student voice.

Comment: If the faculty approves this motion, what does this mean? Is the faculty vote attached to the white paper and sent on? To whom is it sent? Governor Daniels, during his recent visit to campus, stated that he is unaware of this issue coming up again. An alternative strategy is to monitor what is happening in the legislature and to stay in touch with those, such as Cummins Engines and Lilly, who lobbied against the bill when it last came before the legislature.

Reply: The last time this issue came to the legislature it was defeated in committee by one vote. The Public Relations chair of United DePauw told SLAAC that the issue will return to the legislature early next year, but said that he cannot reveal his source. As a reminder, the faculty has made similar statements of support to the DePauw community. The faculty has, for example, passed resolutions in support of Coming Out Day and in response to a homophobic issue of *The DePauw*, and has taken a stand against ROTC because of its policy toward gay people.

Comment: It isn't correct to say that nothing has been passed. There is a law on the books in Indiana that makes same-sex marriages illegal. This motion does not address a specific bill; instead, it is a statement of ethics and is appropriate for us to consider.

Comment: The question about the status of this issue in the legislature is not really relevant. What makes the motion timely now is that the students have asked us to express our support for it at this time. To not act on it is to say something as well.

Comment: This is not a political issue, but an issue of civil liberties, civil rights and political equality. It is appropriate for the University to take a position. Timing, however, is an issue. The timing needs to be consistent with a bill before the government.

Reply: These are good statements; they get to the crux of the issue. This motion is not a statement about a political issue, but it is a joining of our voice with that of the student body, who will carry this forward.

Question: If the motion passes, then it is the students who will take this forward at an appropriate time?

Answer: Yes.

Comment: People can always find a reason not to do something like this. Either it's too strong, or its not strong enough, or it's too early, or it's too late, or it's not worded in exactly the way we ourselves would have worded it if we were starting out to rewrite it. But what the students are asking us to do is this, and they are asking us to do it now.

Comment: The resolution's final statement is given as a double negative instead of affirming a civil right. It also addresses a possible future action instead of addressing the present situation, which is equally inappropriate. Additionally, this is an issue of such sensitivity that the faculty should take a secret ballot. This has the advantage of allowing a faculty member to vote without feeling pressure. However, what is the effectiveness of the statement being made if it passes by an 80-10 vote, which can be characterized as indicating that 90% of 40% of the faculty supports the motion? Might some say that this doesn't represent the entire faculty? Perhaps the action should be a petition that individuals can choose to sign and that might accumulate far broader support.

Reply: The faculty members here represent the faculty; those who do not come to faculty meeting give up their right to take a position on this issue. The statement is clear. Our students have led the way and the least we can do is to support our students.

Comment: This isn't about not supporting our students. We should be clear about what we are doing. If this issue resurfaces in the legislature, the University can take action at that time. This motion probably is not that meaningful.

Comment: The suggestion of a petition is a good one. It still appears, however, that the this motion asks the faculty to take a position on a political issue.

Reply: This isn't an either/or situation. We can support our students by passing this motion and we can have a petition. If we reject this motion then the students will read this as a rejection of this student effort.

Reply: This is an issue of academic atmosphere and it is appropriate for us to take a position.

There was a motion to call the question, which was seconded and passed by more than the required 2/3 majority.

The motion passed on a secret ballot with 84 voting yes, 5 voting no and 4 abstaining.

SLAAC is continuing its work on the wellness initiative.

## 6. Reports from Other Committees

### *Committee on Administration (Carl Huffman)*

COA is continuing to discussing how to reduce the size of decision files.

At the last faculty meeting COA announced that it had appointed a Subcommittee on Benefits. The committee members, who will serve rotating three-year terms, are Jack Morrill, Gary Lemon and Jeff Gropp. One member will be replaced each year, providing for balanced representation. The subcommittee's primary charge is to advise COA on technical economic issues affecting benefits; COA will continue to make recommendations to the faculty and to the administration.

COA has recommended to the administration that DePauw join the Tuition Exchange program. The administration has accepted this recommendation, in principle, but specific details still need to be worked out. The program will open up an additional 500 institutions for tuition exchange. As with our current arrangement with the GLCA, the benefit is for tuition only. There are, however, some important differences. With the GLCA program the tuition benefit of paying just 10% of the average tuition amongst participating institutions, is automatic. With the Tuition Exchange program there is no guarantee of a benefit; each institution determines the number of students to accept and may choose whom to accept from amongst the applications. DePauw also must maintain a balance between the number of students accepted to DePauw under the program and the number of faculty/staff children using the program at other institutions. As a result, DePauw must select from amongst those faculty/staff children applying to the program.

### *Faculty Development Committee (Marthe Chandler)*

Mellon cluster projects: There are institutional projects looking for more members (both projects sponsored by other schools, and some sponsored by our colleagues). Please look at the projects on the web to see if you would like to join them. The link to read more about the inter-institutional initiatives from the cluster is

[http://www.depauw.edu/admin/acadaffairs/facdev/Callforparticipants\\_2007.asp](http://www.depauw.edu/admin/acadaffairs/facdev/Callforparticipants_2007.asp)

FDC has decided to make no changes to the Fisher Fellowship program. The money set aside for the Fisher Fellowship will be used, however, to support other faculty development programs.

### *Advising Committee (Kelley Hall)*

The Advising Committee distributed a form (see Appendix One) to help gather information about faculty members who are interested in helping with advising non-majors when the need arises, and for faculty members with an interest in other advising programs.

## 7. Remarks from the Vice-President for Academic Affairs

Prompted by the Sarbanes-Oxley Act, the administration and the Board of Trustees are working on several new policies, including a Code of Ethics, a policy for reporting fraudulent and unlawful behavior, and a Conflict of Interest policy. When complete, these will be added to the General Policies. One of the impacts of the new policies will be a requirement for specific review and approval of any private business dealings an employee or a member of an employee's immediate family has with the University; this will apply, for example, to faculty members requiring students to purchase books which they or other faculty colleagues have authored. The policy will not prohibit such business, but it will provide oversight to prevent abuse. Further details will be forthcoming. Such policies are all the more appropriate because of DePauw's focus on ethics as part of its strategic plan.

Question: Are there plans for an ethical honor code for students?



Answer: This is a good question to put to student government. In most institutions with a good working honor code, the code came from the students and with broad student endorsement.

The VPAA recently met with six graduates of DePauw who in 1963, while students, ran afoul of their national organization when their chapter decided host an exchange student from an historically black college. The students who were officers in the chapter had been removed from their positions within the sorority by the national organization, and others had resigned in protest of the action by the national; these graduates were curious as to what steps DePauw had taken in response, since the workings of the trustees and the faculty were not always apparent to students. The VPAA and Bob Newton, in looking through minutes of faculty meetings, discovered that the faculty passed in 1966 a "Statement on the Academic Freedom of Students," which addressed issues such as protecting freedom of expression, requiring student organizations to be non-discriminatory, providing protection against unjust grading, and protecting student records. Many of our current policies are an outgrowth of this faculty resolution. Anyone interested in reviewing the resolution can contact the VPAA. An electronic copy also will be posted with other faculty policies in the academic handbook. SLAAC may wish to review this document to see if the statement still serves our interests or needs updating.

The VPAA announced that Associate Professor Kerry Pannell and Professor Pam Propsom were the recipients of the Exemplary Teaching Award for 2007-2008. The award is given annually by the General Board of Higher Education of the United Methodist Church and DePauw University. The announcement was greeted with applause.

#### 8. Remarks from the President

The President thanked the faculty for its participation in this year's DePauw Discourse.

The President reported on the October Board of Trustees meeting. During the meeting the University dedicated the Green Center for the Performing Arts and the Prindle Institute for Ethics. The President thanked the School of Music for its outstanding program following the dedication of the Green Center for the Performing Arts and noted that Ethics Committee is working on a set of guidelines for the use of the Prindle Institute for Ethics. Finally, the Buildings and Grounds Committee of the Board of Trustees has approved locating the Reflection Center near the Prindle Institute. Work on the Reflection Center will begin very soon.

#### 9. Old Business

There was no old business to come before the faculty.

#### 10. New Business

There was no new business to come before the faculty.

#### 11. Announcements

There were no announcements.

#### 12. Adjournment

As the faculty was preparing to enter an Executive Session, there was a call for a quorum. A count of the faculty found 64 members in attendance. As this number fell below the quorum of 88, the faculty meeting adjourned at 5:40.

Appendix One

Academic Advising Interest Form

There are a number of academic advising situations that arise during the year. The process to find academic advisors in these situations is to consult advising distributions and ask people with low advisee loads, ask people who have volunteered in the past, or informally ask people who might be interested.

For a better accounting of faculty members interested in non-major academic advising, this form includes different situations for which we seek advisors. Please indicate if you are interested in any of these types of advising.

NAME: \_\_\_\_\_

\_\_\_\_\_ FIRST-YEAR ADVISING (For first-year seminar instructors who cannot advise for one reason or another.)

\_\_\_\_\_ "ORPHANED" FIRST-YEAR/UNDECLARED SOPHOMORES (For first-year seminar instructors who go on leave or depart the university before a student declares a major.)

\_\_\_\_\_ INTERNATIONAL EXCHANGE (For international students who attend DePauw for one semester or year.)

\_\_\_\_\_ ACADEMIC STANDING ADVISOR (For students that have been put on academic probation or have been readmitted to the university on academic probation.)

\_\_\_\_\_ TRANSFER STUDENTS (For students transferring to DePauw until they declare a major.)

ADVISING-RELATED PROGRAMS OR SESSIONS

\_\_\_\_\_ ADVISING COMMITTEE

\_\_\_\_\_ ON-CAMPUS INFORMATION SESSIONS (Incoming students may attend information sessions in June for academic advising as they make course requests for fall.)

\_\_\_\_\_ PRE-PROFESSIONAL ADVISING (Pre-med, health sciences, pre-law)  
Please specify: \_\_\_\_\_

\_\_\_\_\_ SCHOLARSHIPS AND GRANTS (Nationally competitive scholarships or grants such as Fulbright, Marshall, Truman, Goldwater, or NIH.)

OTHERS (Please describe):

Please return this form to: Kelley Hall, 302D Harrison Hall

Minutes for DePauw University Faculty Meeting  
Monday, December 3, 2007

1. Call to Order – 4:15 p.m.; Ballroom of the Union Building

2. Verification of Quorum

Attendance at the beginning of the meeting exceeded the quorum of 88 voting members of the faculty.

3. Approval of Minutes from the November 2007 Faculty Meeting

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 authorizes the Board of Trustees to confer degrees on candidates eligible for graduation at the conclusion of the semester ending in December 2007.

The motion was seconded and passed by unanimous consent.

5. Executive Session to Consider Honorary Degrees

The faculty entered into an executive session to consider honorary degrees and then returned to a normal business meeting.

6. Remarks from the President

The President reported that the Committee on Administration will represent the faculty at the Board of Trustees' January retreat. The main topic for the retreat will be a presentation from the Admissions Office on how the University markets itself to prospective students. The Board also will hear presentations on the Prindle Institute and possible future capital projects.

Question: News reports indicate that the University has entered into a confidential agreement with Delta Zeta, bringing an end to Delta Zeta's lawsuit. Given that many on the faculty expressed concern about Delta Zeta's actions, is it possible for details of this agreement to be released so that faculty committees can look at this?

Answer: It is a confidential settlement. The terms of the agreement require that there be no public discussion of the settlement for a period of six months. The President indicated that he could discuss this in March and that he does not believe that the community will be disappointed in the settlement.

7. Reports from Coordinating Committees

*Committee on Academic Policy and Planning (Melanie Finney)*

- A. Motion (to be voted on) that the faculty approve the following changes to the By-Laws and Standing Rules of the Faculty (additions in **bold** and deletions in ~~strike through~~ shown only for those sections in which a change is proposed):

Section IV.B Interdisciplinary, Honors and Competency Programs

Interdisciplinary Programs **that do not offer a major**, Honors and Competency Programs may neither request nor define their own, full-time academic positions without support from a school or

department; they do not have full-time, ranked academic positions made exclusively to them. They are typically maintained through the cooperation of several academic departments.

#### Section VIII.A.3.a (Subcommittees of CAPP)

The Resource Allocations Subcommittee (RAS) is a subcommittee of CAPP. RAS considers those ~~departmental~~ requests for new faculty members forwarded to RAS by the Vice President for Academic Affairs, and sends to CAPP their recommendations concerning granting or not granting requests. RAS shall be appointed by CAPP as needed.

Advanced notice of this motion, which is a change to the Handbook, was provided at the November faculty meeting. CAPP's rationale for this motion is included in Appendix I and a report from an Interdisciplinary Task Force is included in Appendix II.

Question: While this is an excellent idea, the phrase in Appendix I that "Interdisciplinary programs making an independent request would have to meet established criteria" seems loose. Why not state this more concretely, such as a requirement that the program be established for at least six years?

Answer: CAPP did not see any difference between long-standing programs, such as Asian Studies, which has been here for 10 years, and new programs, such as Films Studies, which was approved just two years ago. The criteria—a strong steering committee, evidence of long-range planning, stability—are the same criteria for any program. No preference or priority is being given to interdisciplinary programs with respect to departments.

Question: Did CAPP give consideration as to the composition of the personnel committees for tenure and promotion recommendations?

Answer: That has not yet been worked out. The personnel committee might be the program's steering committee with, perhaps, some members coming from other departments if the faculty member has significant teaching duties in that department. Presumably this will be spelled out in the faculty member's contract.

Question: If a faculty member is teaching in another department, would this be the result of a simultaneous request from the interdisciplinary program and the department?

Answer: It could be. An interdisciplinary program might also choose to submit a proposal with the intention of having another department sign-on to the proposal based on the candidate.

Question: If there is a joint proposal to RAS with the primary teaching duties in the interdisciplinary program and significant secondary teaching duties in a department, would RAS consider the staffing needs of the department?

Answer: The needs of the secondary department would not prevent RAS from recommending a position to an interdisciplinary program. Proposals, however, are likely to be viewed more favorably if there is a need in both the interdisciplinary program and the department.

Question: Can two departments submit a proposal to RAS?

Answer: No.

Question: Why isn't this allowed?

Answer: There has been no request to consider it.

Comment: The VPAA noted that our current practice has been that a single department must request a position. This does not mean, however, that other departments cannot support such requests. This motion simply gives programs that currently cannot submit RAS proposals the right to submit such proposals. CAPP and RAS will continue to outline what proposals will look like.

The motion carried on a show of hands.

- B. CAPP provides advanced notice of the following motion to make a change to the Group 6 distribution requirements, as printed in the catalog (additions in **bold**). This motion will be voted on at the February 2008 faculty meeting.

Group 6. Self-Expression: one and one-half courses or the equivalent. All methods of fulfilling the Group 6 requirement must include actual participation as a major part of the course or activity. Students must complete at least one-half course in physical education (PE) activities courses. Only one PE course credit is applicable toward the bachelor's degree and Group 6. In addition to studio art, PE activity classes and some courses in the departments of Communication and Theatre and English, Group 6 may be partially fulfilled in the following ways:

Music: Participatory courses in music include applied music lessons (MUS BAS-VOC), applied music classes (MUS 901-908), dance classes (MUS 171-179), and ensembles (MUS 271-289)\*\*

\*\*In any semester, credit for only one large and one small music ensemble may count toward the course credit total required for graduation and toward Group 6.

Co-curricular participation: The equivalent of one-fourth credit course may be earned in any semester through non-credit participation in DePauw Theatre, forensic team, *Eye on the World*, *Midwestern Review*, *Mirage*, *The DePauw*, student TV or WGRE-FM faculty-directed activities. Editors of *The DePauw* earn the equivalent of one-half activity credit per semester. No academic credit is awarded toward the 31 courses required for graduation.

**Varsity Athletic Participation: The equivalent of one-fourth course PE credit may be earned in any semester through participation in a season of a varsity sport. No academic credit is awarded toward the 31 courses required for graduation.**

- C. Announcements

CAPP is continuing to work on governance issues for the Honors and Competency programs and plans to send a draft back to these programs before the beginning of next semester.

