

DePauw University Faculty Meeting Minutes
September 12th, 2011

1. Call to Order - 4pm Union Building Ballroom, Bridget Gourley, Chair of Faculty

Now that we have a quorum let me officially welcome you to the first faculty meeting of the academic year. I'm pleased to see so many of my colleagues participating in our governance process. Now that Dave Berque no longer has to orchestrate our business at this podium, please join me in thanking Dave for his leadership over the past three years. It was a time in our history when we needed someone energetic, dynamic, thoughtful and organized and Dave had great strength on all counts.

2. Announcement of Fall Semester Quorum by VPAA (David Harvey)

A quorum is defined as 40 percent of all full time faculty members, not including those on leave. This semester, the official number for the quorum is 83.

3. Verification of Quorum

The voting status of faculty is listed at the end of the agenda for reference. Quorum is verified.

4. Approval of Minutes from the May 2011 Faculty Meeting

Are there any corrections to the May 2011 minutes as distributed? If not, I take them as approved by unanimous consent. Minutes are approved by unanimous consent. Now that the May minutes have been approved would you join with me in thanking Scott Thede for efforts over the last three years. Taking minutes when this many individuals may speak is a big job.

5. Moment of Silence to Honor Ernest J. "Ernie" Ford Jr., Wallace B. Graves and Julia Ann Crawley Shumaker '33.

Ernest J. "Ernie" Ford Jr., Professor of University Studies, served DePauw as a visiting lecturer for many years and as a faculty member from 2001 to 2002. Ernie passed away on June 1, 2011. A full tribute to Ernie may be found in Appendix A of this agenda.

Wallace B. Graves, Professor of Political Sciences served DePauw from 1950 to 1958. Wallace passed away on August 17, 2011. A tribute to Wallace may be found in Appendix B of this agenda.

Julia Ann Crawley Shumaker, Professor of Romance Languages served DePauw from 1942 to 1956. Julia passed away on April 29, 2011. A tribute to Julia may be found in Appendix C of this agenda.

Reports from Coordinating Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

6. Committee on Academic Policy and Planning – CAPP (Rich Cameron)

A. CAPP's report consists of an offer to answer questions.

There are no questions for CAPP.

Written Announcements -

CAPP's first meeting was on September 5th. In addition to monitoring progress implementing the new writing curriculum CAPP plans to address the Winter Term Task force's recent report with an eye toward possible motions to bring to the faculty. In keeping with President Casey's intellectual life charges, CAPP continues to address possible revisions of the competencies one at a time. Hence, we plan to concentrate on S this year and Q next. We have been in conversation the S-committee and related faculty in this regard with an eye

toward possible motions this academic year. Finally, we anticipate a report from the admissions committee in the near future.

The faculty representatives on the committee this year are Fred Soster, Marnie McInnes, Tim Good, Alejandro Puga, Nicole Brockmann, and Rich Cameron (chair). If you have questions or concerns that pertain to CAPP's work please bring them to any member of the committee.

7. Management of Academic Operations – MAO (Jamie Stockton)

- A. Update on committee's work on time bank issues. Four subcommittees have been formed and are currently working on:
- (i) previous proposals, Jamie Stockton
 - (ii) expanded lunch period options, Kellin Stanfield
 - (iii) coordinated meeting times, Brian Howard
 - (iv) student/course distribution policies, Ken Kirkpatrick

If you are interested in providing input to any of the four issues regarding time banks, MAO would appreciate any feedback.

Written Announcements –

The faculty representatives on the committee this year are Tiffany Hebb, Cheira Belguellaoui, Tom Ball, Kellin Stanfield, Brian Howard and Jamie Stockton (chair). If you have any questions about MAO's work for the year or issues reflected in MAO's charge please bring them to any member of the committee.

8. Committee on Faculty – COF (Howard Brooks)

- A. COF's report consists of an offer to answer questions.

There are no questions for COF.

Written Announcements –

COF has begun the department chair reviews. We are discussing possible changes to the Academic Handbook and our guidelines and criteria for personnel reviews. The COF members for 2011-12 are: Matthew Balensuela, Terri Bonebright, Rebecca Bordt, Howard Brooks, Harry Brown, Matt Hertenstein, Darrell La Lone, Nachimuthu Manickam, and Craig Pare.

9. Student Life and Academic Atmosphere Committee – SLAAC (Caroline Smith)

- A. For SLAAC Caroline Smith thanked everyone who has already volunteered to serve asked for additional volunteers to be part of a pool of faculty that could be called on University Review Committees (URCs) and Community Standard Committees (CSCs). More details are found in the committee's written announcements.

There are no questions for SLAAC.

Written Announcements –

- A. Work planned for the year

SLAAC's first meeting will be on September 13. SLAAC will continue to work on reviewing procedures relating the Nature Park Advisory Committee and to academic integrity issues. Later on the faculty meeting agenda,

Carrie Klaus, Part-time Assistant Dean of Academic Life, will give a brief report about last year's academic integrity statistics.

If you have questions or concerns that pertain to student life matters and which you think might be under SLAAC's purview, please bring them to any member of the committee. This year's faculty representatives are Caroline Smith (chair), David Alvarez, Jeff Dunn, Leslie James, Kathryn Millis, and Sharmin Tunguz.

B. Call for volunteers to serve on URCs and CSCs

The Student Life and Academic Atmosphere Committee (SLAAC) seeks teaching faculty members who would be willing to serve when either University Review Committees (URC), which are convened to address cases of suspected academic integrity, or Community Standards Councils (CSC), which are convened to address suspected non-academic student conduct cases, need to be convened.

