

**Faculty Meeting Minutes**  
**April 9, 2018**

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

**The meeting was called to order at 4:02**

**2. Report on the Student Climate Survey (Alesha Bowman)**

Please click [here](#) to access the Student Climate Survey.

Question from Faculty Member – Is this information comparable to other campuses across the United States?

Response from Myrna Hernandez - We haven't compared it. These are our own survey questions.

**3. Verification of Quorum**

**The quorum has been met by 4:21 p.m.**

**4. Consent Agenda**

**A. Approve Minutes from the March 5, 2018 Faculty Meeting**

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

ITAL 376: Italian Through Film, 1 credit, Language

In this course students will be watching award-winning Italian films from the 21st century. In this seminar students will investigate the ways in which films present Italian society, and will question the changes that have marked the new millennium, especially concerning immigration, the work place, politics, and technology. Prerequisites: ITAL 171 & 172.

WGSS 450, Senior Thesis Workshop, 0.25 credit [this was mistakenly approved in April 2010 as "EXP" instead of the proper number]

Any student, regardless of major, who is writing a senior thesis or project with a focus on women and/or gender is invited to sign up for this writing workshop. Students will exchange drafts and share strategies for research and revision.

**C. Announcement of change in course title and description:**

MUS 130, Musicking (was Understanding Music)

The idea of musicking conceives of music as a process rather than an object. It encompasses all activity involved in and surrounding music, including but not limited to performing, improvising, composing, listening, responding, dancing, teaching, engaging with music theory and history, and attending and producing musical events. MUS 130, a team-taught class, explores selected dimensions of musicking from multiple perspectives. Students rotate through modules that offer a foundational framework of the following skills: artistic creation, the exercise of individual and collaborative creativity in developing an artistic voice; critical thinking, the intellectual skills of curiosity, rational thought, analysis, and problem

solving; and, everyday advocacy, the habits of mind for making meaningful connections between our audiences and our art and effectively advocating for what we value.

**D. Announcements of changes in distribution requirement designation:**

ASIA 140, Introduction to Chinese Culture (SS, IE)  
ASIA 183, Japanese Culture, Technology and Design (IE)  
UNIV 183, Classical Tradition in Italy (IE)  
UNIV 183, (North) Korea in Japan (IE)  
UNIV 183, Evolutionary Computation in Australia (IE)

**E. Change the name of the “Women's Studies major” to "Women's, Gender, and Sexuality Studies major" (from Curriculum Committee)**

**F. Announcement of change in course number:**

CLST 281, Airs, Waters, Places: Classics and the Environment (was CLST 351)

**The consent agenda was approved.**

**4. Faculty Personnel Policy and Review (Clarissa Peterson)**

**Motion to be voted on:**

**Insert in Personnel Policies after: VIII. Faculty Grievance Process**

**IX. Faculty Review of Lesser Sanctions**

**A. Overview**

The Lesser Sanctions Advisory Committee (LSAC) consists of three tenured faculty members, each of whom must have at least two years of experience on the Faculty Personnel and Policy Review Committee (Review Committee) or on its precursor, the Committee on Faculty (COF). The LSAC is appointed by the Review Committee from a pool of those eligible, which will be provided annually by the Governance Committee. Faculty members nominated to serve on the LSAC may decline participation for any reason. Upon review of appointments, either or both the Vice President for Academic Affairs and the faculty member have the option to strike one name from the list. The Review Committee will select the next eligible candidate(s) for the committee.

The Lesser Sanctions process comes into play when the Vice President for Academic Affairs has determined that a faculty member has violated DePauw policy or behaved in a way inconsistent with professional and ethical standards, but does not rise to the level that warrants initiating the dismissal process [Section VI, B of Personnel Policies]. The Vice President for Academic Affairs will initially investigate and propose a resolution, following the procedure detailed in section B. Process.

Lesser sanctions may consist of (and only of) one or more of the following: development of a plan for improvement, letter of reprimand placed in the personnel file, ineligibility for Faculty Development Awards, reduced salary, removal from eligibility for promotion, denial of promotion, demotion in rank, un-paid leave, change in job responsibilities. These sanctions may be temporary or permanent.