Because the Russian Studies program has been unable to establish even a modicum of governance required for an interdisciplinary program, the VPAA suspended the interdisciplinary major in Russian Studies in the summer of 2007 and referred the question of the major's future to CAPP for its review. After careful consideration and thorough discussion, CAPP has made the following recommendations to the VPAA:

That the Russian Studies major remain suspended (no new students allowed to declare a major) unless or until both a steering committee and a director are appointed for the program no later than February 29, 2008. In the event that a steering committee and a director are not appointed by February 29, 2008, the major will remain suspended, and CAPP will bring to the faculty a motion to eliminate the major.

*Committee on Faculty (Jeff Kenney)*

The deadline for turning in promotion files was today at 4:00 pm.

Approximately 20% of the in-class on-line evaluations have been completed, which means that there still are lots of classes that need to complete the process. The time needed to administer the evaluations during class is sometimes taking longer than expected, so faculty members should be aware of this.

Approximately 50% of the out-of-class on-line evaluations are done.

Faculty members were reminded that it is too late to request a change from doing evaluations in-class to doing them out-of-class.

Question: Has COF given thought to how the student evaluations will be made available for personnel reviews?

Answer: COF has considered this, but has not yet made any decisions. One option is to download them to a CD and another is to provide them in printed form.

*Committee on Management of Academic Operations (Inge Aures)*

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

ECON 320: Development Economics, Group 2, 1 credit

Explores the economic conditions and problems facing developing economies. Examines the main theories and sources of economic growth and development. Topics may include poverty, inequality, education, health care, population growth, urbanization and migration, agrarian reform, trade policy, foreign debt, foreign aid, structural adjustment policies and globalization. Prerequisite: Economics 100

The motion carried on a show of hands.

B. Motion (to be voted on) that the faculty approve a title change for the following course:

ECON 350 New Title: Statistics for Economics and Management, Group 2, 1 credit

(Old Title: Quantitative Analysis for Economics and Management)

Application of elementary principles of traditional and modern statistical analysis to economic and business decision-making. Emphasis is on regression analysis using simple- and multiple-equation models, hypothesis testing, use of the dummy variables, testing for serial correlation and other related problems. Prerequisite: ECON 100. Students who have completed BIO 325, MATH 240 (formerly MATH 340) or PSY 214 (formerly PSY 210) will receive only one-half credit for ECON 350.

Comment: The Biology course in the description should be BIO 275.

Reply: The Registrar indicated that the correction will be made.

The motion passed on a show of hands.

C. Motion (to be voted on) that the faculty approve a Group I Lab credit for the following course:

CSC 121: Computer Science I

**Pedagogical Justification for the Request:**

Students in CSC121 study several techniques that help humans attain knowledge of the natural world. Specifically, students learn how to design, implement, and evaluate software that can aid in the organization and analysis of data. These techniques can readily be applied to data from the natural world. Students also learn how to design and develop computer simulations that can be used to approximate real world situations and environments. Increasingly our colleagues in other sciences (biology, physics, chemistry, etc.) rely on computer driven data collection and/or computational techniques such as simulation to solve difficult problems in their disciplines. Recently, DePauw has been awarded a National Science Foundation grant in support of an interdisciplinary project that is investigating a biology problem using several modes of inquiry including computational modes. There can be no doubt that scientists recognize that computation, including the types of computation students are exposed to in CSC121, can be used to attain knowledge of the natural world. Students who are enrolled in CSC121 meet in a laboratory setting for two hours each week.

The students go through the "design, observe, analyze" process in an iterative fashion that is enabled by laboratory equipment (computers) and that results in the development of software and the resultant observations about the software's behavior. There can be no doubt that the laboratory sessions "must present students with opportunities to actively engage with the strategies and techniques of scientific investigation, as recognized by a scientific discipline or department, in a way that promotes investigational learning and provides direct experience with disciplinary methods." The laboratory sessions contain no lectures. All work is hands-on, and requires students to actively engage in the process of software development, debugging, and analysis. The processes students go through in our laboratories involve the use of standard software development techniques that are used by computer scientists world-wide.

**Background Information:** CAPP recommendation of working definition of a laboratory

**A Group I Laboratory Definition**

A Group I laboratory course must present students with opportunities to actively engage with the strategies and techniques of scientific investigation, as recognized by a scientific discipline or department, in a way that promotes investigational learning and provides direct experience with the disciplinary methods.

In this regard, a laboratory requires faculty presence and supervision because of location, specialized equipment, data acquisition & analysis and/or safety concerns (both for students conducting activities and for human/non-human animal subjects).

**Circumstances Justifying an Expanded Instructional Period**

Most courses at DePauw are designed to match the workload for a four credit-hour course as taught elsewhere, requiring 3-4 hours (150-200 minutes) of weekly class meetings and 10-12 hours of weekly work in total. In exceptional circumstances, a course may require additional scheduled instructional periods when they are needed to provide essential instructor-mediated opportunities for students to interact directly with the materials of the discipline or to acquire and analyze data appropriate for work in the discipline that are not possible to achieve in a single time bank or through normal out-of-class activities.

Comment: The chair of CAPP noted that this course already is approved as a Group 1 course and that this motion is to allow it to count as a Group 1 course with lab.

Question: Has CAPP brought this definition of a Group 1 lab course to the faculty for its approval?

Reply: The chair of CAPP stated that CAPP provided MAO with its recommendation on what constitutes a Group 1 lab course and that this recommendation did not need to come before the faculty for a vote.

Speaking against the motion: The faculty should have a say in what constitutes a Group 1 lab course. Manipulating data and observing the behavior of software is not the same as studying the natural world.

Comment: When CAPP asked divisions to meet and report back on the definition of a lab experience, Division III found it necessary to set aside the question of what constitutes a Group 1 lab course. The definition the division forwarded to CAPP was about what constitutes a lab experience. The division was not deciding upon the larger issue of what constitutes the Group 1 requirement. It is somewhat surprising, therefore, to have this coming so quickly to the faculty.

Reply: The chair of CAPP noted that all divisions were asked to address the question of what constitutes a lab experience. The definition CAPP forwarded to MAO is not Division III's definition; it is CAPP's definition, which is a synthesis of the definitions from several divisions and is intended to be inclusive.

Speaking for the motion: The chair of Computer Science provided a broader history of the motion. The course has been taught as a lab course for 15 years, but not as a Group 1 lab course. In spring 2003 the department asked to have this course approved as a Group 1 lab course. MAO did not approve the request, stating that the course did not meet the definition of a lab course. The department asked for the definition, but no such definition existed. MAO asked CAPP for guidance and CAPP went through a process of gathering information and provided MAO with a definition. According to the definition, CSC 121 is a Group 1 lab course. It is correct that Division III did not reach consensus about what should be the general education requirements for Group 1, but that isn't the issue here. We still can address that question.

Speaking against the motion: The language and justification given by CAPP is bothersome in that it defines a Group 1 lab without addressing whether that lab involves the study of the natural world.

Speaking against the motion: CAPP has provided the faculty with a definition of a Group 1 lab. Now that we have that definition we can address the meaning of Group 1 for our students. As it stands, this motion seems to change the spirit of Group 1 as it will allow a student to complete the Group 1 requirement without experiencing the natural sciences. A student could complete the requirement by taking, for example, CSC 121 with lab and Calculus. It makes more sense to postpone this motion and first address the larger question.

Speaking against the motion: Although the course may fit this new definition of a Group 1 lab, we should be bothered by this new definition as it redefines a graduation requirement.

Speaking against the motion: It is illogical to vote on this motion when we have not had a vote on the definition.

Question: Does this lab absolutely require supervision?

Reply: The chair of Computer Sciences stated that the lab does make use of specialized equipment, such as robotics. More important, however, is the pedagogical need to guide students in solving problems.



Question: Did MAO look at other institutions to see if lab credit is given for similar courses?

Reply: No.

Question: Why not?

Reply: We didn't think about it.

Speaking against the motion: We should be disturbed that the process of approving this course is driving things. Should we yield our judgment about what constitutes the Group 1 requirement to a definition of what constitutes a lab course? What do we want from the Group 1 requirement? That is the discussion that should be taking place.

Comment: I don't have much patience for this discussion. We gave up on the idea of guiding a student's general education when we voted to count all courses toward satisfying the distribution requirements.

Comment: We just passed two courses for Group 2 credit, neither of which really meet the definition of a Group 2 course. After two years of discussion of our general education requirements we ended up making changes without much thought.

Comment: Although I understand the frustration expressed by others, let's not fall into the trap of saying that nothing matters. We have an opportunity to invest in thinking about what constitutes a liberal arts education at DePauw University.

Comment: During the last round of discussions of general education, it was the departments teaching Group 1 courses that put the most thought into the educational implications of the changes in group requirements for their disciplines.

Speaking against the motion: This motion does, in effect, make for a change in graduation requirements and needs, therefore, to be part of a larger conversation. We should consider the possibility of delaying a vote on this motion. The first time that any of us knew of this definition of a lab and of this motion was on Wednesday.

Speaking against the motion: We should vote to defeat this motion and to send it back to MAO. Maybe this proposed change is what we want to do, but we first should determine if the faculty agrees with the idea that Group 1 should contain at least one course with a lab in a natural science field. So it all hinges on the definition of a lab, which the faculty has not seen until this meeting.

Comment: We should not forget that until two years ago, students did not need to complete two courses in Group 1 and, therefore, were not required to take a lab course.

Speaking for the motion: An alternative perspective is that it is a good thing if passing this motion forces a review of the Group 1 requirement. Perhaps we don't need to require that all students complete a lab course. For now, however, we have a rule defining a Group 1 lab course and the Computer Science department has put forward a proposal that is consistent with that rule. Instead of abiding by the rule, some are suggesting that we should not take action. We can't send this back to MAO as they have already made their recommendation to the faculty. CAPP already has obtained information from the divisions and made its recommendation to MAO.

Speaking against the motion: I'm not sure that we have is not a rule, but a working definition. The question now is what is the next step? Should this go back to CAPP for further review? Should the faculty vote on the definition? Computers can "aid in the organization and analysis of data" used in the

natural sciences, but this is not the same as studying in the natural sciences. How is studying software looking at the natural world?

Speaking against the motion: It has been suggested that students might not really need to complete a lab course. Those of us in the Natural Sciences believe that to understand natural science you must experience it, which is what we do in the lab experience. If you (Computer Science) believe that laboratory science is not a necessary requirement, then why does (or should) a computer science course need a lab?

Speaking against the motion: We should defeat this motion and ask CAPP to bring the definition of a Group 1 lab course to the faculty for a vote.

New motion: There was a motion to postpone further discussion to the February faculty meeting and to ask CAPP to further consider the definition of a Group 1 lab course. The motion was seconded.

Question: Does CAPP have enough time to discuss this before the February meeting?

Answer: No.

Question: The chair of CAPP asked if the committee is required to bring the definition to the faculty for a vote.

Reply: The chair of the faculty noted that the Group 1 requirement

**Group 1. Natural Sciences and Mathematics:** two courses, one of which must be a laboratory science course. These courses should consider ways in which humans attain knowledge of the natural world.

is published in the catalog and must, therefore, have been approved by the faculty. This is the only place where specific language about this group requirement is provided. The chair further noted that MAO asked CAPP for its understanding of what constitutes a laboratory science course and that CAPP provided an answer.

Speaking against the motion: We do not need to postpone the original motion until the next meeting. We have just been through a lengthy discussion that we don't need to repeat. Instead, I would endorse the original motion to approve CS 121 for credit as a Group 1 with lab. It is clear that we always have difficulty reaching consensus on distribution requirements and whether it is necessary to take a lab science course. We appear to be debating the general education requirement for lab sciences and what they should be on the back of this particular course. This course appears to meet the requirements as they exist and speaking on behalf of the humanities some of us would welcome a broader range of courses to recommend to our advisees to meet the lab requirement.

Speaking against the motion: A member of MAO noted that the committee recognized that CSC 121 may not seem to be a natural science, but it already is a Group 1 course. The course meets CAPP's definition of a laboratory science course. It does not make sense to delay a vote.

The motion to postpone was defeated on a show of hands.

There was a motion to call the original question. The motion to call the question was seconded and passed on a show of hands.

There was a request for a secret ballot. The motion to approve CSC 121 as a Group 1 lab course passed with 56 voting yes, 28 voting no and 2 abstaining.

- D. Announcement that the language will be changed on the back of the Off-Campus Study Course Credit form:

Current language:

C. Group/distribution requirements: Students wishing to apply classes taken off campus toward distribution requirements must file a petition through the Registrar's Office before leaving. Up to two course credits toward group requirements may be fulfilled while studying off-campus on DePauw approved programs. However, no more than one course in any given group may be applied. The Petition Committee must approve all courses taken on an off-campus study program.

New language:

C. Group/distribution requirements: The Registrar's Office will approve courses to be applied toward meeting distribution requirements, based on course descriptions submitted with the Off-Campus Study Course Credit Form.

*Student Life and Academic Atmosphere Committee (Anne Harris)*

SLAAC is working to consolidate efforts on the wellness initiative. The Wellness Subcommittee, which is chaired by Jana Grimes, is a policy committee that answers to SLAAC. Communications between the two committees has been good. The Wellness Committee, which operates out of student services, is an action committee that schedules events.

SLAAC has been looking at Food Services from the perspective of sound body/sound mind. Two members of SLAAC, Peter Graham and Anne Harris, met with Dick Speller, Vice-President for Finance and Administration, to discuss the University's contract with Sodexo. The current contract most likely will be renewed for the next 1-2 years, after which there may be further discussion. The committee did participate in a Webinar in which several other institutions spoke about their experiences with making more use of organic and locally grown produce. Approximately 30% of the food used at Middlebury College, for example, is locally grown. Such institutions might serve as a model for DePauw. The chair of SLAAC also sat in on Tim Martin's group presentation on a "Local Food Initiative" within in Jennifer Everett's "Environmental Ethics" class. The committee will share ideas with the administration.

SLAAC plans to examine the "Statement on the Academic Freedoms of Students," passed by the faculty in 1966. The language could use some examination and updating.

Peter Graham will be taking over as chair of SLAAC for the spring semester.

8. Reports from Other Committees

*Committee on Administration (Carl Huffman)*

COA continues to work on formulating recommendations for COF on reducing the size of personnel files. The committee is making progress and hopes to have a document to share with COF early next semester.

*Academic Technology Advisory Committee (Bruce Sanders)*

The current default settings on scholar stations and lab computers is the Microsoft Office 2003 defaults of 1.25 in. margins on the sides, 1 in. margins on the top and bottom, 12 pt. font and double-spacing. This results in about 300 words per page. The Microsoft Office 2007 defaults are 1 in. margins all around, 11 pt. font and double-spacing. This results in about 365 words per page, which is a 20% increase in words per page. This also reflects the suggested margin settings for the *Chicago Manual of Style*, and MLA and APA guidelines. This seems to be a reasonable and easy change that will save a significant amount of paper.

Consequently, at the end of the semester IT will begin changing the default settings on lab and scholar stations to Microsoft Office 2007 defaults as part of the regular maintenance on these computers. This does not mean that the computers will be running Microsoft Office 2007.

Student input on this decision raised a concern that any change to the defaults would mean that they were in effect being required to write longer papers. For example, a five-page paper with the new defaults would contain about as much writing as a six-page paper with the old defaults. To assuage student fears, it might be better to assign papers in terms of number of words rather than number of pages.

Of course, the best way to save paper is to allow for electronic submission of papers, as some faculty members are doing. The committee is still looking at ways to facilitate this.

*International Education Committee (Tim Cope)*

IEC provides advanced notice of the following motion to change Sections IX.C.1 and IX.C.2 of the By-Laws and Standing Rules of the Faculty, which define the function and membership of the International Education Committee. This motion will be voted on at the February 2008 faculty meeting.

IEC has worked this semester on redefining its charge, leading to this motion. The proposed changes have been reviewed by CAPP.

**Current Language:**

Function. This committee shall be responsible for overseeing International and Off-Campus Programs in which DePauw students participate and for international students studying on the campus. This committee shall consider all academic aspects of International and Off-Campus Programs including the following:

- a. the general development of International Education, both on- campus and off-campus;
- b. the selection of DePauw and non-DePauw students for DePauw programs;
- c. the approval of non-DePauw programs for DePauw students;
- d. the recruitment and supervision of international students attending DePauw (in cooperation with the Offices of Admissions and Financial Aid);
- e. the offering of courses on and off campus as related to International Education;
- f. the amount of credit a student shall earn during an off-campus experience (in cooperation with appropriate academic departments).