We hope to have several volunteers, both to avoid conflicts of interest (e.g., serving on the committee when the student whose case is being heard is a student you've taught before), and to distribute the workload.

If asked to serve for a particular hearing (and available at the time), you'll spend a couple hours at the hearing listening to statements followed by discussion with other members of a small panel. This is not an ongoing commitment different panels are convened on different dates.

Details on URC membership and processes are in the Academic Handbook at <http://www.depauw.edu/univ/handbooks/dpuhandbooks.asp?ID=108&parentid=101> and on CSC membership and processes are in the Student Handbook at <http://www.depauw.edu/univ/handbooks/dpuhandbooks.asp?ID=431&parentid=425>.

If you would be willing to serve, please e-mail your name to Caroline Smith (cbsmith@depauw.edu), Chair of SLAAC, by 3 p.m. on Tuesday, September 13.

Reports from Other Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

10. Faculty Development Committee – FDC (Brook Cox)

A. FDC's report consists of an offer to answer questions.

There are no questions for FDC.

Written Announcements –

A. Update on work for the year

FDC has met twice and just begun to scratch the surface of the two charges, 1. review all faculty development programs, 2. finalize plans for a Center for Teaching and Learning, laid out for the committee in the *Response to January Working Group Report*. We will share regular updates and seek input as we work through these charges.

If you have questions or concerns related to FDC please bring them to any member of the committee. This year's faculty representatives are Sherry Mou, Eugene Gloria, Jim Mills, Tim Cope, Jen Everett, Brooke Cox (Chair).

B. Reminder of upcoming deadlines

Fisher Fellowship - September 14

Pre-tenure leave - September 28
Faculty Fellowship - October 12
Sabbatical - October 14

11. Committee on Administration – COA (Marcia McKelligan)

- A. COA's report consists of an offer to answer questions.

There are no questions for COA.

Written Announcements –

COA's first meeting will be on September 13. COA will continue to work this year on issues relating to salary, benefits, and health insurance (both pre- and post-retirement) as well as faculty workload.

If you have questions or concerns that pertain to university administrative matters and which you think might be under COA's purview, please bring them to any member of the committee. This year's committee members are Marcia McKelligan (chair), Inge Aures, Maryann Gallagher, Peter Graham, Kent Menzel, Jeannie Pope, and Gloria Townsend.

12. Committee on Honorary Degrees – CHD (John Schlotterbeck)

- A. Update about nomination procedures for honorary degrees.

On behalf of Michelle Vilinski and Sandro Barros, thanks to all who have submitted nominations. May is a long way off, but we need to start working on this now. This is a small and symbolic way to recognize accomplishments and values in the intellectual community. Please send names with a short explanation and a brief biography. The deadline has been extended until Friday October 7th.

Written Announcements –

The Committee on Honorary Degrees (Sandro Barros, Modern Languages, sandrobarros@depauw.edu, Michele Villinski, Economics, mvillinski@depauw.edu, and John Schlotterbeck, History, jschlot@depauw.edu, requests nominees for Honorary Degree recipients at the May 2012 Commencement. Please submit to us—by emailing one or all of us—the names of worthy candidates, accompanied by a short biographical sketch and explanation. Nominations may include, but need not be limited to, DePauw alumni. We need to receive your suggestions by noon, Wednesday, September 28. Thank you for your help.

13. Winter Term Subcommittee – WTSub (Aaron Dziubinskyj)

- A. Update about WT Processes.
Refer to Appendix F

Notice in the agenda there are updates about winter term. Deadlines are earlier than they have been in the past. It is important for faculty members to advise students about different winter term options.

Members of the winter term subcommittee: David Worthington, Jeff Hansen, Aaron Dziubinskyj, Ophelia Goma, Pedar Foss (representative of VPAA), Mandy Brookins-Blinn (winter term coordinator)

Question: Why was the deadline moved up? The new deadline is before fall break. Do I need to advise students twice, once before fall break for winter term options and a second time after fall break for regular

course scheduling?

Response from Kate Knaul, Director of Global Opportunities: The revised deadline is for internships, independent study, and study at another school. On-campus course requests and faculty-led courses are the same. The rationale for the change is to spread out more of the advising and to enhance communication between the student, academic advisor, and host. The change also provides more time for preparation for the experience. This is intended to alleviate the burden on faculty members advising students for these opportunities and to enhance the intellectual, scholarly or creative quality of the experience for students.

14. Faculty Governance Steering Committee – FGSC (Bridget Gourley)

- A. FGSC's report consists of an offer to answer questions.

There were no questions for FGSC.

Written Announcements –

- A. In addition to addressing whatever issues may come up during the academic year that require input from the FGSC, the FGSC plans to address (a) potential by-laws changes to bring our rules in line with current practice including proposing an updated charge for the FGSC and (b) how best to move recommendations from the January 2011 Working Group Report not being addressed by other groups forward, in particular, governance issues.

Additional Business

15. Remarks from the President (Brian Casey)

President Casey offered to answer questions.

Question from a faculty member:

There was a report, last April or May, perhaps the January Working Group Report? Many of the recommended items were going to be completed by May or June, such as from Student Life, Human Resources, and other groups. Where are these reports?

Response from David Harvey:

The January Working Group Report listed four questions that we're going to work on this year: (1) allocation of faculty time; (2) how to support faculty in their teaching and research; (3) recruiting and evaluating faculty; and (4) compensation of faculty. Perhaps you were thinking of the "Women and Family Task Force report?"