Faculty members undergoing a Lesser Sanctions process are entitled to have a faculty advisor present throughout. All LSAC members shall agree, by virtue of their service, to honor the confidentiality of the process and not to breach the obligation of confidentiality absent a legal obligation to do so.

## **B. Process**

### **Initial Phase.**

The Vice President for Academic Affairs notifies the faculty member that a situation warranting a lesser sanction exists, gathers facts, and proposes a resolution in writing within three in-session days. The faculty member has five in-session days to respond to the Vice President for Academic Affairs. The VPAA and the faculty member meet to discuss the proposed implementation.

If the faculty member contests the proposed resolution, the Lesser Sanctions process moves forward to the next phase.

### **Formal Phase.**

If the matter cannot be resolved between the faculty member and the Vice President for Academic Affairs, the formal Lesser Sanctions process begins with the assembly of the LSAC. The Vice President for Academic Affairs notifies the LSAC, and presents his or her findings in writing to the LSAC, along with a summary of the evidence used in reaching his or her decision, with a copy to the faculty member for whom the sanction is proposed. The faculty member has five in-session days to respond, and may bring forward additional evidence within three in-session days of the assembly of the LSAC.

The LSAC makes a written recommendation to the Vice President for Academic Affairs and the President within ten in-session days of receiving the faculty member's response. The recommendation is shared with the faculty member, who may respond in writing within five in-session days to the VPAA and the President. The LSAC will review evidence, deliberate, and communicate in writing to the Vice President for Academic Affairs and the President whether it agrees with the recommended sanction or feels that some other sanction or no sanction is warranted. If the LSAC determines that a different sanction is warranted, the LSAC will recommend a specific sanction. The recommendation will include the reasons for the sanction, any specific problems that must be addressed, and the time limits of the sanction.

The President has the final authority to affirm the decision of either the VPAA or the LSAC. If the President reaches a decision contrary to the LSAC's recommendations, he or she must report his or her reasons to the LSAC in writing.

A sanctioned faculty member has the right to appeal the President's decision. The appeal must be filed within five in-session days. The appeal process follows the regular procedures for appeals and grievances stated in the University's Personnel Policies (VIII. Faculty Grievance Process).

At the end of each semester, the Vice President for Academic Affairs shall report to the Faculty Personnel and Policy Review Committee the number and nature of any Lesser Sanctions that have been applied, without revealing the identity of those sanctioned. These reports will be available for consultation by the LSAC.

**Rationale:** Although lesser sanctions rarely happen on this campus, the aim of this policy is to provide faculty members with a peer review process when they believe an unwarranted lesser sanction has been imposed. The policy addresses the role that faculty will have in resolving lesser sanction disagreements between a faculty member and the VPAA.

### **The motion was approved by faculty.**

Statement from a Faculty Member – We need to face the fact that the personnel process is broken. We have good people by accident not a direct. No one wants to serve on this committee as it takes too much of the faculty's time. It is physically impossible to be on this committee. To actually do the job

we are supposed to be doing on this committee. The faculty needs to meet on this. Every year the number of faculty that is needed on this committee after the initial round of elections grows.

Response from Clarissa Peterson – One problem is the amount of paperwork. People are sending in too much stuff. We will talk about how to choose what you want to put in your file. We will be addressing that this year. Hope to send some better instructions to chairs. Also, the meeting used to last forever. This is not true anymore. The meeting ends at 6 pm period. We want people to join the committee.

Statement from Faculty Member – At my previous university, the direction was to create one binder. My direction here is four binders. Limiting the number of pages would be helpful.

### **5. Curricular Policy and Planning (Scott Spiegelberg)**

**A. Motion to be voted on:** “The faculty approves the dissolution of the Russian and Russian Studies Minors.”

Rationale: We no longer have a Russian professor and see no future for the program.

Question from Faculty Member – Why are we not planning on hiring another professor?