It shall report periodically to the Committee on Academic Policy and Planning.

Membership. Voting Members: the President of the University, the Vice President for Academic Affairs (or his or her representative); the Director of International Education and Off-Campus Study; the Registrar; eight elected faculty members (two elected from each division); of which no more than two may be from one department; and three students, including one international student and another who has studied abroad.

Ex-officio members (without vote): a representative of both the Admission and Financial Aid Offices and the advisor to international students.

**New Language:**

Function. The purpose of the International Educational Committee is to make policy recommendations about international education. The IEC defines "international education" as inclusive of the international components of off-campus study, winter term projects, on-campus curriculum, faculty development, admissions and recruitment, student life, student internships, campus programming, and inter-institutional

collaborations. The IEC is committed foremost to ensuring the quality of international education opportunities at DePauw, with due attention to the number, diversity, and accessibility of these opportunities. The IEC will act as a liaison between the Center for International and Experiential Education (CIEE) and coordinating committees and administrative bodies at DePauw. The IEC will consider all aspects of international education at DePauw, including:

Establishing and refining an international education philosophy that includes a set of criteria by which the success of international education at DePauw may be assessed;

Setting standards for international education opportunities, such as approval of off-campus study programs;

Advising CAPP on admission standards for international students;

Advising on administrative issues that affect international education, such as off-campus study costs and international student recruitment;

Promoting international education throughout the on-campus curriculum;

Promoting international learning opportunities for DePauw faculty, staff, and community members;

Reviewing the on-campus support structures for international students at DePauw;

Reviewing policies related to the recruitment and support of international faculty members;

Approving programs for off-campus study opportunities for students; and

Reviewing off-campus study applications and monitoring the off-campus study application process.

The IEC shall report each semester to the Committee on Academic Policy and Planning.

**Membership. Voting Members:** the President of the University, the Vice President for Academic Affairs (or his or her representative); the Director of International and Experiential Education; six elected faculty members (one elected from each division and two at-large faculty members); of which no more than two may be from one department; and three students, including one international student and another who has studied abroad.

**Non-voting members:** the Registrar; a representative of both the Admission and Financial Aid Offices; and the coordinator of the International Students and Scholars Program.

## 9. Remarks from the Vice-President for Academic Affairs

The VPAA reported that there are three active proposals for opportunity hires and the prospect of several additional proposals. Such proposals are for the creation of tenure-track positions suitable for attractive nominated candidates. The proposals are reviewed by RAS which makes recommendations to the President and VPAA, and, if the positions are approved, there follows a local search.

RAS has asked the VPAA how many additional tenure-track positions can be created before the University reaches the minimum number of full-time term positions necessary for responding to short-term needs such as sabbatical leave replacements or to relieve significant enrollment pressures. That minimum number of positions is 15-16 positions. Hence, the approval of six or seven new tenure-track positions, either through the regular RAS process or through opportunity hires, will reach this limit. RAS is being cautious about balancing opportunity hires and need-based positions. Once we reach this limit, the number of tenure-track positions available for allocation each year will be limited by retirements and departures, in a process for which options will be tightly constrained by the usually compelling need to replace the vacated positions.

For the next round of RAS requests, which will be considered in May 2008, we will need to know about the needs of all departments and programs that expect to be coming to RAS in the next two or three years. This information will help CAPP in its overall academic planning and will help RAS in its evaluation of specific proposals.

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

There were no announcements.

13. Adjournment

The meeting adjourned at 5:35 p.m.

## Appendix I

### CAPP Rationale for Motion Granting Interdisciplinary Programs the Opportunity to Participate in the RAS Process November 2007

Summary of CAPP's rationale for approval of motion granting interdisciplinary programs the opportunity to participate in the RAS process:

- Acknowledges the centrality and growth of interdisciplinary programs to DePauw's curriculum.
- Acknowledges a shift toward greater collaboration among disciplines and departments.
- Growing similarities between interdisciplinary programs and departments (both programs and departments do the following: undertake self studies; participate in performance reviews of faculty members with split appointments; continue curricular development; address issues of majors and minors, resource requests; program director duties are analogous to those of department chairs).
- Need for governance structures and resources to develop and sustain interdisciplinary programs.
- Current requirement that faculty requests be linked to an endorsing department or that a department provide a "home" for each full-time faculty appointment limits ability of interdisciplinary programs to sustain stable staff and develop programs due to inherent resource tradeoffs.
- Interdisciplinary programs making an independent request would have to meet established criteria (demonstrated importance of the field of study; well-reasoned and long-term strategic plan; demonstrated curricular stability; stable steering committee as core of position request committee, search committee, and personnel committee) and would not receive preferential consideration.
- Interdisciplinary programs could recruit co-sponsors of a proposal, and make commitments for the person in the position to contribute through listed or cross-listed courses to one or more departments or other programs.

## Appendix II

To: Committee on Academic Policy and Planning  
From: Interdisciplinary Task Force, Melanie Finney, Chair  
Date: February 23, 2007  
Re: RAS Requests by Interdisciplinary Programs

### **Background.**

For many years now, interdisciplinarity has been a stated goal and a demonstrable strength of DePauw University. Some of our programs have been in existence for many years; some programs graduate majors who can go on for further study and work in interdisciplinary fields; some involve a large number of faculty from across the University and have given rise to regularly offered cross-listed courses in nearly every department. Additionally, interdisciplinary programs add to the vibrancy and intellectual liveliness of the DePauw community through regular campus-wide programming and opportunities for faculty development. Students and faculty are attracted to DePauw by the prospect of working in these areas, and many programs also further University goals of diversifying and internationalizing the curriculum.

Meanwhile, some departments (Communication and Theatre, Modern Languages, Religious Studies) are already rather interdisciplinary or cross-disciplinary, and others (for instance Classical Studies and English) have become more so in order to keep pace with developments and paradigm shifts in their fields. Burgeoning student and faculty interest in newer programs such as Film Studies and in developing areas such as Environmental Studies also testifies that the curricular landscape at DePauw has shifted in the direction of cooperation and collaboration among the disciplines, and to recognize the legitimacy of newer disciplinary formations. CAPP has, for some time, been studying the question of whether current structures of governance and resource allocation are well-adapted to this evolving situation, and to the need to develop and sustain strong interdisciplinary programs while assuring the maintenance of DePauw's traditional strengths in departmental majors, general education, and the liberal arts.

Structurally speaking, it seems fair to say that the distinction between interdisciplinary programs and traditional departments has become somewhat blurred. Interdisciplinary programs are already required to function like departments in nearly every way. Programs perform regular self-studies with the same rigor as departments, conduct full reviews of faculty members with split appointments in the regular handbook-mandated manner, develop and revise courses and curricula, work on library collection development, participate in discussions of space allocation, etc. Program directors attend chairs' meetings, advise students, mentor and observe new faculty, build schedules, encourage the development of new courses, and are regularly called upon to report to the administration and/or to CAPP. But one distinction remains: only departments can make RAS requests for new faculty positions. This has made it difficult, in some cases, for programs to sustain stable leadership and staffing and/or to acquire needed faculty expertise to develop credible programs and adequately prepare majors for graduate study.

In the fall of 2006, CAPP created a task force to study the question of whether interdisciplinary programs might make their own RAS requests, and to propose possible sensible mechanisms whereby this might be done. The task force consisted of Meryl Altman, Melanie Finney, Bob Hershberger, Michele Villinksi, and Paul Watt. Among us we have considerable experience as directors or former directors of interdisciplinary programs at DePauw, as department chairs, and as chairs and/or members of CAPP, MAO, COF, and RAS. Following are our recommendations.

### **Existing Structures and Proposed Changes.**

Not all interdisciplinary programs are, or need to be, alike. Historically, programs have developed because a group of DePauw faculty and/or students had an interest and saw a need. Most were initially staffed with existing faculty on a voluntary basis and with the cooperation of the home departments of the faculty members. Some



programs have required the careful recruitment of new faculty members in collaboration with traditional departments.

In the past such recruitment has been accomplished in two ways:

1. An interdisciplinary program has worked with an established department, and the established department has put forward a RAS request, or an opportunity hire proposal, that would also benefit the interdisciplinary program. When the proposal was approved and advertised and a candidate hired, the appointment would be made in the sponsoring department. In some cases, the hiring agreement has specified obligations to the interdisciplinary program, and reviews have been conducted either by a DPC with representation from the interdisciplinary program(s), or with a double (in some cases triple) set of DPCs preparing reports to COF.
2. In several cases, an interdisciplinary program has formulated an appointment request with the general support of a number of departments. The interdisciplinary program identified a range of fields that might benefit the program, and relevant departments were approached to ascertain their interest in participating in such a proposal. When the proposal was approved, it was advertised to all the fields that had agreed to participate, and the search was conducted by an interdisciplinary committee that chose the strongest candidate from among the finalists, subject to the approval of the traditional department in which the faculty member would be housed. That traditional department then became the faculty member's institutional "home," and he/she underwent a double review by the department and the program, as above. (This second model was used to initiate the development of both Women's Studies and Asian Studies, before the currently existing RAS structure came into existence.)

Both models have worked well, and each has strengths and weaknesses. We recommend that both continue to be possible, and we also propose that CAPP authorize a third mechanism:

### **3. That interdisciplinary programs meeting certain criteria be permitted to make RAS proposals in their own right.**

**Rationale.** The critical drawback of the present system is that it does not allow for the systematic development of fields of study that are recognized as important in leading colleges and universities in the U.S. and that are underrepresented in DePauw's curriculum. We may be currently unable to identify and hire excellent candidates who have truly interdisciplinary training, who would enhance our programs in much-needed ways, but would not neatly fit into a disciplinary department. Also, by leaving faculty leadership and participation in interdisciplinary programs unpredictable from year to year, the present system may impede the programs' efforts to be strong and provide continuity for students. The proposed change would allow programs to develop coherent and balanced programs of study by hiring directly into the interdisciplinary program and having dedicated faculty time in the areas identified as of greatest need, rather than scrambling to staff core courses on an ad hoc basis from year to year. Further, it would allow programs to fully engage with the on-going debate about the structure and future of the university curriculum, and enhance and centralize the role of RAS in shaping the future of DePauw.

In most, if not all cases, it would still be desirable for the proposals to come jointly from the interdisciplinary program and one or more participating departments, and most appointments would continue to be "split" ones; the gain would be that the interdisciplinary program could formulate the best possible proposal by identifying its own needs. This task force agrees that because of the diversity of our interdisciplinary programs, it is not pragmatic to design a "one size fits all" policy.

**Criteria.** The criteria we propose for a program to be certified as "RAS-ready" would be the following:

--The program must demonstrate that it is an important field of academic study (as evidenced, e.g., by the existence of such programs and/or departments on other campuses, by endorsements from major scholarly societies, by virtue as being designated a critical field of study by the Department of Education, etc.

--The program must have a stable steering committee that can serve as the core of any search committee and as the DPC for individuals hired.<sup>1</sup>

--The program must have a well-reasoned and long-term strategic plan.

--The program should demonstrate growth and stability over a period of years, providing evidence such as respectable enrollments in classes and the production of majors and minors.

In other words, the program would be in a position to provide RAS with the same level of evidence and argumentation that RAS currently uses to evaluate requests from departments.

### **Frequently Asked Questions.**

A number, though probably not all, of DePauw's currently existing interdisciplinary programs would be able to meet these criteria. Some might wonder why in that case we would not simply urge such programs to apply for recognition as departments; and indeed the Women's Studies visiting evaluation team strongly recommended that course of action in 2004. However, the present proposal seems superior because it requires no change in the status of current faculty members, and preserves the ability and incentive to cooperate rather than compete with both traditional departments and with one another. The programs could still continue to share resources, and in most cases the actual appointments would continue to be split ones. No current faculty member would have to choose between joining a new department and staying in his or her current one. Leaving interdisciplinary programs as programs and not departments would also maintain flexibility and encourage faculty members to develop new synergies and look toward new programs as these become desirable, rather than setting the present configuration in stone.

Some colleagues have questioned whether new faculty members would be better served by being hired into a department rather than in to an interdisciplinary program, suggesting that departments may be needed to provide mentoring and stability. We believe, however, that directors/coordinators and effectively run steering committees can provide as welcoming a home for new faculty as do many departments.

Others have raised the issue of job security for faculty hired under into interdisciplinary programs: what would happen if the interdisciplinary program were discontinued? In fact, however, the situation is not unlike that faced by faculty in all departments that are liable to be discontinued (for instance, the discontinuation of the nursing school). The practice in most colleges and universities is to relocate such faculty into other programs and departments. Such a contingency might well be specified at the time of hiring.

CAPP asked us to consider also some detailed questions of how duties would be assigned and overseen, and how faculty members would be reviewed.

Since the cases are liable to differ from one another in many ways, we propose that the precise arrangements regarding the duties and responsibilities of new hires should be worked out in the job description prepared for submission to RAS, and subsequently included in the detailed job description (frequently referred to as "Appendix B") upon hiring. Regarding review and evaluation of individuals hired by interdisciplinary programs, this again should be specified clearly at the time of hiring. These seem likely to differ, as indeed current faculty job descriptions differ, but we recommend to those preparing these descriptions the following rules of thumb:

--Where it makes sense, one review committee is preferable to two or three, which can create a burden on the faculty doing the evaluating. However, there may be some cases where it is necessary to have separate committees to evaluate distinct bodies of work. In the event of a joint committee, it should be clear from the outset how the committee should be composed.

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<sup>1</sup> Steering committees are already formally responsible for overseeing the curriculum and structure of interdisciplinary programs (see Academic Handbook IV B 1 a) and have already been asked to form DPCs and conduct reviews for faculty members with split appointments.

--It should be clear from the outset who will be evaluating what portion of a candidate's responsibilities and what the criteria are.

--The person's work should be evaluated by the people on campus with the most relevant expertise to actually evaluate that work.

--Faculty members should be neither isolated from collegial relationships nor overburdened with service responsibilities.

CAPP has also asked us to address the question of how divisional membership would be assigned, and where the new faculty member's office would be located. Again as above, it seems to us this could be negotiated on an individual basis at the time of hiring; where cases are likely to be so diverse, to create general rules would not be desirable. Office space in particular is a thorny problem all departments and programs continually wrestle with, and would not be unique to new interdisciplinary hires. And many of these other concerns also apply to existing situations, and would not be new.

### **Closing Reflections.**

As we have stated, the starting point for the consideration of institutional policies for strengthening interdisciplinary programs must be a recognition that not all of our interdisciplinary programs are the same, both because they are at different stages of development and because the ultimately desirable shape and configuration of each may differ as well. Each program needs to be provided with a voice to articulate its own goals and aspirations and to outline a strategy for reaching them. However, persistent areas of concern for all programs have to do with stable, qualified leadership, stable staffing of core courses, and adequate funding to carry out activities.

We endorse the decision of the faculty and the intention of CAPP to ensure that there be in place a leadership plan that identifies a steering committee and an individual who will serve as the director/coordinator. We would recommend further that the director/coordinator should receive sufficient release time to enable him or her not only to coordinate the curriculum and "keep things running" but also to promote awareness of it among students and faculty and develop new expertise both in him/herself and others. All interdisciplinary programs should be provided with adequate funding to allow for program development (the invitation of guests, the hosting of dinners for students and faculty, the preparation of websites and newsletters, and the like). Healthy programs require these resources, and inexperienced faculty members, however enthusiastic, should not be encouraged to undertake the leadership of programs without them.

The increased interdisciplinarity of DePauw's curriculum is a generally shared goal and a welcome sight; but a proliferation of programs that struggle for visibility and are hard-pressed to staff the courses their minors and majors need would not be desirable. We ask CAPP to call on the DePauw administration to take all measures necessary to ensure that vital interdisciplinary programs, once they have been established by the faculty, be adequately resourced, supported, and staffed.