Response from questioner: Yes

Response from David Harvey:

Human Resources is working on a number of the items addressed in this report. Some of the issues were relevant to Academic Affairs, specifically tenure policies and maternity leave.

Response from Pat Bacon, Director of Human Resources:

We're still working on these issues. We've been sidetracked somewhat by the University Salary/Compensation Study and the Job Description Project.

Follow-up question:

How will this information be distributed to the community?

Response from Pat Bacon

There will be several different formats for distributing – memos, discussion through COA, etc. Some items just need clarification as to what our current practices are.

Response from Pres. Casey

We'll report progress on my web page.

Question/ comment from another faculty member

I am thrilled that we have invited Bill Clinton, but I wish to point out that he is speaking during my class. I wanted to mention the fact that he has been invited to speak during one of the less popular time banks.

Response from Bridget Gourley

Yes, we recognize that this isn't the best time for everyone, but this comes in part from inviting a high-caliber speaker whose schedule we have to accommodate. (Pres. Casey concurred with this statement)

Question from another faculty member

Can you comment on the new dean position, the Dean for the Office of Civic, Global, and Professional Opportunities?

Response from Pres. Casey

Last year, we combined and moved three individual offices (Career Services, Center for International and Experiential Education, Office of Civic Engagement) into the Union Building. These offices are now more visible and are being visited more frequently by students. In the past, we had 17.5 full-time equivalents serving these positions. We now have 11 FTEs. I'm willing to invest in this area, to make it more prominent and to highlight its excellence. This is clearly an important resource for attracting prospective students.

Announcements from Pres. Casey

I echo the request from John Schlotterbeck. Please nominate people for honorary degrees. There has been a major gift to support a position in the social sciences. When the development office calls, please find a way to say thank you.

Question from another faculty member

The 175th anniversary is coming up. I heard through the grapevine that we're going to target 175 prestigious alumni. What role will the faculty have in helping to name these people?

Response from Pres. Casey

I'm sure we will welcome faculty input into the collection of these names.

Response from Marcia Latta, Vice President for Advancement

There is a committee being formed. There is faculty representation on the committee. You will all have an opportunity to nominate alumni, and we want you to nominate alumni. There will be announcements at faculty meetings, on the web site, and in the alumni magazine.

Follow-up question from faculty member

Can you explain what the process would be? Does the faculty have veto power?

Response from Marcia Latta

The committee will receive the nominations and sort through them. The committee hasn't met yet, so there aren't any criteria yet. I've seen this process work effectively in other places. Yes, the final two meetings are likely to be contentious. We will recognize both living alumni and deceased alumni, such as Eli Lilly. We all recognize that our favorite may not make it and someone else's favorite might. There is certainly no shortage of fantastic individuals worthy of nomination.

16. Remarks from VPAA (David Harvey)

Preliminary Data on Faculty Demographics

There will be more data available later in the semester, probably in November, but some preliminary data is available now. The full-time faculty at the beginning of the academic year, including those on paid or unpaid leave, includes 166 faculty members with tenure, 34 faculty members on the tenure-track, and 23 faculty members in term positions (these counts do not include faculty librarians), for a total of 223 full-time faculty members. As a comparison, last year we had 222 fulltime faculty members, with 160 having tenure, 39 on the tenure-track, and 23 in term positions for a total of 223 full-time faculty members. At present there are 51 faculty members in part-time positions, not counting librarians, coaches, and administrators with part-time status. Last year we had 56 part-time faculty members at the beginning of the year. Full-time teaching equivalent is roughly the same as last year.

Next Steps on Faculty Workload

I have completed the process of generating spreadsheets for each department in the College of Liberal Arts. These spreadsheets provide a six-year history of all courses taught within each department (regardless of who taught the course) and all courses taught by department members (regardless of the department or program in which the course was taught). I will share these spreadsheets with department chairs along with enrollment targets for general education courses, and assumptions about staffing and what that means in terms of the number of courses available to the department if we adopt a 3-2 workload. I hope to have these data to department chairs by early next week.

In considering these data I expect to ask departments to explain the adjustments they will make to achieve a 3-2 workload, an analysis of the costs and benefits of these adjustments to the department's majors and faculty members, and a summary of the department's view on the desirability of implementing these adjustments. These responses will inform discussions within the administration regarding the feasibility and desirability of making changes to our current faculty workload.

Dean for the Office of Civic, Global, and Professional Opportunities

As reported in a recent issue of the DePauw, we are preparing to search for a Dean to provide leadership for the offices of Civic, Global, and Professional Opportunities. As you know, last year we gathered into one location in the Union Building the offices of Career Service (which was located in Harrison Hall), the Center for International and Experiential Education (which was located in Durham House), and the Office of Civic Engagement (which operated out of the Hartman House). This new configuration has brought increased visibility to these programs from students and increased demand on staff members' time. It also has made us aware that the responsibility of oversight for these offices is, in itself, a full-time responsibility.

The Dean will be responsible for working with the faculty to define DePauw's approach to experiential learning and career development, for communicating with a broad range of audiences, including faculty, staff, students, parents, and alumni about these programs, for developing stronger connections with alumni and with employers in ways that enhance internship and career opportunities for our students, for working with other campus offices to assess the impact of these programs on our students, and for seeking resources to support these programs.

Joining me as members of the search committee are Lili Wright, Doug Harms, Russ Arnold, Cindy Babington, Pedar Foss, and Ken Kirkpatrick. I encourage you to be in touch with any member of the search committee if you have questions or wish to share concerns or information.