Alex Puga – No RAS proposal – in landscape of available language there is a distinction we need to make. We offer 6 different languages. But students can still take languages we don't offer. With proper consultation they can still take it just not as a minor.

**The motion was voted on and approved by the faculty.**

### **B. Advanced Notice of a Motion to be voted on at the May 7, 2018 faculty meeting:**

#### Proposal for Revised Language Requirement

Students will complete two semesters of a language other than English, beginning at an appropriate level according to a placement exam and in consultation with the coordinator of the language program. Students may choose to complete this requirement with a language they have studied previously (by testing into the appropriate level), or they may choose to begin a new language at the first-semester level.

Students may take one semester of the language in an off-campus program with the approval of the relevant language coordinator.

Students whose first language is not English may be certified as meeting this requirement through the Office of the Registrar, **and in consultation with the director of English for Academic Purposes.**

#### Rationale

The Department of Modern Languages self-study process has coincided fortuitously with the University's development of a Global Awareness (IE and PPD) component in the general education program. As new programs such as the Global Health Major and the International Business Minor emerge, and as Interdisciplinary Studies develop, it has become clear that the university must offer a language requirement that can consistently do justice to its prioritization of a more globally-minded and cross-culturally driven academic program. If we are to help provide a credible and worthy Global Awareness experience for students, an option for students to “test out” of a university language requirement is counterintuitive. While most students at DePauw do pursue language study at some level, the exemption of even some students is glaring, especially when all other general education requirements call for coursework in areas in which students have had some exposure prior to their DePauw arrival. Our two semester requirement brings

languages into proper alignment with the Arts & Humanities, Science & Math and Social Sciences graduation requirements. The university's commitment to language study over the last twenty years is manifest in the development and staff support for eight language programs and a breadth of study abroad options. It is time to reaffirm that commitment by solidifying expectations for students in the general education program and beyond.

While students may well have developed language skills prior to enrolling to DePauw, our revised language program will more directly help them attend to the university's greater mandate for international and cross-cultural competence. In addition, the new requirement is designed to help students adequately prepare themselves for meaningful off-campus study and study abroad, not simply by exposing them to a given language, but by helping them experience and negotiate the otherness that they will experience off campus. This is particularly important when in the last academic year, one third (33.3%) of DePauw students sought off-campus study and language study in a region where one of our languages is spoken.

ML recognizes the seriousness of a commitment to language study in the general education landscape, and proposes this revised requirement as a means of ensuring that further development of global and international programming DePauw at curricular, co-curricular, and experiential levels may flourish.

Question from Faculty Member – Will we be given information about the ability to staff this?

Alex Puga – We discussed staffing at the open meeting and curriculum meeting. This is about utilizing the faculty already on hand.

## **6. Faculty Priorities and Governance (David Worthington)**

### **Advanced Notice of a motion to be voted on at the May 7, 2018 Faculty Meeting:**

Change the membership of the Faculty Priorities and Governance Committee

Current Handbook language:

#### **2. Membership.**

Faculty membership: One (1) representative from the Core Faculty Committees: Curricular Policy and Planning, Faculty Personnel Policy and Review, Faculty Development, and Student Academic Life; three (3) directly elected faculty members including one representative for the School of Music and the Chair of the Faculty, for a total of eight (8) faculty members.

New Handbook language

#### **2. Membership.**

Faculty membership: Seven directly elected faculty members: one (1) representative from each of the four Curricular Areas, one (1) representative for the School of Music, and two (2) representatives at-large.

*Rationale:* Having appointed members of the committee from other Core Faculty Committees is problematic. These individuals are in fact subject to significant workloads on two Core Committees. In most cases, the faculty members selected to fill these appointed positions are only available for one year. Having half of the committee members being one-year positions hampers the work of the committee from one year to the next. This year we were fortunate to have three individuals returning. However, based on the current situation, there might be only one returning member for AY 18-19. Additionally, the Core Faculty Committee appointees were not elected by the faculty to serve on Governance. The appointed process also carries the risk of unbalanced representation, either in curricular area, or other identifiers. The new membership insures faculty representation from all curricular areas. The committee believes that direct election is preferable. The direct election of faculty to this committee, instead of appointments from the Core committees, insures that the faculty are aware and intentionally elect the members of the committee.