Finally, we believe that all programs, but especially those in the early years of their development, could benefit from participation in a committee of interdisciplinary program directors/coordinators, which would meet periodically to discuss common issues and especially to share strategies for attracting outside funding.

If we can provide additional information, or CAPP wishes to meet with the full task force, please let us know.

Melanie Finney, Chair  
Interdisciplinary Task Force Committee

Members: Meryl Altman  
Bob Hershberger  
Michele Villinski  
Paul Watt

Minutes for DePauw University Faculty Meeting  
Monday, February 4, 2008

1. Call to Order – 4:07 PM; Ballroom of the Union Building
2. Verification of Quorum

The VPPA reported that the quorum for the spring semester is 84. Attendance at the beginning of the faculty meeting was in excess of 90 voting members of the faculty.

3. Approval of Minutes from the December 2007 Faculty Meeting

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

4. Remembrance of Professor Dan Hanna (read by Cassel Grubb)

I am here to honor our colleague, Dan Hanna, Professor Emeritus of Music, who died on November 8, 2007.

I first met Dan Hanna in Alabama in the fall of 1949. It was my first year at DePauw University and the resident Aeolian Trio, of which I was a member, was on tour through the southern states. Dan was teaching in Andalusia, Alabama where he had developed a first class band. He and his wife Virginia came to hear one of our concerts. The position he held in Andalusia was his first after completing his studies at DePauw where he earned the BA and MA degrees as a Rector Scholar.

Franklin Ingles, who was the director of the DePauw Band, developed health problems in the spring of 1952 and he made a request for an assistant band director – a person to take over the marching band and share the podium with the Concert Band. There was no question among the older faculty and Franklin Ingles as to who should take over the responsibility; it was Dan Hanna.

Dan came to DePauw, his alma mater and home town, in 1952 as Assistant Band Director and Professor of Music Education, and remained at DePauw until his retirement in the spring of 1988. On December 14, 1995, Ingles died of a heart attack during a band concert and Dan was promoted immediately from assistant to full time band director.

The Band was Dan's life – 24 hours a day 365 days a year. No one could love the Band more than Dan Hanna. It was the DePauw Band that he loved because it was a student band.

Dan had a wonderful knowledge of band repertoire, especially contemporary American band literature. He was highly praised by such American Composers as Howard Hanson, Aaron Copeland, and Vincent Persichetti when they heard and conducted the DePauw Band.

Dan was a dedicated teacher, counselor, musician, and conductor. His students called him "chief" because they had so much respect for him. He had a wonderful rapport with the students, both academically and socially. Each fall, returning students would flock to his office to see the chief.

During the summer months Dan was always in his office studying new music for the band and charting formations for the marching band. Dan had a rule that to be in the band meant that you were a member of the both marching and concert bands. At the end of the marching season Dan always honored those students who marched in rain or shine with a banquet and an awards ceremony. Students were his major concern. Whenever any changes in curricula were discussed, Dan always

wanted to know how the changes would affect the students, especially those majoring in music education.

In addition to conducting the band, Dan also taught a course in Instrumental Methods, Marching Band Techniques, and Appreciation of Music for Liberal Arts Students. He was very interested in Music Literature for CLA students since so many students came to DePauw without any knowledge of the great literature. He was a strong advocate of not only talking about music, but of hearing and attending concerts and recitals. He required his students to attend a given number of recitals each semester and to write reviews of the recitals. Dan was excellent role model; he attended all concerts by the major ensembles, faculty recitals, and many junior and senior recitals.

Dan worked many hours beyond contractual obligations. All during his tenure he organized the regional solo and ensemble contests for junior and senior high school students, which DePauw hosted on campus each year. He also maintained all the school's woodwind and brass instruments at no cost to DePauw.

Dan will be missed by his students and colleagues. He was a kind, sincere, honest man who was devoted to his art. He taught at a time when credibility was not decided by reports and evaluations, but rather by character and integrity. Dan was a man of great character and integrity.

#### 5. Remembrance of Agnes Beaudry (read by Jim Rambo)

I am here today to celebrate the life and career of Agnes Beaudry, an emerita professor of French at DePauw who passed away on November 21, 2007. Agnes was my colleague in the Romance Languages department for 31 years. She was also a contemporary of several others who are currently in the Modern Languages department. Several persons from the department attended her memorial service in Plainfield in November, and some of the quotes I include were used by persons who spoke at the service.

Agnes was originally from West Virginia, and after a rather difficult childhood and adolescence managed to attend college at Marshall University, graduating from there in 1954. She got a Fulbright scholarship to study in France, the first Fulbright ever received by a Marshall graduate. She earned her M.A. from Western Reserve University, and her Ph.D. from the University of Illinois. (The Illinois program is one of the outstanding French programs in the country, which also produced current DePauw French professors Françoise Coulont-Henderson and Carrie Klaus.) Agnes came to DePauw in 1967, as "Agnes Porter," and assumed the surname "Beaudry" following her marriage.

Agnes met Jim Beaudry, her future husband, in the early 1970s. I remember her excitement at that time. Jim was an ideal partner for Agnes, since he himself was a French professor. They decided to settle in Plainfield, compromising on the commute for Jim to Indianapolis. We used to joke that Agnes had the longer commute, but Jim had more traffic to fight. (Remember that this was a time when very few DePauw faculty lived outside Greencastle, and when the university tried to discourage living elsewhere – and one year the administration even talked about requiring local residence.)

Agnes had the reputation within the department of being very much a "no-nonsense" professor who required a great deal of her students. In fact, her standards were so high that she was very disappointed when some students did not come up to them. Her classes had the reputation in the department of being models of focus and organization. Her collections of teaching materials were also quite extensive, and on her retirement she passed many of them on to her French colleagues.

According to her French colleagues, the quality of Agnes' oral French was exceptional. They use

adjectives like “pristine” and “crystal clear,” and note her wonderful sense of style in the written language as well. Françoise Coulont-Henderson, a native speaker of French, arrived for an interview in 1985 and when she heard Agnes she at first assumed that Agnes herself was a native speaker. (This is something all of us in foreign languages would like to have happen.)

Agnes’ professional expertise was in 20<sup>th</sup> century French literature and culture, and for many years she was the principal departmental specialist in that period. She was an expert on authors Simone de Beauvoir, Marguerite Duras, and Marcel Proust. Both before and after her retirement, Agnes was the associate editor of a national journal on Simone de Beauvoir studies. (At her memorial service, a letter from the journal editor made it clear just how crucial Agnes’ role was in the production of this publication.) When current French professor Carrie Klaus was a French major at DePauw, Agnes worked closely with her on her senior honors thesis – on Simone de Beauvoir.

Agnes maintained a strong relationship with the French program in Strasbourg, where many of our French students studied at the time, and she strongly encouraged all students to take advantage of the international study opportunities.

Other areas in which Agnes was a pioneer in the department, in addition to giving classes on feminist writers like Beauvoir and Duras, were in business French, French civilization, Quebec studies, and especially in instructional technology. Agnes was our first “techie,” at a time when the use of technology in classes was just beginning. (Today, she would probably be a key ATAC person on campus.) As one of her friends stated, “She loved gadgets,” and perhaps for that reason she was also a very skillful amateur photographer.

Following her retirement, Agnes became a docent for the Indianapolis Museum of Art. Among her activities, she made a CD-ROM (in French and English) about the museum’s French art collections. Several of her fellow docents spoke at the memorial service, and all expressed their gratitude and respect at her dedication – one docent lamented that despite her attempts to instruct him, he never quite satisfied Agnes with regard to an accurate pronunciation of French painters’ names.

In her DePauw dealings outside the department, Agnes was comparatively low-key, so she may have been “under the radar” of some DePauw faculty members. She did not seek recognition for her accomplishments, and so disdained all “hoopla” and self-promotion. Within the department, she often did much more than her share in service and was a trusted and respected colleague. Her loyalty to the department extended after retirement: for several years Agnes and her husband Jim Beaudry attended the annual celebratory dinners sponsored by the French honorary society.

According to comments made at the memorial service by Jim Beaudry, her enthusiasm for all things French even rubbed off on the doctor who cared for her in her last illness. He had had experience in France and but had not spoken French for many years. Nevertheless, his excitement about France became renewed after talking with Agnes. In fact, when her illness flared up after remission, he was again traveling in France.

Agnes had a very good dry sense of humor, and was a loyal friend and a trusted colleague. With her close friends, many of whom were from outside of DePauw, she inspired great loyalty. At her memorial service, terms like “passionate,” “full of enthusiasms,” “a woman of class” were used. One of her friends summed her up as having been “small in body, big in heart.”

## 6. Reports from Coordinating Committees

### *Committee on Academic Policy and Planning (Melanie Finney)*

- A. Motion (to be voted on) that the faculty approve the following changes to the Group 6 distribution requirements, as printed in the catalog (additions in **bold**):

Group 6. Self-Expression: one and one-half courses or the equivalent. All methods of fulfilling the Group 6 requirement must include actual participation as a major part of the course or activity. Students must complete at least one-half course in physical education (PE) activities courses. Only one PE course credit is applicable toward the bachelor's degree and Group 6. In addition to studio art, PE activity classes and some courses in the departments of Communication and Theatre and English, Group 6 may be partially fulfilled in the following ways:

Music: Participatory courses in music include applied music lessons (MUS BAS-VOC), applied music classes (MUS 901-908), dance classes (MUS 171-179), and ensembles (MUS 271-289)\*\*

\*\*In any semester, credit for only one large and one small music ensemble may count toward the course credit total required for graduation and toward Group 6.

Co-curricular participation: The equivalent of one-fourth credit course may be earned in any semester through non-credit participation in DePauw Theatre, forensic team, *Eye on the World*, *Midwestern Review*, *Mirage*, *The DePauw*, student TV or WGRE-FM faculty-directed activities. Editors of *The DePauw* earn the equivalent of one-half activity credit per semester. No academic credit is awarded toward the 31 courses required for graduation.

**Varsity Athletic Participation: The equivalent of one-fourth course PE credit may be earned in any semester through participation in a season of a varsity sport. No academic credit is awarded toward the 31 courses required for graduation.**

Advanced notice of this motion, which is a change to the Group 6 distribution requirements, was provided at the December faculty meeting.

Speaking for the motion: The Chair of CAPP noted that this motion is in response to a white paper from student government. Based on data from the Registrar's office, students have been having difficulty completing the Group 6 requirement due to the availability of courses. This motion will alleviate some of that difficulty.

Speaking against the motion: Varsity athletics have a negative effect on classes, which other activities earning Group 6 credit do not have. We do not receive letters, for example, from the directors of other activities asking us to excuse students from participation in classes and labs.

Reply: Although that concern is valid, this motion will not increase the number of students participating in varsity athletics. Additionally, this motion addresses the granting of credit for Group 6; it will not increase the number of hours a student devotes to athletics.

Question: Teams often have more members than the number of individuals who actually play. Who determines whether participation is sufficient for Group 6 credit?

Reply: That will be left to the coaches.

Reply: The VPAA noted that for any co-curricular activity, the decision about who receives credit resides with someone with faculty status that has been appointed to do that.

Question: If the motion passes, will it still be the case that the maximum PE credit for Group 6 is the equivalent of one course and that varsity participation will count for no more than one credit of the 1.5 credits required for Group 6?

Reply: Yes.

Question: Why not include junior varsity participation, or participation in club teams, such as cycling or rugby?

Reply: CAPP did not consider those possibilities.

Question: If passed, does the granting of Group 6 credit become retroactive or will it go into effect with the next catalog?

Reply: It will not be retroactive as it would be too difficult to go back and determine who should receive credit.

Question: How will we handle a varsity sport that spans two semesters?

Reply: Credit will be assigned during the semester in which the season ends.

Question: What happens if an athlete is injured during the season? Will he or she still receive credit?

Reply: That decision is left to the faculty member in charge.

The motion passed on a show of hands.

- B. The VPAA and the chair of CAPP have sent an email to department and program chairs asking them to report back by early March on anticipated requests for faculty lines over the next several years. It will be useful for CAPP and RAS to have this information as they consider RAS requests over the next few years.
- C. RAS will begin meeting this year on Wednesday, May 21<sup>st</sup>, with additional meetings on Thursday, Friday and the following Tuesday. A call for nominations to RAS will be forthcoming.

#### *Committee on Faculty (Jeff Kenney)*

The committee completed its review of fall tenure cases and the chair thanked committee members for their willingness to work late so that recommendations could be passed onto the President before the end the semester.

The committee is now moving onto interim reviews and promotion reviews.

COF is planning to experiment with some new questions for student evaluations and will ask for volunteers to use the new questions.

Question: Can you report on the results – length of response, etc. – for those administering the evaluations out-of-class?

Reply: We have not gathered data on this so any evidence is anecdotal only. The quantity of responses is lower, but what is of interest is the quality of those responses and that has not been evaluated. Overall, the response rate for out-of-class evaluations was 68% and that for in-class was 92%. The average length of the



responses, in terms of characters, was 240 for in-class evaluations and 215 for out-of-class evaluations. Students who did not provide information about gender, etc. tended to write more.

Question: Are there plans to evaluate this? If this is an experiment, then presumably we eventually must make a decision about whether we are going to continue to do student evaluations this way. Is there a plan in place?

Reply: There soon will be an opportunity for faculty to evaluate the utility of this method of collecting student evaluations. Half of the student evaluations for next fall's interim and term reviews will be from in-class electronic evaluations. Promotion files will have one year of electronic submissions as well. DPCs and COF will be able to assess the effectiveness of this format.

Comment: The chair of the COF subcommittee on student evaluations noted that there is some need for the on-going monitoring of electronic submission. Although the subcommittee was planning on disbanding, it might consider continuing to serve in this capacity.

Comment: The question isn't whether fewer students respond to the evaluations when done out-of-class, or whether there is a difference in the quantity of what is written; the question is are the student responses more helpful?

Reply: The chair of COF reminded faculty that the committee's original choice was to give everyone the option of doing out-of-class evaluations, but that due to concerns expressed by department chairs, the evaluations for non-tenured faculty members are being done in-class. Given that we are in the midst of an experiment on electronic evaluations, it will continue in this mode for now.

#### *Committee on Management of Academic Operations (Inge Aures)*

##### Announcements

There has been a change in title for ARTH 494 from Art History Projects to Art History Seminar.

Question: Have there been any significant changes to the time banks for next year?

Reply: Additional times for labs have been added on Tuesday and Thursday mornings, and in the evenings. These labs were added due to the limited availability of lab space.

Question: Are the new time banks posted on-line?

Reply: Yes, as of this afternoon.

#### *Student Life and Academic Atmosphere Committee (Peter Graham)*

Work on the Wellness Initiative continues with the current focus on dining hall services and the possibility for bringing more locally grown and organic food to campus.

SLAAC's Subcommittee on Wellness met recently with Jana Grimes and Felice Herrera-Kish, who reported on plans for the DePauw Fitness Challenge. Additional information on the challenge will be coming later this week.

There will be a Wellness Fair on March 6 that will feature information on healthy foods, exercise, local foods and the environment.

## 7. Remarks from the Vice-President for Academic Affairs

The Chair of the Faculty asked if there was any objection to a change in the order of business to allow the VPAA to make his report prior to hearing the reports from other committees. As there was no objection, the change was made.

The VPAA distributed information providing data comparing faculty salaries and compensation at DePauw to salaries and compensation at other institutions (see Appendix I). The University has made substantial progress toward the goal of moving up in our rank relative to other institutions in the GLCA, particularly for full professors (although not in absolute rank but in the relative position within the rankings).

The Board of Trustees has established a Conflict of Interest policy to establish procedures for handling situations where an individual stands to profit financially from his or her decision-making position at the University (see Appendix II). The purpose of the policy is to ensure that someone other than the individual who stands to benefit financially from the decision, determines that the decision is prudent. This policy will apply to a faculty member who requires that students purchase materials on which the faculty member receives royalties. The process by which this will be implemented has not yet been worked out, but the hope is that it will be streamlined. The policy is now in effect, but the application of the policy to faculty members requiring student purchases of material will take effect beginning with the fall 2008 semester; procedures for reporting and reviewing these situations will be announced later this spring.