Question from a faculty member:

When you survey departments about workloads and the 3-2 impact, don't forget about the interdisciplinary programs.

Response from David Harvey:

Yes, we will ensure that interdisciplinary programs are part of the discussion. If we adjust our workload, we will not sacrifice specific programs to get to that workload. We will not change the number of seats that we offer to interdisciplinary programs or honors programs. There will be a good picture of what departments have invested resources in interdisciplinary programs. Since every member of an interdisciplinary program is also a member of a department, they will have the opportunity to contribute to these discussions and to the accounting process.

Another question from faculty member

When you analyze the data of who is new to DePauw, are you considering the issue of diversity? Are we maintaining our commitment to diversification of faculty?

Response from David Harvey:

Yes, I will bring these data in November, with comparative data for other GLCAs, if these data are available.

17. Remarks from the Dean of the Faculty (Kerry Pannell)

A. Introduction of New Faculty

Claudia Mills, Robert and Carolyn Frederick Distinguished Visiting Professor of Ethics at the Janet Prindle Institute for Ethics and Associate Professor of Philosophy

Mark Tatge, Eugene S. Pulliam Distinguished Visiting Professor of Journalism and Professor of Communication and Theatre

Julie Bugg, Assistant Professor of Psychology

Christina Holmes, Assistant Professor of Women's Studies

Deepa Prakash, Instructor of Political Science

Greg Ristow, Assistant Professor of Music

Andrew Bauer, Assistant Professor of Sociology and Anthropology

Kyle Cissell, Assistant Professor of Chemistry and Biochemistry

Jacob Hale, Assistant Professor of Physics and Astronomy

Kerry Jennings, Assistant Professor of Music

Joey Kendall-Morwick, Instructor of Computer Science

Brad Osborn, Assistant Professor of Music

Dan Rusu, Assistant Professor of Mathematics

James Wells, Assistant Professor of Classical Studies

T. J. Boynton, Part-time Instructor of English

Lawrence Chang, Part-time Instructor of History

Rachel Goldberg, Post-doctoral Scholar and Adjunct Assistant Professor of Conflict Studies

Aimee Hamilton, Part-time Instructor of Religious Studies (joining us in the spring)

Mica Hilson, Part-time Assistant Professor of English

Lynn Ishikawa, Coordinator of English for Academic Purposes and Part-time Instructor of English

Benjamin Johnson, Part-time Instructor of History

Wonmin Kim, Part-time Accompanist and Part-time Assistant Professor of Music
David Maldonado Rivera, Part-time Assistant Professor of Religious Studies
Steven Prescott, Part-time Instructor of Music
Coralina Ramirez, Part-time Instructor of Modern Languages (Spanish)
Beth Roberts, Laboratory Supervisor and Part-Time Instructor of Physics and Astronomy
Olga Sarkisyan, Part-time Instructor of Modern Languages (Russian) and Fulbright Scholar
Abigail Shaddox, Part-time Instructor of Sociology
Amy Irby, Faculty Fellow in Sociology
Dee Redmond, Faculty Fellow in Sociology

More announcements from Kerry Pannell:

Part of my job consists of helping with external grants. In an effort to coordinate and facilitate applications for grants, I will be sending out a survey of faculty research interests. This will help those of us in the grants office know who to go to when grant opportunities arise. Another part of my job is to manage the Consortium for Faculty Diversity at Liberal Arts Colleges--DePauw is currently the host institution. If any of you are interested in bringing in and mentoring a pre- or post-doctoral scholar, please let me know.

Another aspect of my job relates to personnel and recruiting faculty (I interview term and part-time candidates, while David Harvey interviews tenure-track candidates.) And I read all of the student opinion surveys and peer observations. DePauw students are getting a great learning experience based on their comments on these surveys. Over and over, I read 'this was the best course I've ever had' and 'this course changed my life.' The close intellectual connections that faculty develop with their students is really having an impact. More evidence of these strong intellectual experiences includes some data we recently gathered: over the past decade, 107 faculty members have worked with students on summer research projects.

B. Information about Changes to Faculty Development Programs
Refer to Appendices D and E

More announcements from Kerry Pannell

Fisher Time Outs are suspended for this year. We still have all the other programs. The deadline for the Fisher Fellowship is in 2 days (Wednesday, Sept. 14). Everything else is all the same. In an effort to streamline the process and reduce paperwork, we are simplifying the sabbatical application. For pre-tenure leave sabbatical applications, the process will be the same – five page proposal with feedback provided by FDC. For tenured faculty, and this is a pilot year, the proposal will be a two page letter to the dean with a budget. There are Fisher supplemental funds to pay for travel. The deadline is slightly later, after fall break, October 14. If you are applying for sabbatical for next year, please discuss this with your department chair.

Question from a faculty member:

There seems to be a change in the one-day conference fund. We only get funding if we take a student?

Response from Kerry Pannell

This change occurred last year. This fund is specifically to take a student to a regional conference.

Question from another faculty member:

What is the status of the Teaching and Learning Center? Who is working on this?

Response from Kerry Pannell

FDC and I are working on this. There may not be physical space, but there will definitely be virtual space in

the near future. We are putting together a complete set of programs. This will definitely be done this year.

Question from another faculty member:

You mentioned that the workshop fund is the same, but I don't see it anymore. I used this fund in the past to go to workshops regarding equipment, etc.

Response from Kerry Pannell

I don't remember this. I'll look into it and get back with you.