In proposing these changes, Faculty Priorities and Governance Committee discussed and debated its impact on its steering committee function. It concluded that steering committee charge can be met without direct representation from the core committees as long as committee chairs communicate with the chair of Faculty Priorities and Governance Committee. If particular issues raise to a level the merit Faculty Priorities and Governance Committee deliberation and/or action, a representative from the committee can meet with Faculty Priorities and Governance Committee to consider the issue. Likewise, if an issue comes before Governance that merits consideration of a particular committee or committees, then Faculty Priorities and Governance Committee can request the committee(s) to send a representative to its meeting for discussion.

**Written announcements:**

The committee has continued to work on the role of faculty in the recruitment of senior administrators with significant academic duties. Language will be put on the table at the May meeting to incorporate this policy into the Academic Handbook.

The committee has met with the President and the VPAA to discuss the development of a policy concerning confidentiality.

**7. Student Academic Life** (Rich Martoglio)

**Advanced notice of motion to be voted on at the May 7, 2018 Faculty Meeting**

In response to concerns related to student observances of religious holidays, the Student Academic Life committee notifies the faculty of proposing the following changes to the Academic Handbook language (**additions in bold, deletions in strikeout**):

RELIGIOUS HOLY DAYS

**DePauw University embraces the religious diversity of its students, faculty, and staff. Accordingly, faculty members are expected to accommodate students who are adherents of a religious tradition and wish to fulfill obligations of that religious tradition on ~~excuse students from class and be flexible with respect to deadlines for required coursework in order to enable students to observe religious~~ holy days. Faculty are also expected to make it possible for students observing holy days to make up any work they miss, provided arrangements are made in advance.** Students are expected to notify their instructors of their intent to fulfill the obligations of their religious tradition well in advance of these days **observe holy days at least one week in advance of these days.** For the sake of this policy, "holy days" are defined as periods of time in which either:

- a. activities required by normal class participation are prohibited by a religious tradition, or
- b. a special worship obligation is required by a religious tradition.

**Students with questions or concerns about this policy should contact the Office of Student Academic Life.**

Statement from Faculty Member – Having met with Kate Smanik some of the Muslim holidays do not give tremendous amounts of advance notice on when holidays are. I would advise you to check with Kate on this.

Question from Faculty Member – What else is going to happen to address the concerns that Adam Cohen shared with you fully.

Response from Rich Martoglio – There is an importance of having meaningful discussion on campus about religious diversity. We will attempt to meet with students to get feedback from them and continued discussion to meet with Kate Smanik.

Question from Faculty Member – I have questions on the Greek system. Can you share the knowledge if SAL have been consulted advised or aware that the commission was up and running and doing work or planning on doing work. Can we ask a few questions about this process? One outsider on it and two maybe three faculty reps on it, is that correct? All sorts of questions pop up. Sends me all the wrong signals. I don't want to have that feeling.

Response from Rich Martoglio - The SAL committee was not involved in the process.

Question from Faculty Member – Will the commission meeting cover the al of the Greek system, and not just the Interfraternity Council and Panhellenic?

Response - Yes it will.

Alan Hill – The president's focus is on making certain we have faculty representation and student representation and also gender and race representation. At this point, the group will make a recommendation to the president.

#### **Written Announcements:**

Adam Cohen (Head Coach, DePauw Swimming and Diving) visited with the SAL committee in March to discuss religious diversity and the current state on campus. The committee learned more about religious life on campus and changes that have occurred over time. The committee discussed the need for worship spaces at DePauw, dietary accommodations and the importance of the entire DePauw community discussing and addressing religious diversity on campus.

The SAL Committee reminds faculty of the focus group session regarding DePauw's Greek system hosted by Lawren Mills and Brent St. John (Tuesday, April 17<sup>th</sup> from 11:30am-12:30 pm, Darnell Room at Hoover Hall). The committee encourages faculty to attend the forum so that their input can be heard and forward comments to faculty representatives Jackie Roberts, Andy Cullison and Cara Setchell.