The VPAA distributed an updated document describing the possibilities for retirement agreements for tenured faculty members (see Appendix III; *editorial note – this is a slightly different version than that distributed at the meeting*), and a recently adopted policy on intellectual property (see Appendix IV), which has gained endorsement of the trustees for the common practice of granting faculty members the intellectual property rights to their academic work with only a few limitations.

DePauw has been approached by an organization that collects old manuscripts that they exhibit with the intention that they be seen and touched. The VPAA will circulate a list of available manuscripts and invite faculty members to indicate which manuscripts are of interest for an exhibition here in the fall of 2009.

The deadline for student applications for Teach for America is February 15.

The VPAA reminded faculty of the lecture this evening by Michael Maniates, which is part of a colloquium on “The Liberal Arts in a Time of Climate Crisis,” organized by Rich Cameron.

The VPAA announced the recipients of University Professorships for 2008-2012 are Cleveland Johnson, School of Music, Glen Kuecker, History, Istvan Csicsery-Ronay, English, and Joe Heithaus, English. The announcement was greeted with applause.

## 8. Reports from Other Committees

### *Committee on Administration (Carl Huffman)*

COA continues to work on developing a set of suggested recommendations for reducing the size of personnel files. The committee should be able to send its recommendations to COF before the end of the semester.

The members of COA attended the January meeting of the Board of Trustees in Sarasota, Florida, providing the committee with an opportunity to see the major issues before the trustees and to provide faculty input. The President will give a further report on the meeting.

In addition to working on the recommendations for COF, the committee also will carry out its traditional role of advising the administration on the form that the salary increase should take and on how to pay for the

expected increases in the cost of our health care coverage. The health care coverage was put out for bid last year so that was not done this year. Our coverage for next year will continue to come from CIGNA.

As a reminder, the minutes of COA meetings are available on the faculty governance web page.

*International Education Committee (Tim Cope)*

Motion (to be voted on) that the faculty approve the following changes to Sections IX.C.1 and IX.C.2 of the By-Laws and Standing Rules of the Faculty, which define the function and membership of the International Education Committee.

Current Language:

Function. This committee shall be responsible for overseeing International and Off-Campus Programs in which DePauw students participate and for international students studying on the campus. This committee shall consider all academic aspects of International and Off-Campus Programs including the following:

- a. the general development of International Education, both on- campus and off-campus;
- b. the selection of DePauw and non-DePauw students for DePauw programs;
- c. the approval of non-DePauw programs for DePauw students;
- d. the recruitment and supervision of international students attending DePauw (in cooperation with the Offices of Admissions and Financial Aid);
- e. the offering of courses on and off campus as related to International Education;
- f. the amount of credit a student shall earn during an off-campus experience (in cooperation with appropriate academic departments).

It shall report periodically to the Committee on Academic Policy and Planning.

Membership. Voting Members: the President of the University, the Vice President for Academic Affairs (or his or her representative); the Director of International Education and Off-Campus Study; the Registrar; eight elected faculty members (two elected from each division); of which no more than two may be from one department; and three students, including one international student and another who has studied abroad.

Ex-officio members (without vote): a representative of both the Admission and Financial Aid Offices and the advisor to international students.

New Language:

Function. The purpose of the International Educational Committee is to make policy recommendations about international education. The IEC defines “international education” as inclusive of the international components of off-campus study, winter term projects, on-campus curriculum, faculty development, admissions and recruitment, student life, student internships, campus programming, and inter-institutional collaborations. The IEC is committed foremost to ensuring the quality of international education opportunities at DePauw, with due attention to the number, diversity, and accessibility of these opportunities. The IEC will act as a liaison between the Center for International and Experiential Education (CIEE) and coordinating committees and administrative bodies at DePauw. The IEC will consider all aspects of international education at DePauw, including:

- Establishing and refining an international education philosophy that includes a set of criteria by which the success of international education at DePauw may be assessed;
- Setting standards for international education opportunities, such as approval of off-campus study programs;

Advising CAPP on admission standards for international students;

Advising on administrative issues that affect international education, such as off-campus study costs and international student recruitment;

Promoting international education throughout the on-campus curriculum;

Promoting international learning opportunities for DePauw faculty, staff, and community members;

Reviewing the on-campus support structures for international students at DePauw;

Reviewing policies related to the recruitment and support of international faculty members;

Approving programs for off-campus study opportunities for students; and

Reviewing off-campus study applications and monitoring the off-campus study application process.

The IEC shall report each semester to the Committee on Academic Policy and Planning.

**Membership. Voting Members:** the President of the University, the Vice President for Academic Affairs (or his or her representative); the Director of International and Experiential Education; six elected faculty members (one elected from each division and two at-large faculty members); of which no more than two may be from one department; and three students, including one international student and another who has studied abroad.

**Non-voting members:** the Registrar; a representative of both the Admission and Financial Aid Offices; and the coordinator of the International Students and Scholars Program.

Advanced notice of this motion, which is a change to the By-Laws and Standing Rules of the Faculty, was provided at the December faculty meeting.

**Speaking for the Motion:** The chair of IEC noted that changes to the Center for International and Experiential Education (CIEE) make this an appropriate time for IEC to reevaluate its mission, which now involves providing advice on off-campus Winter Term projects, off-campus study, and international students. IEC expects to serve as a liaison between the CIEE and other committees. IEC does not make policy, but it does make recommendations to those committees that do make policy.

**Question:** What is IEC's role in approving off-campus Winter Terms?

**Reply:** That responsibility rests with the Winter Term Subcommittee. IEC, however, can provide advice to the Winter Term Subcommittee or to other committees.

**Question:** If not IEC, then who makes policy recommendations affecting International Education?

**Reply:** IEC might, for example, make recommendations to other committees, such as FDC or CAPP, but those committees would have to bring recommendations to the faculty.

**Question:** Why the change in faculty representation from eight members to six members?

**Reply:** The current size is left over from when the committee was responsible for reading all applications for off-campus study, which included several essay questions. With shorter application forms the workload is now less. Six faculty members is more reasonable and consistent with many other committees.

**Question:** How might IEC work with FDC?

**Reply:** One way to promote international education is through the curriculum. IEC might, for example, suggest to FDC that it find ways to support the development of appropriate courses.

Speaking for the Motion: The chair of CAPP noted that CAPP had, at the request of IEC, reviewed the motion and offered its support. The original proposal from IEC called for four faculty members. CAPP encouraged IEC to increase this to six so that the committee continued to have faculty as a majority of its members.

The motion passed on a show of hands.

#### *Ethics Faculty Advisory Committee (Martha Rainbolt)*

A total of 12 faculty members are using the eight offices in the Prindle Institute; most colleagues are sharing offices.

There are two workshops on Ethics and Pedagogy this semester. The first workshop is on Wednesday, February 13, at the Prindle Institute. At this session, Lori Miles, Art, Rebecca Schindler, Classical Studies, Sharon Crary, Biochemistry, and Jeremy Anderson, Philosophy, will talk about the ethical issues in their disciplines. After a short presentation by each, we will have a general discussion about teaching ethics in various disciplines – what works and what doesn't work and why.

There will be several speakers this semester, as well as the Undergraduate Ethics Symposium, which will draw students from about 15 different colleges to examine their writing about ethics. The conference will be held April 3-5.

#### 9. Remarks from the President

The President was unable to attend the faculty meeting as he was attending the annual meeting of the National Association of Independent Colleges and Universities (NAICU). He will report on the January Board of Trustees meeting at the March meeting of the Faculty.

#### 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

Rick Provine provided an update on the library's Elsevier journal pay-as-you-go program, which provides complete coverage of all Elsevier journals from Issue 1. The pilot program has been successful, but has cost more than the Library's initial expectations. Elsevier is now offering a new product, College Editions, which will cost about 1/3 of our usual commitment and will provide coverage back to 1995 for the journals included. (This would cover about 98% of article requests during the pilot.) Rick Provine also reported that to create some flexibility in the Library budget and respond to requests for new materials and changes in the curriculum, the Library is reviewing the journals and databases to which we now subscribe and will ask for faculty input on whether there are some that can now be discontinued in favor of new materials.

Kevin Kinney reported that it is time for selecting students for Phi Beta Kappa. An email will go out soon with information about making recommendations, which will be done electronically through e-services. Faculty members were reminded that the identities of those students who have been nominated must be kept confidential.

David Harvey reported that he had received an email from Kelsey Kauffman with information about the "Defense of Marriage" constitutional amendment. The Senate Judiciary committee recently held a hearing on

the amendment. A number of DePauw students attend the hearing and four spoke. One of the students conveyed to the committee the motions passed by Student Congress and by the faculty.

David Harvey announced that the faculty election cycle will begin on Wednesday, February 6 with a memo to faculty providing the timeline for elections and the open positions.

Paul Watt reminded the faculty of the upcoming faculty forums with the two candidates for President of the University.

### 13. Adjournment

The meeting adjourned at 5:19 p.m.



**M E M O R A N D U M**

To: Members of the Faculty

From: Neal B. Abraham, Executive Vice President, Vice President for Academic Affairs and  
Dean of the Faculty

Date: February 4, 2008

Re: Conflict of Interest Policy

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As previewed last fall, out of concern for good practices in ethical conduct, the Board of Trustees has adopted both an Ethics Policy and a Conflict of Interest Policy. The purpose of the latter policy is to assure that there is not abuse of authority derived from one's position at the University to achieve personal financial gain or gain for a family member. The policy established a procedure for review of circumstances that might appear to be such conflicts of interest. The goal is not necessarily to eliminate conflicts of interest, but rather to ensure that a real or actual conflict of interest does not lead to services of inappropriate quality or inordinate personal gain.

Situations that merit review include:

- an employee directing or influencing the decision to direct business to a family member;
- an employee directing or influencing the decision to direct University business in a way that would lead to personal gain;
- a faculty member directing students to purchase materials from which the faculty member receives royalties on sales.

Each employee who is aware of a conflict of interest or an apparent conflict of interest should report this to the Vice President for Finance and Administration who will arrange for prompt review of the situation.



**DePauw University**  
**Conflict of Interest Policy and Procedures**

**Article I: Purpose**

DePauw University expects its trustees, officers, and employees to observe high standards of ethics and to report any conflict of interest, both in fact and appearance, while acting for or engaging in an activity affecting the University.

This policy sets forth DePauw University's general policy and procedures regarding financial conflicts of interest in relationship to research or educational sponsored projects, as well as transactions and arrangements entered into that might benefit the private interest of a trustee, officer, or employee of the university or might result in a possible excess benefit transaction.

This policy is intended to supplement, but not replace any applicable state and federal laws governing conflict of interest. The University will fully comply with reporting obligations required by federal and state agencies.

**Article II: Definitions**

**1. Person with Interest**

Any trustee, officer, employee, principal investigator(s)/co-principal investigator(s) of an externally sponsored project (regardless of funding source), or member of a committee with governing board-delegated powers, who has a direct or indirect financial interest, as defined below, is a person with interest.

**2. Financial Interest**

A person has a financial interest if the person has, directly or indirectly, through business, investment, or a family member

- a. An ownership or investment interest in any entity with which the university has a financial transaction or arrangement,
- b. A compensation arrangement with the university or with any entity or individual with which the university has a financial transaction or arrangement,
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the university is negotiating a financial transaction or arrangement, or
- d. An arrangement as or through the principal investigator or co-investigator(s) responsible for the design, conduct, or reporting on research or educational activities funded or proposed for funding by an external sponsor.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

### **3. Conflict of Commitment**

A conflict of commitment exists when the external activities are so significantly demanding of the time and attention of the person with interest as to interfere with the responsibilities for which the individual is assigned.

### **4. Conflict of Interest**

A conflict of interest arises when a person with interest is in a position to influence either directly or indirectly University business, research, or other decisions in ways that could lead to gain for the person with interest, the person's family members, or others to the detriment of the University's resources, integrity, mission, teaching, research or public image.

### **5. Conflict of Interest Committee**

This committee shall consist of the Executive Vice President and the Vice President for Finance and Administration, as well as three additional individuals designated by the President of the University.

## **Article III: Procedures**

### **1. Duty To Disclose**

In connection with any actual or possible conflict of commitment or interest, all persons with interest will be required to annually disclose, as well as immediately upon the identification of any apparent or implied conflict disclose, in writing the existence of any financial interest.

In addition, with respect to sponsored programs, as required by Federal regulation, disclosure must be made prior to the time a proposal is submitted. All financial disclosures must be updated by the investigator(s) during the period of the award, either on an annual basis or as new reportable significant financial interests are obtained.

### **2. Determining Whether a Conflict of Commitment or Interest Exists**

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

### **3. Procedures for Addressing a Conflict of Commitment or Interest**

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

## Appendix II

- b. If such conflict involves the President or a trustee, the matter will be handled by the Chairman or a Vice Chair of the Board of Trustees, who is not involved in the conflict being investigated, with advice of the Chair of the Audit and Risk Management Committee.
- c. If such conflict involves a member of the Conflict of Interest Committee, the Committee member involved will be excluded from consideration of the conflict.
- d. During the course of the Committee's investigation, persons with interest may be asked to provide additional information. It is understood that at this stage the committee members will share information so obtained only as necessary to resolve the conflict or as required by law.
- e. After exercising due diligence, the committee shall determine whether the University can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- f. The Committee shall, if appropriate, appoint a disinterested person or persons to investigate alternatives to the proposed transaction or arrangement.
- g. If a more advantageous transaction or arrangement is not reasonably possible, the Committee shall determine by a majority vote whether the transaction or arrangement is in the University's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, the Committee shall make its decision as to whether to enter into the transaction or arrangement.

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

### **Article IV: Violations**

If the Conflict of Interest Committee has reasonable cause to believe a person with interest has failed to disclose actual or possible conflicts of interest, it shall inform the person of the basis for such belief and afford the person an opportunity to explain the alleged failure to disclose.

If, after hearing the response of the person with interest and after making further investigation as warranted by the circumstances, the Committee determines the person with interest has failed to disclose an actual or possible conflict of interest, it shall make a recommendation for disciplinary and/or corrective action to the person's supervising University officer.

### **Article V: Appeals**

When approval of an activity is denied, or when a remedy or sanction is imposed, the person with interest shall be afforded the opportunity to respond to the Conflict of Interest Committee's decision or recommendation or the supervising officer's decision. This appeal must be presented in writing to the Committee. The Committee will make a recommendation to the President, who will determine what action should be taken based on the recommendation and the current guiding published grievance policies.

**Article VI: Records of Proceedings and Retention**

The minutes of the Conflict of Interest Committee meeting shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, the Committee's decision as to whether a conflict of interest in fact existed, and the Committee's recommendations
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, and a record of any votes taken in connection with the proceedings

Records of financial disclosures and of actions taken to manage actual or potential conflicts of interest as they pertain to grants shall be retained by the Executive Vice President until three years after the termination or completion of a grant to which they relate, or until the resolution of any governmental agency's action involving those records, whichever is longer.

Records of financial disclosures and actions taken to manage actual or potential conflicts of interests which do not pertain to grants shall be retained by the Executive Vice President a minimum of three years from the date on the disclosure form.

## RETIREMENT AGREEMENT FOR A TENURED FACULTY MEMBER

A retirement agreement is a formal agreement by a tenured faculty member to retire by a particular date. The agreement is signed by the faculty member and the Vice President for Finance and Administration after the faculty member has consulted with the Vice President for Academic Affairs and they are in accord about the terms of the agreement.

### POST-RETIREMENT

Under DePauw's employee policies, certain retirement benefits accrue to employees who meet the "Rule of 80" (age of at least 55, currently continuous years of service at DePauw of at least 15, and sum of age and currently continuous years of service at DePauw of at least 80). (For those employed at DePauw whose years of continuous service began before July 1, 1996, the eligibility requirements are: as stated above, or they must be at least age 62 and have at least 15 years of continuous service, without any threshold on the total.) These benefits are:

Eligibility to participate in the Emeriti Retiree Healthcare Program (use of the DePauw contributions and investment earnings designated for the employee in an Emeriti post-retirement medical spending investment account for qualifying medical expenses).

Continuation after retirement for eligible dependents to obtain tuition remission benefits (free tuition at DePauw, and substantially reduced tuition for enrollment at a college participating in the GLCA tuition remission exchange program).