Follow-up from Kerry Pannell

The faculty development summary included as an appendix to the faculty meeting agenda was correct, but did not highlight the Professional Workshop Fund as a separate bullet point. Appendix D of these minutes has been changed to improve clarity. The Professional Workshop Fund (up to \$1000 annually) may be used for up to 5 days/4 nights at a workshop venue. If the workshop you would like to attend lasts longer than 5 days, apply for additional funding via the Professional Development Fund. Also note that supplemental funding is available for conferences and workshops run by organizations in which DePauw is a member (e.g., GLCA, CUR).

Question from a faculty member

How does thinking about workload and discussing 3-2 issues interfere with Fisher Time Outs? This is one of the more easily accessible funds for untenured faculty. You have to be tenured to apply for most of the other funds.

Response from Kerry Pannell

We don't want anything standing in the way of discussing a 3-2 workload. If we're not going to a 3-2 workload, then we can easily reinstate the Fisher Time Outs later during the academic year. This change doesn't affect very many people.

Question from another faculty member

Distinguished Professorships and University Professorships were suspended indefinitely several years ago.

Will these come back?

Response from Kerry Pannell

We still have University Professorships. We awarded three UP's last year. There was no call for UP's last spring. This is a faculty compensation issue, not a faculty development issue. We need to make sure that our endowments are being used the way they're supposed to be used. We are reviewing this process. We have about 14 UP's right now, so people still have these benefits. We're not awarding any new ones until we review the process.

18. Remarks from Dean of Academic Life (Pedar Foss)

I wanted to note briefly that this year Academic Life will be undertaking a project to figure out better ways of communicating academic and programmatic information to our students, so that students are informed in a timely and accurate way about deadlines, resources, opportunities, and events, and that they then pay attention to those notices. Mailings and e-mailings do not seem to be very effective (we are not alone in this; it is a national problem), so we will be researching what other schools do, interviewing students, and welcoming ideas. If you have suggestions about either the content or delivery method of messages to students, please email me at pfoss@depauw.edu.

Finally, I'd like to note that a new directory of personnel in Academic and Student Life will be coming your way; we are finishing up a few searches to replace persons who departed over the summer. This directory, like the one last year, will have contact information, photos, and essential duties listed, so if you need to find the right person for a question you have, the directory should help. Thanks. Do you have any questions?

There are no questions for Pedar Foss.

19. Remarks from Part-time Assistant Dean (Carrie Klaus)

A. Academic Integrity Report

Report to Faculty on Academic Integrity Issues at DePauw

Sept. 12, 2011

There was a relatively high number of cases of students responsible for violation of academic integrity policy. During the preceding four academic years, there were 10 to 19 cases per semester and no more than one second violation in a single semester. In 2010-2011, there were 25 cases in fall semester and 24 cases in spring semester, including five second violations in spring semester.

What does this sudden increase mean? A blip? Are more students making bad decisions? Are we being more consistent in holding students to a high standard of academic integrity? This is something to keep an eye on. But something else to keep in mind is that almost 99% of our students are doing honest work.

What kinds of cases are we seeing? Mostly plagiarism, in various forms. 37 of 49 total cases last year were some kind of plagiarism. This is typical. What does this mean? A reflection of the importance we place on writing, on how much writing our students are doing? Or a sign that we need to attend more to writing?

About 2/3 of cases were first-year students and sophomores, although there are still some juniors and seniors. This is also typical.

Is cheating facilitated by technology? In some cases, yes, though these cases are not qualitatively different from "old-fashioned" academic dishonesty. Many cases of cut-and paste from websites, a few cases of copying from online answer keys, a few cases of smart phones being used during exams (this is something that we do need to be really attentive to), a falsified exam on Moodle, a case of fraud with an online workbook.

We need to be absolutely clear about our expectations for students, offer plenty of guidance as to how to complete a task appropriately and successfully, be explicit about things like cell phone use during an exam. My request to faculty is to hold students accountable and to be consistent in applying the Academic Integrity Policy.

It's upsetting to hear: "This is how I write papers in all my classes!" (from a student charged with plagiarism) and "I didn't report this, but..." (from a kindhearted faculty member). It's heartbreaking to suspend a student, but it's both heartbreaking and unfair if other students do not face similar consequences.

Please be consistent. If you have any questions, call me. I have seen some cases now, so we can talk through any specific case together.

Some advice for avoiding academic integrity issues... Be absolutely—excessively—clear about our

expectations when we assign work. Treat citations explicitly in all writing assignments, at all levels. Have students practice paraphrasing! Have them practice summarizing articles without looking at them, responding to the arguments in these articles, etc. Help students manage their time by scaffolding assignments, with staged due dates. Write exams that students can't cheat on. Give students copies of previous exams to help them study, then write new ones.

SLAAC continues to consider these issues. You are welcome to contact me or SLAAC with comments, questions, concerns, etc. In particular, let me know if you're interested in a brown-bag on any topic related to academic integrity. The issue of intentionality and to what degree it matters comes up a lot. The question of mosaic plagiarism has also been raised.

There are no questions for Carrie Klaus.

20. Old Business

There is no old business to come before the faculty.

21. New Business

- A. Advance Notice of Intention to Amend By-laws and Standing Rules of the Faculty (Bridget Gourley)
(additions in bold, deletions struck through)

First, I'd like to give advance notice of two By-Laws and Standing Rule changes to come before the faculty at our next meeting. These changes would bring our By-Laws in line with recent practice.