#### **8. Faculty Development (Angela Flury)**

**Announcements:** FDC would like to announce the PPD project for 2018/2019

#### **PPD Program**

FDC is announcing for 2018/2019of a new collective faculty development model for engaging with the *Power, Privilege, and Diversity* graduation requirement. In the interest of inquiry and sustainability, this model combines three components -- a workshop, semester-long reading group, and post-seminar peer outreach, for all of which participants will receive a compensation of \$600.

Expect a Google form soliciting faculty participants. We are seeking 24 participants who are committed to all of the following:

- attending the keynote address and dinner on Friday, August 24 and the workshop on Saturday, August 25
- contributing, as part of a reading group, to four monthly meetings
- disseminating the "take away," i.e. reflections and insights, as a way of building up collective learning on campus

We are excited to announce that the keynote speaker is Dr. Sheila Jaswal, Associate Professor of Chemistry at Amherst College. Her talk is tentatively titled "Being Human in STEM" and draws from her development of a faculty-student team-taught course that explores the experiences of minoritized students in STEM and effective pedagogical interventions. Her talk highlights more broadly how the dynamics of exclusion and inclusion operate in the liberal arts and can be disrupted.

We look forward to your participation and request your response by May 4, 2018.

**Dean of Faculty Tamara Beauboeuf**

In our continuing efforts to become an inclusive learning-living community -- or, as Dr. McCoy describes, "a great place to live, learn, and work" -- I want to invite each of you to consider participating in the 2018-2019 SEED seminar.

SEED stands for Seeking Educational Equity and Diversity and is a 30-year old professional development organization founded by Dr. Peggy McIntosh (American Whiteness keynote speaker, DePauw Dialogue 5.0 featured speaker). To facilitate honest conversations about oppression, power, inclusion, and change (both individual and institutional), SEED builds basic yet powerful core skills including experiential and collective learning, personal reflection and testimony, and listening to others.

SEED is a peer-led, seminar-model of change that runs the course of the academic year. Since AY 2016/17, we have supported two SEED cohorts of 46 members of our community: 24 staff and 22 faculty.

Why this matters: In recent weeks, we've had conversations about our Campus Climate surveys, which have demonstrated several concerning trends -- differences and divergences in how women and men, people of color and whites, and faculty and staff experience life at DePauw. Participating in next year's SEED seminar is an opportunity to gain insight into how these patterns come about and how we can shift our everyday practices in needed ways. Building on Dana Dudle's query about who has taken part in SEED, I'd like to note that men have been consistently under-represented in the SEED seminars.

The AY 2018/19 SEED seminar will take place over nine meetings, from 5-8 p.m. on the first Tuesdays of every month we're in session: Sept 4, Oct 2, Nov 6, Dec 4, Feb 5, Mar 5, Apr 2, May 7, and May 21. Dinner will be provided and participants are expected to attend all sessions of the seminar.

Question from Faculty Member – Has the topic ever come up that all sciences faculty have a requirement to develop a research project? The student faculty summer research is one of the ways we can achieve that. I am asking for more funding so that members can be approved.

Tamara Beauboeuf – Sciences have other funds they can use, but we can discuss this more. The committee look across the divisions and try to find what fits best for the funding. Asher Funding for the Sciences will come online this next year.

**9. Communications from the Vice President for Academic Affairs (Anne Harris)**

Many thanks for all of the advising that you are providing as students chart out their next DePauw chapter.

**Commitment Advising** – many thanks to Cindy Babington and participants for the two meetings last Thursday: main points were 1) that advising about programming and opportunities on and off campus is what many, many advisors already do and 2) that providing guidance and a listening ear about DePauw's incredibly active public sphere (witness last Thursday) benefits student learning.