Certain post-retirement eligibilities for employee and eligible dependents participation in healthcare insurance options.

#### Employees who retire before their 65<sup>th</sup> birthday

After retirement and until the month before turning 65, the retiree and eligible dependents will be able to purchase group health insurance through DePauw's group health insurance plan at the pre-65 retiree rate. (In 2007-2008 this rate is similar to the active employee premium rate; check with Human Resources for the current rates.)

Beginning in the month in which the retiree turns 65, Medicare becomes the primary health insurance coverage and the retiree may purchase secondary health insurance coverage through Emeriti's group health insurance plan at the post-65 retiree rate which includes a defined contribution amount by DePauw for the retiree and eligible dependents. This benefit will continue until June 30, 2030, plus one additional full year for each year or fraction thereof in which the employee retires before the 65<sup>th</sup> birthday. The retiree and/or eligible dependents will be responsible for the balance of all insurance premiums for secondary health insurance coverage. After that time, the retiree and/or eligible dependent will be responsible for all costs related to their health insurance coverage. However, the retiree and/or eligible dependents will be able to remain on the Emeriti group plan at the group rates.

If an eligible dependent is older than the pre-65 retiree, the dependent remains on the pre-65 retiree plan until the first day of the month in which the retiree turns age 65. At that time, both the retiree and the dependent will transition to the post-65 plan.

#### Employees who retire after their 65<sup>th</sup> birthday

Medicare will become the primary health insurance coverage and the retiree and eligible dependents may purchase secondary health insurance coverage through Emeriti's group health insurance plan at the post-65 retiree rates until June 30, 2030.

## Appendix III

After that time, the retiree and/or eligible dependents will be responsible for the balance of all insurance premiums for secondary health insurance coverage, however, the retiree and/or eligible dependents will be able to remain on the Emeriti group plan at the group rates.

If an eligible dependent is under age 65 (and the retiree is over age 65), the dependent will remain on the pre-65 retiree plan until the first day of the month in which the dependent turns age 65. At that time they will join the retiree on the post-65 plan.

### **PRE-RETIREMENT ARRANGEMENTS**

DePauw is willing to enter into a pre-retirement arrangement with a tenured faculty member if it benefits the University and if the faculty member finds it of benefit as well. Agreements are individualized since the needs and desires of each individual and University in particular cases may differ.

Pre-retirement arrangements may include the following as part of an agreement that sets a definite retirement date:

Eligibility to take instead of the last scheduled sabbatical leave a “pre-retirement leave” (full year at half pay or half year at full pay). A pre-retirement leave may be for a pre-retirement project, perhaps preparing for post-retirement activities) that would not normally be approved for a regular professional sabbatical. Note that the compensation for a pre-retirement leave differs from that of a regular professional sabbatical (full year at 2/3 pay or a four-course reduction from the normal teaching duties at full pay).

Removal of the normal obligation to return to teach for a full year following the final sabbatical or pre-retirement leave.

Up to one half year of reduced teaching without reduction in compensation which may be spread over the last three years prior to retirement. The portion of this that is not taken as reassigned time may be taken as any of the following:

- A taxable post-retirement stipend of one half of the full-time base salary in the year preceding retirement taken in the year after retirement.
- A pro-rated fraction of 45% of the full-time base salary in the year of payment into the Emeriti Grantor Trust (see the definition at the end of this document; for more information contact Human Resources). The Grantor Trust payments may be made at any time at the employee’s request following the signing of the retirement agreement provided the schedule for the maximum number of courses (or other reassigned time) has been set for each year before retirement.
- A mix of the prior two categories.

With the approval of the VPAA, other reductions of teaching for reduction of salary in the amount of one or two courses per year (for salary reductions of 12.3% of base salary per course; and 5% of base salary for each semester of no teaching for which no service would be expected). (These percentages have been determined by allocating the salary of a normal full-time job as follows: 80% for teaching spread on average over 6.5 courses per year including Winter Term; 10% for service; 10% for professional growth.) These arrangements can only be made for the last five years prior to retirement. Otherwise in each of these years prior to retirement except for a semester in which there are no teaching obligations the faculty member is expected to complete the normal obligations of service and professional growth.

A retired faculty member may be appointed to teach as a Senior Professor (part-time faculty status) under the usual arrangements for senior professors, which require both departmental need and mutual approval by the individual, the department chair and the Vice President for Academic Affairs. The pay will be no less than the current arrangement which is that a senior professor is paid per course at the

## Appendix III

rate of 10% of what would have been the base salary in the year of teaching had the person continued as a full-time faculty member. The selection and scheduling of the courses are to be completed in the usual way of consultation with and ultimate decision by the chair of the department. (Other details regarding the faculty status of Senior Professors are described in the Academic Handbook.)

A retired faculty member receives the benefits of emeriti professors as stated in the Academic Handbook, such as, on-campus Internet connection, email account, attendance privileges at faculty meetings including the right to vote in semesters in which the person is teaching, library use and borrowing privileges and access to and use of the recreational facilities.

After retirement a faculty member will be assigned an office according to the current University policies for emeriti faculty members. In the years of service as a Senior Professor (teaching) the retiree will be assigned a single office. After retirement the retiree may retain use of the current University-supplied computer or a designated replacement provided by the University. For at least three years after a retiree ceases teaching, if the retiree plans to remain professionally active and to work regularly on campus, and on request, the retiree will be assigned office space, which may be shared, including a desk, computer with Internet connection, and phone. Toward the end of the second year of this three-year period the VPAA will review the retiree's recent use of the office and the level of professional activity and the retiree's projected future needs to determine whether the arrangement should be renewed. The University will endeavor to minimize the number of office moves that are required of a retiree but cannot assure that the office assignment after retirement will be the same from year to year.

### Other employee benefit changes resulting from retirement:

- Retired employees are no longer eligible for such employee benefits as employee contributions to a flexible spending benefit plan or long-term disability insurance; however, they may continue to make after-tax contributions to their Emeriti Health accounts.
- After the retirement date, DePauw-funded life insurance coverage will be \$3,500.
- DePauw University's employer retirement contributions to a tax deferred annuity 403(b) plan, a defined contribution retirement 403(b) plan and the Emeriti Health Plan for active employees are contingent on the employee being in a benefit-eligible status; thus these contributions will cease after the retirement date.
- A retired employee may not make personal contributions to a 403(b) account through the University's programs except when the retiree is working part-time for the University.

### **Post-retirement Emeriti healthcare funding sources**

#### Grantor Trust

DePauw may make tax-free contributions to a tax-free investment account designated for the benefit of a retired faculty member who held appointment with tenure and that faculty member's eligible dependents. Such a Grantor Trust may be used only for the cost of premiums of the Emeriti fully insured health insurance plan. Investment options are any Fidelity Life Cycle funds, as chosen by the retiree. Emeriti insurance premiums due from the retiree and/or eligible dependents are deducted from this fund until the funds have been exhausted. Thereafter, funds are deducted from other accounts. Unused credits (funds) in the Grantor Trust revert to DePauw upon the death of the retiree and eligible dependents.

#### VEBA Account

DePauw makes monthly tax-free contributions to a VEBA (Voluntary Employee Benefit Association) investment account designated for the future benefit of each active, benefit-eligible employee. If the employee satisfies the rule of 80 before retiring, upon retirement the retiree and eligible dependents may

## Appendix III

use these funds and tax-free earnings for qualified medical expenses, as recognized by the IRS (QMEs) including most insurance premiums, deductibles, co-pays, etc. The active employee and subsequently, the retiree, may select any of the Fidelity Life Cycle funds as investment options. An employee, or a qualified retiree, may make after-tax contributions to the VEBA investment account for the benefit of the employee and eligible dependents to be used for QMEs (qualified medical expenses recognized by the IRS, including most insurance premiums, deductibles, co-pays, etc.) Emeriti insurance premiums due from the retiree are deducted from this fund after any funds in the Grantor Trust are exhausted and prior to deductions being made from other accounts (retiree-designated checking or savings accounts). Unused funds in a DePauw VEBA account (due to unqualified retirement or early departure of an employee from employment at DePauw, death of the retiree and eligible dependents or dependents meeting the age of majority) revert to DePauw.

### **Clarifications**

Faculty members wishing clarifications of any aspect of this policy are welcome to consult the Vice President for Academic Affairs.



**DEPAUW UNIVERSITY  
INTELLECTUAL PROPERTY POLICY  
Adopted by the University, January 2008**

**Preamble**

DePauw University benefits from an active and productive faculty, and from encouraging faculty work and creativity both on and off the Greencastle campus.

Intellectual property inevitably will be created in the course of research, teaching and service activities of DePauw University's faculty members and staff members. By longstanding practice, DePauw University has recognized and honored the academic tradition that individual faculty members own the copyrights of course-related, scholarly, and other creative original works of authorship that they produce in the course of their employment by DePauw University. DePauw University continues to recognize and honor this academic tradition, notwithstanding that federal law may give DePauw University presumptive ownership of original works of authorship created by its faculty within the scope of their employment. Accordingly, this DePauw University Intellectual Property Policy (the "Policy") identifies the ownership interests of DePauw University and its faculty members and staff members with respect to original works of authorship created in the academic setting.

This Policy is incorporated by reference into the policies governing conditions of employment of all DePauw University employees, and is binding as between DePauw University and its employees. In the event that this Policy, in conjunction with federal copyright or intellectual property law, does not effect the desired rights of ownership described below, DePauw University and its employees shall work in a good faith manner consistent with the principles in this Policy and execute any documentation necessary to carry out the intent of this Policy and its desired results.

**Rights of Ownership**

I. University Works

DePauw University shall own all "University Works," meaning original works of authorship or invention that are created, in whole or in part:

1. with the use of "Substantial University Resources," meaning financial, material, personnel or other support provided to an employee that is beyond the level of common research and teaching support typically provided by DePauw University to that employee. [Note: This accounts for, and by implication assumes, that faculty members may be supported at differing levels, i.e. there is not a standard/definable support applicable to all]; or
2. as a specific requirement of employment, pursuant to an explicit DePauw University assignment by a supervisor or duty, on commission from DePauw University for its own use, or pursuant to a gift, grant or contract which requires ownership by DePauw University.

University Works shall be owned by DePauw University as works made for hire within the scope of employment by DePauw University. The following works presumptively shall be considered University Works:

"Courses," meaning the copyrightable videotapes and other recordings of all course lectures, classes, or presentations;

## Appendix IV

“University Publications,” meaning DePauw University-sponsored or owned journals, periodicals, newsletters, yearbooks and other print or electronic publications; and

“University Administrative Materials,” meaning policies, curricula, promotional materials, web sites, and similar works, including but not limited to works created for faculty and DePauw University committees, works created by faculty members in assigned administrative roles, and works created by department chairs and program coordinators on behalf of their programs.

DePauw University grants faculty members and staff members non-exclusive rights to non-commercial use and distribution of University Works that they have authored unless otherwise prohibited by contractual or legal restrictions.

### II. Staff Works

DePauw University shall own all “Staff Works,” meaning original works of authorship that are created:

1. by non-faculty employees within the scope of employment by DePauw University; or
2. by non-employees, consultants, or contractors expressly for DePauw University.

Exceptions may be granted in particular circumstances, such as for work done in an approved consultancy for another institution, or creative and scholarly work produced with DePauw University resources not related to the job description if so identified by the supervising vice president. DePauw University does not claim ownership of works created by non-faculty employees outside of the scope of employment by DePauw University.

### III. Faculty Works

Faculty members shall own all “Faculty Works,” meaning original works of authorship that reflect scholarly research and creativity produced by and on the initiative of faculty members within the scope of their employment by DePauw University, including but not limited to: syllabi for courses, tests, assignments, instructor's notes, instructional materials (including websites<sup>1</sup> and videos), textbooks, monographs, journal articles, other works of non-fiction and fiction, poems, speeches and other creative works such as musical compositions and visual works of art. As an exception, the University Communication Policy governs the right of the University to take possession of or to provide access to materials produced using the University's electronic communications system when required by law or when there is evidence of violation of University policies.

Academic departments, the Committee on Faculty in the course of its deliberations, or the DePauw University administration may require individual faculty members to share copies of scholarly research and creativity, such as instructional and other materials used for ordinary classroom and program use, as part of the ordinary processes of administration, evaluation and internal or external review or in case of a disciplinary hearing. Additionally, faculty members may be asked to provide copies of scholarly research and creativity as part of internal or external review processes or in the course of applying for DePauw University funding of scholarly and other creative work. Such requirements to share and permit limited use of these works shall not otherwise limit a faculty member's copyright in scholarly research and creativity.

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<sup>1</sup> DePauw University shall not require individual faculty members to post syllabi and other course materials on the publicly accessible portions of the DePauw University website. However, DePauw University, its faculty members, staff members and students shall have the right to use, distribute and create derivative works from any materials posted by the choice of the individual faculty member on the publicly accessible portions of the DePauw University website.

## Appendix IV

In cases where DePauw University is asked to make an extraordinary investment to enable faculty research or other work, ownership conditions will be negotiated at the time of the approval of the request for investment so that DePauw University may receive a fair return on its investment. In the case of scholarly, creative, or pedagogical work done collaboratively with other institutions or for-profit corporations, or where granting bodies take a different approach to ownership, agreements may be worked out ahead of time and subject to review and revision by the Chief Academic Officer, who shall apply the principle of maximizing academic freedom, fair use, open scholarly inquiry, and respect for the rights of authors and inventors.

### IV. Student Works

Students shall own all “Student Works,” meaning materials produced as part of their academic work for graduation credit, including materials produced for particular courses, such as, written assignments, creative and artistic work, quizzes and examinations. As an exception, the University Communication Policy governs the right of the University to take possession of or to provide access to materials produced using the University’s electronic communications system when required by law or when there is evidence of violation of University policies.

Materials produced by students as employees of the University are governed by the “staff works” section of this policy.

Work by students produced in collaborative projects with faculty members or other DePauw employees shall be governed by the policies that govern the University employees unless there are particular stipulations made at the time of the start of the collaborative project.

Student works may be copied and retained by faculty members for use as needed in fulfilling their responsibilities as faculty members (such as verifying authenticity and originality) and as part of the academic personnel evaluation policy. A student work may not be shared by a faculty member with others outside of the previous provisions without permission of the student.

In cases where DePauw University is asked to make an extraordinary investment to enable student research or other work, DePauw University ownership conditions will be negotiated prior to the approval of the investment so that DePauw University may receive a fair return (minimally reimbursement) on its investment. In the case of scholarly, creative, or pedagogical work done collaboratively with other institutions or for-profit corporations, or where external funding agencies take a different approach to ownership, agreements may be worked out ahead of time and are subject to review and revision and final approval by the Chief Academic Officer, who shall apply the principle of maximizing academic freedom, fair use, open scholarly inquiry, and respect for the rights of authors and inventors.

Students who produce work during internships for hosts other than DePauw University (even if for academic credit and if partially supported by stipends from DePauw) shall retain ownership of those products except as they may be required to assign those rights to their internship hosts.

### **Copyright Notice and Use of the DePauw University Name**

#### I. Notice

The following form of copyright notice shall be used on all University Works or any other works owned by DePauw University:

© [year of first publication] DePauw University. All Rights Reserved.

## II. Use of the DePauw University Name

The DePauw University name, associated symbols, and seal are important and valuable representations of DePauw University and its academic reputation. Therefore, use of the DePauw University name, associated symbols, and seal in connection with a work, other than for the sole purpose of identifying the author as a university employee or as a student affiliated with DePauw University, requires the advanced written permission of the supervising DePauw University Vice President. This does not limit the right of university employees or students to use the DePauw University name in accurate descriptions of events and activities that have taken place at DePauw. Furthermore, faculty members, staff members and students at DePauw University may not participate in the creation or use of works that might give the impression of DePauw University sponsorship where there is none. If the DePauw University name, associated symbols, or seal is to be used in connection with any works created under collaborative agreements with outside entities, other than to identify the creator by his or her title at DePauw University, such agreements must be approved in advance and in writing by an authorized DePauw University administrator.

## **Administration, Interpretation and Dispute Resolution**

### **Interpretation of this Policy**

#### I. Administration

This policy shall be administered by the supervising vice presidents.