Section III.C. The Parliamentarian

The Parliamentarian shall be ~~a tenured faculty member~~ **tenured or in at least the seventh year of full-time faculty status** elected by the faculty for a term of three years under the election rules provided in Article VI. The Parliamentarian shall advise the Chair on rules of procedure in the faculty meeting and shall have final authority to resolve disputes regarding those rules. In case of vacancy in the office of Parliamentarian, the Chair shall appoint an Interim Parliamentarian and conduct an election for a new Parliamentarian to serve a full term as soon as possible.

Rationale – This makes the position of parliamentarian consistent with the requirements for the chairs of our coordinating committees.

Section XI. Amendments to and Suspension of By-Laws and Standing Rules

Amendments proposed for these By-Laws must ~~lie on the table one month~~ **be announced in the written agenda of the regular meeting of the faculty at least one month prior to the month in which they are being considered** and may be passed at any regular faculty meeting by a majority vote of those present and voting.

Section XII. Standing Rules

D. Motions will normally be voted upon at the meeting at which the motion is made. However, changes in graduation requirements, academic policies and personnel policies must ~~be placed on the table for at least one month~~ **be announced in the written agenda of the regular meeting of the faculty at least one month prior to the month in which they are being considered**. Other motions may be tabled by the vote of the house.

Rationale – The first change would officially allow those with on-going commitments to the faculty, who have voting privileges to serve as Parliamentarian. This puts the position of Parliamentarian on par with chairs of

major committees. The second change cleans up our language to address a question we have danced around for a number of years, going back to when David Harvey was Chair of the Faculty. At that time David reported to us that we were incorrectly using the Robert's Rules concept of tabling a motion to give advance notice of potential changes we felt were so critical that we wanted to be sure the entire community knew well in advance and had time to think about the change and have discussions in advance of the vote.

Let me also note that over the course of the year, I hope to bring a number of other items forward. Institutions are dynamic entities and as such, the rules by which we govern ourselves need to adapt when structures and programs no longer fit. The changes I currently have in mind address smaller changes that would bring our by-laws more in line with current practice or would better fill current needs. I've begun discussing the changes with the FGSC and others directly affected. If a larger restructuring of our governance process moves forward out of the January 2011 working group recommendations that's great. While we work on those issues bigger issues we still ought do our best to have our rules reflect our processes and programs, rules that reflect our practices helps all of us to feel welcome as full participants to our governance process.

If you have questions about this, see me to discuss in more detail.

Some of the changes are as trivial as getting administrative appointments to various committees titles to reflect titles we have and hopefully in a way we don't have to change the titles every time there is a slight restructuring of duties in Academic or Student Affairs. Others are a result of programmatic changes, for example, our Teacher Education Committee isn't optimally configured given changes to our Education Studies program.

In all cases I plan to do my best to be sure those changes that are suggested to the faculty have received consideration at a variety of levels and venues.

My second order of new business, not on the agenda because the issue has developed since the agenda was released, is to ask the faculty to approve a committee appointment. Since the spring election a Division 4 vacancy has arisen on the Grievance Committee until 1/31/12. I contacted the Division officers and they found a single nominee, Dan Shannon.. Rather than run a special election I am announcing the nominee to you and asking for your approval, a procedure outlined in our By-Laws and Standing Rules as an appropriate way to fill vacancies after the spring election. All those in favor please say aye, opposed ney. The ayes have it and Dan Shannon will fill the divisional vacancy on the Grievance Committee until 1/31/12.

Update on this election to the Grievance Committee until 1/31/12 from the Chair of the Faculty. Since this announcement at faculty meeting an error in posting election results was found on the Faculty Governance website was discovered with regard to the overall Grievance Committee membership. That error has been corrected. In correcting the error in posting it was determined that Dan Shannon's service was not needed after all. As Chair, I apologize for the error and thank Dan Shannon for his willingness to serve.

Is there any other new business to come before the faculty?
No, there is no other new business.

22. Announcements

Chair of the Faculty Written Announcements (Bridget Gourley)

A. Late Spring Elections

Position	Colleague(s) Elected
Board of Control of Student Publications (Two-year terms)	Cindy O'Dell and Wes Wilson (there were two two-year positions open)
Division 1 – SLAAC (Three-year term)	Caroline Smith
Division 2 – SLAAC (Three-year term)	David Alvarez
Division 3 – Grievance Committee Alternate 2/1/12-1/31/13	Jeff Hansen
Division 4 – Teacher Education Committee (Three-year term)	Bruce Stinebrickner

B. Early Fall Election

Position	Colleague(s) Elected
Division 4 – SLAAC (Fall Semester Replacement)	Jeff Dunn

23. Adjournment

Hearing no other announcements the Chair took the faculty's departure as unanimous consent to adjourn.

Appendices

Appendix A. Tribute to Ernest J. "Ernie" Ford Jr. Written by Dave Bohmer

Ernie Ford died suddenly this past June. He was best known in Greencastle as the owner and operation of Fine Print Bookstore, for many years a successful bookstore and a fixture in downtown Greencastle. Most DePauw faculty and students ordered and bought their books from Fine Print. He was also very involved in the Putnam County Playhouse, as an actor, director and board member. He was also a part time professor, largely in the Media Fellows Program. Twice he taught one of the first year colloquiums, stressing the practitioner side of the media. He drew heavily from his experiences as a newspaper reporter and news director for local TV stations. For many years he taught a very memorable class to every incoming group of Media Fellows that focused heavily on media ethics. For over a decade, he was a valuable resource to the program.