**Admission Recruiting** – Thanks for the advising that faculty are already doing for our prospective students: we currently have 181 students signed up, including 60 MVP students (Multi-cultural Visit Program) – with great thanks to Curtis Ferguson. 27% of the attendees have already deposited and so will be seeking to start building their relationships with you and find out more specifics about academic programs and departments. Many thanks to you and your students who will be here Saturday.

**FYS** – with many thanks to chairs and directors, we are at 41 FYS, and will look to capture the last two or three needed seminars after the Demand Analysis goes out this Friday. Next year, we'll work with the stable contribution model – which we are still refining.

**DePauw Dialogue 5.0** – The Monday meetings are very productive and we are approaching a solid format and content. The sessions have been full, and I have been very grateful for the faculty presence in the room as they collaborate with the many staff who attend, and the growing number of students. Right now: answering the call for training, for action, for skill-building when it comes to race and difference (for example: training workshops on classroom bias incidents: recognizing and addressing). Every Monday at 11:30 a.m. in Daseke or Darnall and the minutes are distributed each week – please send ideas for keynote speakers. You'll have the full schedule to integrate into your syllabi this fall – ideas welcome. The goal is to continue to engage in the critical thinking needed to recognize and address systemic barriers to access and belonging *and* to build that belonging – always.

**Ramadan** – you all received an e-mail from Dave Berque and Kate Smanik about the overlap of Ramadan with Finals Week, along with excellent ideas for adjusting the time of their exams. I want to thank you for working with students of all faiths, as recently advocated by the Student Academic Life Committee, to honor the days safeguarded for holy days – religious affiliation remains a powerful source of resilience for students (and likely others as well).

**FSSE survey** – you've received the first of the FSSE (Faculty Survey of Student Engagement) notices from Dean of Faculty – one of the documents that we submit for accreditation.

**Survey for Accreditation Process** – along with a survey that students takes; notices have been sent out about this survey by Tonya to all students; they are due on Wednesday; one last reminder, please.

### **Accreditation Process**

Organization founded in 1895, began accrediting institutions in 1913 for quality assurance.

#### **Slide of 10 guiding values:**

1. Focus on student learning
2. Education as a public purpose
3. Education for a diverse, technological, globally connected world
4. Culture of continuous improvement
5. Evidence-based institutional learning and self-presentation
6. Integrity, transparency, and ethical behavior or practice
7. Governance for the well-being of the institution
8. Planning and management of resources to ensure institutional sustainability
9. Mission-centered evaluation
10. Accreditation through peer review

### **DePauw Accreditation**

We were last accredited in 2012 (end of the AQIP process for us) – creation of new criteria, and new accreditation models: we were put on the Open Pathway and our schedule was reset so that we are now preparing our “assurance argument” for a comprehensive review and campus visit this fall. We have been

notified of our team, have connected with our HLC liaison, and of their visit dates: September 9 and 10 - and with the conference have been fully trained in the process.

### **5 criteria**

The faculty part of this work is already done – teaching, practices, processes, and policies. What remains is to organize the evidence to speak to the assurance argument based on 5 criteria.

- Mission
- Integrity: Ethical and Responsible Conduct
- Teaching and Learning: Quality, Resources, and Support
- Teaching and Learning: Evaluation and Improvement (teaching effectiveness)
- Resources, Planning, and Institutional Effectiveness

Component 1D: “The institution’s mission demonstrates commitment to the public good.” – connects deeply with our motto, with what we do.