#### II. Interpretation and Dispute Resolution

All issues of interpretation and dispute resolution shall be managed by the Executive Vice President or another senior officer designated by the President.

Minutes for DePauw University Faculty Meeting  
Monday, March 3, 2008

1. Call to Order – 4:12 PM; Ballroom of the Union Building

Due to the lack of a quorum, faculty meeting was canceled. At the time the meeting was canceled, 76 voting members of the faculty were present. The quorum for the semester is 84 voting members of the faculty.

Minutes for DePauw University Faculty Meeting  
Monday, April 7, 2008

1. Call to Order – 4:08 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 February 2008 and March 2008 Faculty Meetings

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

4. Remembrance of Professor Russell Compton (Bob Newton)

When Russell came to DePauw in 1951, changes in the teaching of philosophy and religion in colleges were in process. After World War II there was a surge of interest in contemporary study of philosophy, of religion, and of the Bible. Colleges, even state supported Universities, such as Indiana University, instituted studies and departments of religion, when it became clear that teaching about religious thought and practice need not be instruction in faith (much less indoctrination), but a critical, historical, and theoretical endeavor. For philosophy, it was the inclusion of the analytical movement centered in England and of existentialist and phenomenological thought from Danish, French, and German thinkers. For religion, it was the expanding awareness of philosophically oriented theology and of the diversity of religions around the world. For the study of the Bible and religious literature in general, it was the importing of source criticism and form criticism from European scholars. To accomplish this meant that the Department, at the initiative of the Administration, including President Humbert and Dean Farber, would change its focus, methodology, and personnel. Assuming the office of Head of the Department, Russell would be the agent for this change, as evidenced in his article, “Christianity and Liberal Education” published in the *Journal of Bible and Religion*, October 1955. This redefinition entailed introducing new courses into the philosophy curriculum, expanding the offerings being taught under the heading of religion, and incorporating the Department of Bible (originally the Department of English Bible), into the Department of Philosophy and Religion.

Russell came to DePauw with the usual ordination in the Methodist Church, but with degrees not typical for DePauw philosophy faculty, a type which had been almost exclusively in the so-called Boston personalist tradition. Russell obtained a Bachelor of Divinity degree from Garrett Biblical Institute in 1935, and Ph. D. in philosophy from Yale University in 1939. Receiving a special Yale fellowship for the outstanding student, he then studied in Europe for a year at the Universities of Edinburgh and Marburg. At DePauw, his teaching reflected the expanding reach of contemporary philosophical movements. In those earliest years of the 50s, Russell regularly taught a course entitled Present Philosophical Tendencies, and a course in Readings in Philosophy which included texts from Alfred North Whitehead and later Merleau-Ponty. Sometimes the course focused on contemporary problems in ethics. By the early 70s he taught a course in Continental Philosophy which included attention to Hegel, Marx, Kierkegaard, Merleau-Ponty, and Sartre. Alongside of these contemporary emphases, Russell continued to teach the standard courses of Logic, Ethics, History of Ancient Philosophy, and History of Modern Philosophy.

Throughout these years there was another thread that eventually became a defining mark of his teaching career, a deep commitment to political and social justice. In the late 50s, Russell cotaught an Interdisciplinary Seminar with Sociology Professor John Reiling on “Power Structures in Society.” He and Reiling repeated this course several times over the next decade. And with Reiling in 1963, Russell and a group of students went to Washington D.C. and heard Martin Luther King, Jr. give his famous “I have a dream” speech. Because of his Quaker upbringing, social criticism and advancing the cause of social justice had been early concerns of Russell. While at Hendrix College in Conway, Arkansas in the early 40s, Russell had invited the controversial social activist, Bayard Rustin, to speak at the college. Rustin, an ex-communist and now anti-communist socialist, a peace advocate, a member of the Fellowship of

Reconciliation, a black member of CORE (Congress of Racial Equality), was certain not be welcomed in a small southern town at that moment of history. And Russell reaped the consequences of his inviting Rustin, when his contract was not renewed for the coming year. This thread of social criticism became a fabric in Russell's later years of teaching at DePauw as he created such courses as Philosophy of History, Philosophy of Culture, Value in Society, Technology and Human Values, Freedom and Responsibility, Freedom and Authority, Cultural Revolution. After Hendrix, at Hamline College in St. Paul Minnesota, Russell again welcomed Rustin to campus as a speaker, and when Rustin was refused accommodation in a local hotel, Russell and Bayard sat up all night in the lobby in determined protest. Perhaps this history followed Russell even to DePauw, when in 1958 he was subpoenaed by a US Senate subcommittee which functioned in the aftermath of the Joe McCarthy frenzy. Significantly, DePauw President Russell Humbert affirmed "complete confidence . . . in this highly respected staff member [who] quite obviously enjoys our absolute respect." What a difference in this administrative voice and geographical location! Fortunately the meeting in Washington was cancelled and Russell did not have to testify.

There's another essential dimension in Russell's teaching. One of his grandsons, Carl Compton, told me that Russell had an experience in his undergraduate years at Manchester College. A teacher of Bible had begun classes by asking students a provocative and penetrating question which served to focus and drive the classroom conversation. As Russell developed his classroom approach, this question-asking became his authentic teaching mode. In the late 50s, three of the new departmental faculty members, Leon Pacala, John Eigenbrodt, and Robert Newton, under the auspices of a Lilly Foundation grant, created a course entitled Basis Beliefs of Modern Man. This course was staff taught with a formal lecture in a plenary session and break-out discussion groups of 20 students or less for the remainder of the week. By early 60s Russell joined in teaching this course, and it became a firm commitment of his until his retirement in 1974. In the small discussion sessions, Russell was best known for engaging students in conversation, through his challenging questions. For him, learning became less a filling the students with information and concepts (the so-called "banking method") and more an appropriation by students of discernment, valuing, and commitment, accomplished when they could talk about it in their classes and write about it on their papers. One of his students, Margaretta Swigert-Gacheru, in her memorial, wrote of Russell as "a man who moved mental mountains and compels students to think large and lovingly about humanity, social justice, equity and commitment to truth." Engaging with students in classes was only part of Russell's mission. On weekends, he often held open houses for students at his home for just such conversation. In an article in the DePauw newspaper 4/19/95 by Mandi Jedlieka, Russell is quoted, "I used to have students over to my house all the time . . . Mrs. Compton [Susanna] never minded. She really enjoyed having students there." Former professor and colleague, Robert King wrote, "I don't think I've ever known anyone with his remarkable gift for drawing young people out and making them feel that their viewpoint really mattered."

Russell was not only a teacher and an advocate for peace and justice. There are many other dimensions of his life. I would emphasize two of these, that of being Head (as then it was called instead of as now "chair") of the Department of Philosophy and Religion. And the other, his role at Gobin Church. First, for the Department, the analogy of conversation around the table to achieve mutual understanding and hopefully consensus best describes how the Department was activated. We met regularly every week, well, almost every week even if we didn't have departmental business. We talked about faculty agendas and politics, departmental hopes and possibilities. When we had business, such as searches to fill positions, we would include rather than exclude; we would argue and consider. Though Head, Russell refused the role of administrator and accepted only that of spokesperson among colleagues. The gathering of the members of the Department was not only in Asbury Hall, but in our homes as well. For New Years, for ends of the academic years, we would come with our spouses to one of our homes for food, conversation, and friendship. And not only members of the Department, since we were joined by Maureen and Arthur Carkeek of the School of Music and then music directors at Gobin church. Former colleague, William Petrek, wrote, "Sandy (Bill's wife) and I always appreciated Russell's support for members of his department of Philosophy and Religion even when he may have disagreed with some of their ideas or activities. He was a lovable man whom few disliked."

Second, I should also mention his faithful role in the life of Gobin church. Through the thick of religious

disagreements and the thin of platitudes, Russell was loyal as supporter or as dissenter. For many of us, however, his role was stimulator and provocateur, pervasive in the adult group called the Forum. The Forum began as a Sunday morning breakfast group (including people from the college and from the town), becoming a regular Sunday evening discussion, then a biweekly or single-monthly group focusing on topics of local and global peace and justice issues. And until the last weeks of his life, every Sunday Russell could be found sitting on the south side of the congregation most often between Charles Miles – from the town – and Nafhat Nasr – from the college.

In 1979, he received the Alumni Award from Manchester College, his alma mater. A fitting culmination, or perhaps a second career, came with his being honored by the foundation of the Russell J. Compton Center for Peace and Justice at DePauw in the year 2000. Involving students, staff, and faculty, the Center's mission, according to the first director Jacob Gross, was to "raise consciousness regarding issues of campus, local, national, global social justice." At that dedication, President Robert G. Bottoms honored Russell as "a voice of compassion and a voice of encouragement for many people in many generations." In the years following, Russell was described as the dignified, elderly man walking across campus to the Center, sitting amongst the students there, in the conversations which were the meaning of his life and which contributed to the meaning of theirs.

## 5. Reports from Coordinating Committees

### *Committee on Academic Policy and Planning (Melanie Finney)*

#### A. Announcements

This spring the VPAA and CAPP requested staffing projections from departments and programs for the next 5-6 years. Projections were submitted for over 40 new positions, which is well in excess of the number of known retirements and new positions. If all retirements are replaced in those departments, then only 5-7 new positions can be created over the next six years. RAS will face many difficult decisions.

CAPP is trying to assemble this year's RAS committee. Nominations are still needed for two 3-year positions, one from Division I and one from Division IV. In addition, CAPP is seeking nominations for two 1-year at-large positions. Nominees who are not from Modern Languages, Communication, Biology, Economics, and Chemistry & Biochemistry will receive preference. If CAPP does not receive at least two nominations from Divisions I and IV, then CAPP will accept nomination from the other two divisions and Divisions I and IV will forfeit their representation on RAS for a period of three years. The dates for this year's RAS meetings are May 21-23 and May 27.

CAPP has completed its work on establishing guidelines for the appointment of directors and steering committees for Honors Programs and has shared this information with the directors of these programs. These guidelines will be implemented beginning Fall 2008. CAPP will complete its work concerning guidelines for the Competency programs by the end of the semester.

With a new president arriving this fall, CAPP believes that it is a good time to reassess faculty sentiment regarding the general education group distribution requirements. CAPP has created an electronic survey that will be ready in the next few days. An email message with a link to the survey will soon be sent out.

- B. Motion (to be voted on) that the faculty approve the removal of the major in Russian Studies. Advanced notice of this motion was provided in the agenda for the March 2008 faculty meeting. CAPP's rationale for the motion is provided in Appendix I.

Comment: Russian Studies will continue as an interdisciplinary program offering a minor. Students interested in a major in Russian Studies will be able to do so by pursuing an Interdisciplinary Major. There are several new electives in the minor, including courses in Religious Studies and English.



Comment: Although this is a time of mourning for the Russian Studies major, this process has provided an opportunity to boost the visibility of Russian Studies and to strengthen the minor.

The motion passed on a show of hands.

*Committee on Faculty (Jeff Kenney)*

COF continues to work on its review of decision files and hopes to conclude its work by mid-May.

COF will be holding a meeting on April 23rd for those faculty members who will be undergoing a personnel review next year. An email listing those candidates undergoing review was circulated recently and it will appear in The DePauw.

An email will be sent out soon with details about the implementation of electronic evaluations. The committee thanked those faculty members who volunteered to try out the newly reformatted evaluation form. There is still room for an additional 3-4 volunteers.

Last semester, COF accepted the Committee on Administration's offer to make recommendations on the construction of personnel files. COA has submitted its recommendations to COF, and COF has, after its own preliminary review, decided to distribute them to all faculty members. COF hopes to have a faculty-wide discussion of the recommendations at the May faculty meeting. An email with a copy of the recommendations will be sent out soon. Comments may be shared with the chair of COF or with department chairs. COF has not adopted the recommendations and faculty members scheduled for fall 2008 reviews will receive the current instructions for constructing their files.

*Committee on Management of Academic Operations (Inge Aures)*

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

POLS 360 African Politics, 1 credit, Group 2

This course surveys issues in and approaches to the study of African politics. Special emphasis is placed on the African development crisis through an accounting of varying levels of success and failure across the continent. Specific concerns include: governance, civil and interstate war, international political economy and the development of the state system.

HIST 222: The Crusades, 1 credit, Group 4

This course will examine the 10th- to 14th-century movement of Western European Christians to the lands of the eastern Mediterranean. Why did they go? What were the expected outcomes of this movement? Was it successful, and how should success be determined? How did the crusades change both European and Middle Eastern culture? These questions and more will be the focus of this course.

HIST 223: The Vikings, 1 credit, Group 4

This course will examine Scandinavian and early medieval European society before, during, and after the Viking raids of the eighth through eleventh centuries in order to assess the impact of those raids on the development of European civilization. We will work to come to an understanding of this period through the close analysis of a variety of sources, including law codes, epic poems, artwork, and archaeological excavations.

HIST 285: History of Science I, 1 credit, Group 4

This course surveys the history of the human endeavor to understand the natural world around them. It particularly problematizes the notion that the rise of modern science, as practiced in Western societies, was inevitable or pre-ordained. Instead, with the help of primary and secondary sources, the course

examines the various trajectories of science from the Greek, to the Islamic to the Western medieval context.

HIST 336: The Witchcraze in Early Modern Europe, 1 credit, Group 4

Why did Europe suddenly erupt in a fury of witch trials in the sixteenth century? Why did these trials just as suddenly die out in the eighteenth? What was the role of religion in the pursuit of witches? Was misogyny at the heart of the witchcraze? These questions and more will be addressed in this course as we try to understand the nature of the European witchcraze. Through a close and careful analysis of primary documents, we will try to develop our own conclusions on this troubling episode of European history.

HIST 358: Gender/Sexuality in the Middle East, 1 credit, Group 4

This course seeks to explore the evolution of gendered and sexual identities in the Middle East from the rise of Islam to the present. We shall explore ways in which people in the Middle East have shaped and redefined gender and sexual identities from the earliest days of Islam to the present. Although the primary focus of the course will be the Muslim populations in the Middle East, the course will also examine conceptions of gender and sexuality amongst non-Muslim populations in the Middle East, before and after the rise of Islam.

The motion passed on a show of hands.

- B. Motion (to be voted on) that the faculty approve the following change to the language requirement for the European Studies Minor.

Current: Requirements for the minor include language proficiency in German or French (minimum 4th semester proficiency).

Proposed: Requirements for the minor include language proficiency in a modern Western European language other than English (minimum 4th semester proficiency) that suits the logical and coherent grouping of the five courses for the minor. The requirement can be fulfilled by coursework, placement tests, or approved off-campus study programs. FOOTNOTE

FOOTNOTE TEXT. In cases where a student wishes to propose a modern Western European language not taught at DePauw at the 4th semester level, the student must arrange for proficiency testing (and cover any cost involved) with the Modern Language department. If needed, such testing may be arranged (with approval) from <http://www.languagetesting.com/> or another off campus resource.

The motion passed on a show of hands.

- C. Motion (to be voted on) that the faculty approve the following changes to the Biochemistry minor (additions in **bold**, deletions in ~~strikethrough~~)

Total courses required: five and one-quarter

Core courses: CHEM 120, CHEM 170, CHEM 240, **and** CHEM 260 ~~and Chem 343~~

Note: Chemistry majors may not earn a minor in biochemistry

Other courses: One course from **CHEM 310, Chem 342, CHEM 343, or CHEM 440** and one course **from** BIO 314, **BIO 315**, BIO 320, **BIO 325, BIO 335**, BIO 361, **or BIO 415**. ~~With the approval of their advisor, students may apply chemistry 300 or 400 level courses, BIO 390 or BIO 490 toward the minor. Such courses should have a biochemical emphasis. No more than 0.5 course of research (CHEM 395, CHEM 405, BIO 490) may be counted toward the minor.~~

300 and 400 level courses: 2

Rationale: At the moment, CHEM 343 is required, and since we have so many majors, minors have not been able to enroll. Therefore we propose the above changes which makes the minor much more flexible.

Question: A number of the courses listed for the Biochemistry minor have prerequisites that are not included in the total number of required courses. I thought that a joint committee of CAPP and MOA had recommended that the required number of courses for a Major and Minor include required prerequisites. Shouldn't this minor include those in the required number of courses?