Appendix B. Tribute to Wallace B. Graves

Excerpted from The DePauw University Web Site, September 5, 2011

Website text by Ken Owen

Wallace B. Graves, a professor of political science at DePauw University from 1950 to 1958 who later became president of the University of Evansville, passed away August 17, 2011. He was 89 years old.

A native of Fort Worth, Texas, Graves earned his bachelor's degree in political science with a minor in history from the University of Oklahoma. He received a master's degree in the same subjects from Texas Christian University, and in 1953 he earned a Ph.D. from the University of Texas, focused in international relations and public administration.

A story in the May 2, 1958 edition of *The DePauw* announced that Dr. Graves was leaving the University. It called Graves "one of DePauw's most popular professors" and "one of the best liked and most respected" members of the faculty, noting that he earned the Brown Derby award for top professor in 1954.

Dr. Graves, who also served on the faculty of TCU, Butler University and the University of Texas, became president of the University of Evansville in 1967, a post he held for 20 years. He "was perhaps the most influential voice in the University of Evansville's transformation from a small community college to an internationally recognized university," notes an announcement today. "His 22-year tenure at UE included 20 years as president, with two additional years as chancellor."

Dr. Graves served as the chairman of the North American Council of the International Association of University Presidents, the Indiana Conference of Higher Education, the Independent Colleges and Universities of Indiana, and the Carl Duisberg Society.

Appendix C. Tribute to Julia Ann Crawley Shumaker '33.

Excerpted from The DePauw University Web Site, September 5, 2011

Website text by Ken Owen

Julia Ann Crawley Shumaker, a 1933 graduate of DePauw University and member of the faculty during the 1940s, passed away Friday, April 29, 2011 in Greencastle. She was 98 years old.

Born in Greencastle on November 4, 1912, Shumaker graduated from Greencastle High School. She received her B.A. degree from DePauw University in 1933 and her M.A. from the University of Illinois in 1936.

A second-generation educator, Shumaker taught Latin, Spanish, French and English at both the high school and university levels. Her career began at the Indiana Soldiers' and Sailors' Children's Home, where she taught from 1933 to 1939. During the 1940-41 school year, she was on the faculty at Ursuline Academy in Louisville, Kentucky, before returning to her college alma mater to join the Romance languages department at DePauw.

After her 1947 marriage to Arthur W. Shumaker '34, professor of English at DePauw, Shumaker continued to teach part-time at DePauw until 1956 and also tutored students in her home. From 1965 until her retirement in 1979, she taught Spanish and English for the Greencastle Community School Corporation.

She was preceded in death by her husband, who passed away in 2000.

Julia Shumaker was a generous supporter of numerous historic preservation groups, including the National Trust for Historic Preservation, the Historic Preservation Society of Putnam County, Historic Landmarks Foundation of Indiana and the Putnam County Museum.

On June 11, 2005, Shumaker was honored by her sorority, Delta Zeta, with the Ionic Column for her longtime service to the organization.

Appendix D. Faculty Development Programs

Summary of Faculty Development Programs DePauw University

2011-12 Benefits¹

The Faculty Development program is primarily managed by the Faculty Development Committee, which reviews proposals; approves, rejects, or asks for revisions; then accepts and responds to reports on funded projects. Please note that this document is a summary only.

Purposes of program:

- To **support** faculty members in their scholarly or creative professional development and career goals.
- To **enable** faculty members to initiate and complete projects that improve their pedagogy.
- To **encourage** faculty members to develop expertise in new areas of their disciplines, to explore interdisciplinary approaches to teaching, to learn ways to incorporate technology into their teaching and research, and to respond to needs articulated by their departments or by the University at large.
- To **stimulate** faculty members to respond to changing student needs, to supply the expertise needed when departments change shape and add new areas/courses, and to help with new or enhanced University programs.

Summary of Funding Available Through the Faculty Development Program

- I. Reimbursement of Expenses – All faculty members, both full-time and part-time, have access to these funds.
 - A. Conferences and workshops
 1. Professional Conference Fund – full-time faculty members receive \$3000 in a three-year period. If presenting a paper, an additional \$150 per day may be reimbursed. There are additional supplements available for attending and presenting at international conferences. Check handbook for faculty members in other categories.
 2. Professional Workshop Fund – full-time faculty members have up to \$1000 additional funds annually to attend teaching, pedagogical or scholarly/creative workshops. Check handbook for faculty members in other categories.
 3. One-Day Conference Fund – pays expenses for a faculty member to take students for one day to a Midwest regional conference.
 4. Supplemental Funding for GLCA, PKAL, CUR, AAC&U conferences and workshops.
 - B. Projects associated with Artistic Work, Research, Teaching, and Professional Society Administration
 1. Professional Development Fund – up to \$2000 per academic year, for each full time faculty member to pursue her or his own research, artistic work or teaching project. Check handbook for faculty members in other categories.
 2. Professional Society Officer's Fund – up to \$250 a year to help defray some costs involved with holding an office in a learned society.
 - C. Student Grants
Any full-time student who is not on academic probation and has no incomplete grades may apply for up to \$600 per year to cover expenses for presenting a paper or poster at a conference or competing in national music competitions which require an audition, if that student has a faculty sponsor. Eligible students may also apply for research funds (up to \$300 per year) for projects not related to course work. (See stipulations in Faculty Development Handbook if more than two students giving the same conference presentation).
 - D. Entertainment Funds
Faculty members have funds available for hospitality and special events for students that take place outside of the classroom. This fund is administered by the Dean of Academic Life.