Limit of 35,000 words – with 21 Core Components of 5 criteria (and with a total of 68 sub-components), we are very limited in the writing. A design in which the evidence speaks, framed by writing. At some institutions, one person does all of the writing; at others, there are teams. We will have criterion teams for the initial writing, and Tonya and I will edit over the summer, incorporating feedback. I will go over our accreditation process in greater detail with chairs and directors on Thursday. Please answer their requests for syllabi and other documents. Howard has graciously granted Tonya and I the next Open Faculty Meeting which is **Thursday, April 26, from 4-6 p.m. in Wallace-Stewart**. There, we will go over the process in full, share a first draft, answer questions, and invite your participation (this is a fascinating and worthy process). We will also set up a password protected LibGuide where we will post Higher Learning Commission information (including sample assurance arguments and a very helpful guide to the kinds of evidence one can submit for each criterion and its core component) as well as drafts. And lastly, we will expand our current accreditation website as we draw closer to the visit. The visit is two days, has Open Forums with faculty, staff and students and, basically, seeks to see the evidence we presented in action. We’ll do a good deal of evidence gathering in preparation for that, too. Thank you already, and thank you in advance. Tonya and I will be writing up our notes for the next *Report from the Field* – for now, I want to quote from one of the last presenters of the day at the conference who spoke about the process: “Don’t do it to satisfy the commission, do it for what you can learn, for the pride you take, for the lives you are helping add purpose to.”

### **GLCA Comparative salary and benefits data**

- Growth of the faculty – adjustments in future years as we seek to have our curricula taught more completely by tenure and tenure-track faculty (flexible teaching load between 2-2 and 3-3; multi-benefit courses to avoid mutually exclusive courses; curricular overlap and collaboration between departments and programs – work over 2018-19 academic year).
- Demographics indicate needed work in our searches to maintain diversity; women are half
- GLCA Comparatives:
  - 4<sup>th</sup> in all categories for salary
  - 4<sup>th</sup> for Asst. and 5<sup>th</sup> for Assoc. and Full categories for salary + benefits

Question from Faculty Member – Referencing the last slide, several years ago when Neal was here there was an equity adjustment. Any thoughts?

Anne Harris – This is done case by case.

### **10. Communications from the President (Mark McCoy)**

President McCoy is out of town on University business. He has the following written announcement: “I’d like to offer an informal wine and cheese hour in Wallace-Stewart on April 13 from 4-5 as an opportunity to touch base with faculty this month in light of my absence. Wallace Stewart is reserved from 4-5 for wine and cheese (soft drinks, coffee, water). This will be an informal moment with the president for

anyone who cares to join. I am happy to field any questions and update anyone interested on latest goings-on at the presidential level. This informal chat should be a good opportunity to share time with colleagues, ask any questions or to simply grab a quick glass of wine and a snack. People can come and go as they like and it is open to all interested. Some members of the cabinet will be able to join me as well.”

**Additional Business**

**Unfinished Business**

**New Business**

**Executive Session (all non-faculty present will be excused from the meeting)**

**Honorary Degrees – information to be presented on candidates for honorary degrees in 2019 and announcement of voting booth**

**Announcements**

**A.** Putnam County Relay for Life is Saturday, May 5 from 11:00 a.m.-11:00 p.m. This event is a wonderful opportunity for the DePauw and Greencastle communities to work together to raise money for a worthy cause: the American Cancer Society. If you would like to join our team (Cool Profs & Staff) or start your own team, you can do so online or by contacting Jackie Roberts or Pam Propsom.

**B.** Tenured faculty are needed to serve on the Faculty Personnel Policy and Review Committee. There are five vacancies for next year.

**C. Results from first round of faculty elections**

**Chair of the Faculty (2-year)** Howard Brooks

**Curricular Policy and Planning**

Arts (2-year) Tim Good

Mathematical, Computational, and Natural Sciences (2-year) Zhixin Wu

At-Large (2-year) Jeff Dunn

**Faculty Development**

Arts (1-year) Lili Wright

Humanities (2-year) Pauline Ota

Social Sciences (2-year) Hiroko Chiba

At-Large (2-year) Erik Wielenberg

**Faculty Priorities and Governance**

School of Music Representative (2-year) Nicole Brockman

At-Large (2-year) Mike Seaman

**Student Academic Life**

At-Large (1-year) Leslie James

At-Large (2-year) Doug Harms, Tom Ball, Naima Shifa

**University Strategic Planning**

Mathematical, Computational and Natural Sciences (2-year) Christina Wagner

Social Sciences (2-year) Smita Rahman

At-Large (1-year) Jeane Pope

At-Large (2-year) Francesca Seaman

**Adjournment**

**The meeting was adjourned at 5:30 p.m.**