Reply: The proposed change simply provides students with more options for completing the minor. There is no change in the total number of courses students need to complete the minor.

The motion passed on a show of hands.

D. Motion (to be voted on) that the faculty approved one-time group designations to the following courses:

SPAN 390, Prosa urbana de Mexico, Group 3Lit, 1 credit  
ML EXP Arabic Literature in Translation, Group 3Lit, 1 credit  
ML 197B Renaissance Women Writers, Group 3, 1 credit  
ML 197A Arab Women Writers and Filmmakers, Group 3, 1 credit  
MUS 390 Topics: Operas of Verdi, Group 3 (for Fall 2008 only), 1 credit  
REL 370 Women in Islam, Group 4, 1 credit  
ML EXP Beginning Arabic II, Group 5, 1 credit  
ML EXP Beginning Arabic I, Group 5, 1 credit

The motion passed on a show of hands.

E. Announcement of changes in numbers, titles, prerequisites and/or descriptions:

Title Changes

EDUC 390 Topics in Education Studies (previously: Educational Studies)  
EDUC 170 Foundations of Education (previously: Foundations of the Educational Process)  
EDUC 240 Issues and Trends in Education (previously: Today's Education: Issues and Trends)

Course Number Changes

EDUC 311 Critical Multiculturalism (previously 300)  
EDUC 330 Comparative Education (previously 380)  
EDUC 350 Women in Education (previously 300)  
EDUC 360 The Political Economy of Schools (previously 381)  
EDUC 480 Methods of Educational Research (previously 410)  
EDUC 490 Education Studies Senior Seminar (previously 452)

Course Description Changes (additions in **bold**, deletions in ~~strikethrough~~)

EDUC 180 Understanding Diverse Classrooms, 0.5 credit

(includes field experience) Explores the cultural foundations of American education and examines the challenge to the schooling process, presented by cultural diversity. Focuses on the existing definitions of knowledge, learning, cultural assimilation, the distribution of power and academic achievement. Field experience is required and students should register for lab time concurrently. **Open only to Music Education students.**

Rationale: This course is part of the department's support for the Music Education Program. It is not a course that is part of Education Studies' core offerings for our own students.

MUS 337 Solo Vocal Literature II, ½ credit

A consideration of the solo vocal literature of ~~the German Baroque~~ **Early English Song**, the French Melodie and **20<sup>th</sup> Century** English Art Song. Prerequisite: MUS 230 or consent of instructor.

Course title, number and course description change (additions in **bold**, deletions in ~~strike through~~)

MUS 338 Choral Literature - ½ credit course (Current title and course number: MUS 461 Choral Literature for Music Education Students – ½ credit course)

A survey of choral literature from Gregorian Chant to the present **incorporating music suitable for a variety of choral bodies, including high school, collegiate and professional ensembles** ~~with emphasis on music for high school or college choral groups~~. Prerequisite: MUS 362B or consent of instructor

Change in prerequisites

Phys 420 Classical Mechanics, PHYS 120 and PHYS 270 (previously PHYS 130 and PHYS 270)

MUS 390 Topics: Operas of Verdi (for Fall 2008 only), MUS 333 or permission of instructor (previously 230 or permission of instructor)

MUS 171-172 Beginning Ballet I, II – ½ credit, Proposed Prerequisite for MUS 172: MUS 171 or consent of instructor (no current prerequisite)

Current Descriptions: Designed for the student who has had no previous dance training. Basic concepts and terminology will be considered as will aspects of history and appreciation.

MUS 173-174 Intermediate Ballet I, II – ½ credit, Proposed Prerequisite for MUS 174: MUS 173 or consent of instructor (no current prerequisite)

Current Descriptions: A continuation of MUS 172.

MUS 175-176 Beginning Jazz Dance I, II – ½ credit, Proposed Prerequisite for MUS 176: MUS 175 or consent of instructor (no current prerequisite)

Current Descriptions: Designed for the student who has had no previous dance training. Basic jazz technique and terminology will be addressed. Students will gain body control and awareness through class performance.

MUS 177-178 Intermediate Jazz Dance I, II – ½ credit, Proposed Prerequisite for MUS 178: MUS 177 or consent of instructor (no current prerequisite)

Current Descriptions: A continuation of MUS 176.

F. Announcement of Experimental Courses

ML EXP Arab Literature in Translation, 1 credit, Group 3 lit  
ML EXP Beginning Arabic II, 1 credit, Group 5

*Student Life and Academic Atmosphere Committee (Peter Graham)*

SLAAC is continuing to discuss ways to bring more locally-grown and organic food to DePauw. The committee has drafted a letter to Vice-President of Finance Dick Speller, requesting that DePauw Dining

Services have, within two years, 20% of its food locally grown or produced and that 20% of its food be organically grown or produced. The committee also asked that a further 15% of the dining service food be organic and locally grown by 2012.

To help ensure that these benchmarks are met, representatives of SLAAC are sitting on the Dining Services Oversight Committee, which was formed by Cindy Babington in March. Members of this committee include Dick Speller, Sodexo manager Steve Santo, members from the Food Advisory Board, SLAAC members, and students. The committee has met once and will meet two or three more times before the end of the semester.

Greencastle mayor Sue Murray will be speaking with SLAAC to discuss ways to improve town/gown relations. The committee and the mayor will brainstorm ways that the college and community can grow and produce more organic and locally grown foods for the dining halls.

By the end of the semester, SLAAC hopes to draft a letter to the incoming president, underlining the importance of better food at DePauw—not only in the dining halls, but also at 2 West and the Duck. By better food, SLAAC means not only more locally grown and organic options, but also better tasting food. It has been brought to SLAAC's attention that many faculty, staff, and students have complained about recent menu changes at the Walden Inn restaurants. Any faculty member wishing to share his or her dining experience at the Duck, 2 West, or the dining halls may send the to any member of SLAAC.

SLAAC has asked that the Athletic Board convene and meet as a committee. The Athletic Board will be discussing student-athletics at DePauw. Some questions they hope to address are: Should there be a minimum GPA to participate on an athletic team? Do student athletes travel too much during the school year? And how have DePauw and DePauw student athletes fared in the last 10 years within the SCAC, our present athletic conference?

## 6. Reports from Other Committees

### *Committee on Administration (Carl Huffman)*

COA has completed its recommendation on how to reduce the size of personnel files and forwarded that recommendation to COF. COF has shared the recommendation with chairs and will make it available to the faculty at large for discussion at the May faculty meeting. Faculty members should feel free to contact any member of COA with questions.

The committee has had several meetings with representatives from Human Resources and with the VPAA to discuss how faculty and staff should bear their part of the significant increase in the cost for medical coverage for next year. Based on these discussions, COA has made recommendations to the administration as to how the increase in costs should be divided between premium increases and changes in plan design, such as increases in copayments. The administration will make the final decision on premium increases and plan changes, which the VPAA will discuss in his report.

### *Faculty Development Committee (Marthe Chandler)*

The chair of FDC called on Meryl Altman to make several announcements.

Informational lunches have been scheduled for those faculty members who are preparing for sabbatical and pre-tenure leaves, and for those faculty members who considering putting together an application for a Faculty Fellowship. The sabbatical/pre-tenure leave luncheon is on Monday, April 21 and is open to faculty members preparing for a leave for all or part of either 2009-10 or 2010-11. The luncheon for the Faculty Fellowship Workshop is on Wednesday, April 30 and is intended to aid those preparing an application for fellowships beginning in 2009-10, which are due early in the fall semester. At each event,

basic information will be distributed, and members of FDC, along with the VPAA and some recent recipients, will be available to answer questions and offer tips.

The Faculty Development Achievement Program will take place on the last day of classes, May 8, from 4:15 to 6:00 at the Prindle Institute. Faculty members were reminded that information for the program is gathered from annual reports, so the sooner these are turned in, the easier it will be to prepare the program.

Meryl Altman called on Rick Provine to make an announcement about another event.

As part of National Library Week, the DePauw University Libraries are hosting a reception for faculty authors on Thursday, April 17 from 4–6 PM in Café Roy at the Roy O. West Library. Copies of faculty-authored publications will be signed by the authors and ceremonially added to the collection.

#### *Admissions Advisory Committee (Bob Hershberger)*

To date the University has received 3891 applications, which is an 11% increase over last year. There have been 196 paid deposits, including 16 for the School of Music, 31 from students of color, and five from international students. The University has extended admissions offers to 160 international students from 31 countries.

Admissions currently is gathering information for a publication highlighting the post-graduate experiences of DePauw students. The Admissions Office will be contacting faculty members with a request for recommendations of recent (last 15 years) graduates to highlight in the publication.

The Admissions Office appreciates the faculty's recommendations of students to serve as tour guides and of students to profile on the web site.

#### 7. Remarks from the Vice-President for Academic Affairs

The Academic Awards Convocation is scheduled for Monday, May 5 at 7:30 PM in Meharry Hall. Faculty members were encouraged to attend this event that recognizes student achievements in front of faculty members, student peers, student parents, and donors.

The Committee on Administration's advice on insurance was helpful and has been substantially accepted by the University. The University has negotiated with Cigna to share with us some of the risk as to whether last year's increased claims represents a long-term change or just a bad year. Nevertheless, the cost of insurance exceeds what has been budgeted and these costs must, of necessity, be shared by everyone. There will be increases in premiums, co-payments, and deductibles for most categories of cost.

In addition to the currently available plans, a new plan design will be offered. In this plan, the actual costs associated with health care will be shared with the employee. The University will pay the first part of the costs in their entirety, with the employee paying the second part in its entirety. Costs thereafter will then be shared by the University and the employee until the employee reaches a maximum out-of-pocket limit. For most employees this plan will provide a savings. Preventative health care will be covered entirely by the insurance. Cigna will provide an on-line calculator to help employees in evaluating the different plans.

The University and Cigna will continue to work on details of the plans during April, with sign-up occurring in late April or early May. Because of the new plan, there will be no default registration; each employee will need to make a decision about which plan to choose.

The VPAA asked the faculty to recognize the efforts of two faculty members in mentoring students applying for two prestigious national awards. Doug Harms mentored 18 students applying for Fulbright Fellowships. Six of these students have been referred by the US review committee to the Fulbright national committees for final review. Gloria Townsend mentored three students applying for Goldwater Scholarships; all three received the award for the balance of their years at DePauw. The faculty responded with a round of applause.

#### 8. Remarks from the President

At the October faculty meeting a question was asked about the University's settlement of the Delta Zeta lawsuit. At that time the President stated that, as part of the agreement, he could not speak publicly about the settlement for a period of six months. That time has passed. As part of the settlement the law suit was withdrawn and no money was exchanged. Delta Zeta asked for the right to come back to the University in 2010/11 with an application for reinstatement. The University agreed that they can apply, just as any other national sorority may apply, but that there is no guarantee of reinstatement. Such a decision will be left to the next administration.

The Board of Trustees announced that the tuition for next year is \$31,400 (a 7.1% increase) and that room and board will be \$8,400 (a 3.7% increase). The overall cost for next year is \$40,225 (a 6.42% increase).

The Board of Trustees has identified the replacement of Charter House as the highest priority improvement for the campus' physical plant. The building is of inadequate size and suffers from mold and poor air quality. The cost to replace the building is estimated at \$7.8 million and half of the funds have already been committed.

The President reminded the faculty of the Faculty Recognition Dinner scheduled for Friday, April 18 at the DePauw Student Social Center. The President noted that he had received many high quality recommendations for the Tucker Award, which will be presented at the dinner.

The President congratulated the members of the Presidential Search Committee, noting that he believes that Brian Casey will be a wonderful president.

Question: With colleges across the county doing battle with insurance companies, are college presidents doing anything, as a group, to lobby congress about health insurance?

Answer: No, although some have been looking at forming consortia, such as the Emeriti Program.

#### 9. Old Business

There was no old business to come before the faculty.

#### 10. New Business

Rick Provine reminded the faculty of the library's initiative to review the continued need for selected periodicals and databases. The library appreciates the responses received to date and will be happy to meet with departments as needed. A link to the list of periodicals and databases being considered for deselection is available from the library's web site.

Question: For those journals without e-access, only with print subscriptions, can we replace them with on-line access if we drop the print subscription? Can we replace print access with on-line access?

Answer: Yes. Though in some cases the print and on-line journals come together, so we may be able to rely on access through interlibrary loan, which is much faster than in the past and can be delivered to you electronically. However, when possible, we can certainly retain online access.

#### 11. Announcements

VPAA Abraham offered a supplement to Dr. Bottoms' response to the question on cooperative efforts by colleges and universities to moderate health care cost increases. The EMERITI program which presently only provides post-retirement health care insurance programs is discussing creating a multi-institutional group for employee health care coverage. However, one disincentive to forming such large and geographically diverse insured groups is that individual participating institutions would have less flexibility and less influence on plan design.

#### 12. Adjournment - The meeting adjourned at 5:18 PM.



## Appendix I

### CAPP Rationale to Discontinue Major in Russian Studies March 31, 2008

During academic year 2006-2007, several members of the Russian Studies steering committee were on leave and a temporary steering committee was appointed for the program. During summer 2007, when neither a steering committee, nor a person willing to serve as director of the program could be recruited, VPAA Neal Abraham placed the program on suspension and referred the matter to CAPP. After reviewing program and enrollment information for the last ten years, and meeting with the former director of the program and the chair of the Modern Languages Department, CAPP recommended that the program remain under suspension and notified the program that if, at a minimum, it could not assemble a steering committee by February 29, 2008, CAPP would recommend that the major in Russian Studies be discontinued.

In late February, the VPAA was notified that the Russian Studies program had assembled a steering committee to begin service in Fall 2008 on the stipulation that the program offer only a minor in Russian Studies.

Therefore, CAPP recommends that the major in Russian Studies be discontinued effective immediately. CAPP's recommendation does not affect the continuation of the minor in Russian Studies, nor does it represent a judgment regarding the extent of offerings in Russian Language.

Melanie Finney  
Chair, CAPP

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.

## Appendix I – Results of Elections

### Division 1 Representatives

CAPP: Bruce Sanders (three years)  
COF: Stanley Irwin (one-year replacement)  
MAO: Andrew Hayes (three years)  
SLAAC: Jay White (three years)  
ATAC: Brooke Cox (three years)  
Grievance (end 1/31/09): Susan Wilson (fall replacement)  
Grievance (end 1/31/10): Members – Scott Spiegelberg and Jonathan Nichols-Pethick  
Alternates – Sheryl Tremblay and Andrew Hayes  
COA: Rick Provine (two years)

### Division 2 Representatives

CAPP: Rebecca Schindler (three years)  
COF: Dave Guinee (three years)  
MAO: Sherry Mou (three years)  
SLAAC: Greg Schwipps (three years)  
Academic Standings: Cheira Belguellaoui (three years)  
Athletic Board: Valarie Ziegler (three years)  
Grievance (end 1/31/09): Debby Geis (fall replacement)  
Grievance (end 1/31/10): Members – Greg Schwipps and Sherry Mou  
Alternates – Inge Aures and Eugene Gloria  
COA: Beth Benedix (two years)

### Division 3 Representatives

COF: Rick Smock (three years)  
SLAAC: Rahim Elghanmi (fall replacement)  
Athletic Board: Pat Babington (fall replacement)  
FDC: Khadija Stewart  
Grievance (end 1/31/09): Alternates – Kevin Moore and Vic DeCarlo  
Grievance (end 1/31/10): Members – Bruce Serlin and Tom Ball  
Alternate – Howard Brooks  
Library Advisory: Doug Harms (three years)  
Teacher Education: Tom Ball (three years)

### Division 4 Representatives

SLAAC: Mona Bahn (fall replacement)  
FDC: Matthew Oware (three years)  
Grievance (end 1/31/09): Member – Dan Wachter (fall replacement)  
Grievance (end 1/31/10): Members – Barbara Steinson and Tom Dickinson  
Alternates – David Newman and Kerry Pannell  
Library Advisory: Julia Bruggemann (three years)  
Teacher Education: Eva Weisz (three years)

### At-Large Representatives

CAPP (fall replacement): Susan Anthony  
CAPP (three-year term): Kerry Pannell  
COF (three-year term): Mike Sinowitz

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