II. Reassigned Time for tenured and tenure-track faculty members. Some of these grants also include a stipend.

A. Faculty Fellowship Program

Tenured faculty members may apply. Three-year term; stipend of \$5000 each year and a reduction in teaching load (equivalent to 4 out of 24 contact hours in each academic year), and a project budget of up to \$2000 each academic year.

B. Pre-Tenure Leave

Enhanced faculty development for new tenure-track faculty members include a one-course teaching load reduction in the first year, and a pre-tenure leave in the fourth or fifth year, following a successful interim performance review in the third year.

C. Fisher Fellowship

Tenured faculty members are eligible. One-semester leave (full pay plus \$5000 stipend). There is only one of these available each year. In recent years, these have been awarded to faculty members who completed book-length manuscripts, prepared a major art exhibition, and worked on a substantial research project that led to an external grant application.

D. Sabbatical Leaves

Tenured faculty members are eligible to apply in the seventh year for a leave to be taken in the eighth year. Thereafter, they are eligible to apply in the sixth year of full-time teaching after the previous sabbatical leave for leave to be taken in the seventh year. Four-course reduction at full pay or full-year leave at 2/3 pay.

E. Special Leaves

These leaves are granted only occasionally, and include situations such as faculty-in-residence in an off-campus program or at another university, or unpaid leave for personal or professional reasons.

III. Reassigned Time - for tenured and tenure-track faculty members, as well as term faculty members after a satisfactory third-year review.

A. Fisher Time-Outs:

CURRENTLY SUSPENDED PENDING WORKLOAD AND FACULTY DEVELOPMENT REVIEW

One course released time—equivalent to 4 out of 24 contact hours.

IV. Stipends – Most faculty members on full-time continuing contracts are eligible for these awards.

A. Summer Stipend/one award possible every two years

\$2500 per project. These are competitive awards, available for various types of curricular, pedagogical, research and creative projects.

B. Student/Faculty Summer Research

\$3800 student stipend; \$2500 stipend for the faculty member. These grants fund collaborative research; faculty member and student make a joint application for these awards.

*For Faculty Development Handbook, see <<http://www.depauw.edu/admin/acadaffairs/facdev/>>

Questions or Concerns, Please Call

Faculty Development Coordinator, David Guinee, 765-658-4805, e-mail: dguinee@depauw.edu

Faculty Development Committee Chair, Brooke Cox, 765-658-4342, e-mail: bcox@depauw.edu

Administrative Representative, Kerry Pannell, 765-658-4359, e-mail: kpannell@depauw.edu

Faculty Development Administrator, Terry Bruner, 765-658-4362, e-mail: tbruner@depauw.edu

Appendix E. Faculty Development Forms

Send completed application to Terry Bruner, tbruner@depauw.edu, Academic Affairs, 305 Harrison Hall

SABBATICAL LEAVE REQUEST APPLICATION FOR 2012-2013

Applications are due: October 14, 2011

Name _____ E-Mail _____

Campus Address _____ Phone _____ Date Submitted _____

Primary Academic Affiliation _____

Request to be on leave during which semester?

In selecting a semester for the bulk of a 4-course sabbatical leave, be sure to consult with your Chair/Dean/Program Coordinator. FDC cannot guarantee that your first choice can be accommodated due to the need to coordinate schedules.

- Fall 2012, extra course off in Spring 2013
- Spring 2013, extra course off in Fall 2012
- Full year sabbatical, 2012-2013
- Other (specify): _____

Application Checklist

- Title and one sentence description of the project (for the FDC web site):

- In a 1-2 page letter to the Dean of Faculty, briefly describe your sabbatical leave project and what you expect to accomplish during your time away from the classroom. Indicate how your leave project will enrich DePauw's intellectual community for our students and how it fits into your overall professional development plan. Conclude the letter by indicating how you will know whether your sabbatical has been a success and what you plan to submit to the Dean of Faculty (on the first Monday of classes in Fall 2013) as a report for the leave.
- Attach a proposed budget if you are applying for Fisher Supplemental Funds and/or for Professional Development Funds as part of your leave project.
- If you are using human or animal subjects, provide evidence of (or a plan for obtaining) IACUC or IRB approval.

FOR MORE SPECIFIC INFORMATION INCLUDING ELIGIBILITY FOR LEAVES OF ABSENCE, CONSULT THE FACULTY DEVELOPMENT HANDBOOK

(<http://www.depauw.edu/univ/handbooks/dpuhandbooks.asp?ID=5&parentid=1>).

THIS WEBSITE ALSO HAS INFORMATION ON OTHER FUNDING AVAILABLE THROUGH FACULTY DEVELOPMENT.

Send completed application to Terry Bruner, tbruner@depauw.edu, Academic Affairs, 305 Harrison Hall

PRE-TENURE LEAVE REQUEST APPLICATION FOR 2012-2013

Applications are due: September 28, 2011

Name _____ E-Mail _____

Campus Address _____ Phone _____ Date Submitted _____

Primary Academic Affiliation _____

Request to be on leave during which semester?

In selecting a semester for your pre-tenure leave, be sure to consult with your Chair/Dean/Program Coordinator. FDC cannot guarantee that your first choice can be accommodated due to the need to coordinate schedules.

- Fall 2012
- Spring 2013

Application Checklist (attach the necessary materials to this application form or as email attachments)

- Title and one sentence description of the project (for the FDC web site):

- Fisher Supplement: Indicate location and number of months (up to 3) away from your primary residence:

- In about 5 pages, describe the project, including objectives and procedures, and the tangible product [e.g., article(s), external grant application(s), book chapter and/or proposal, course syllabi/plans] that you will submit to FDC at the end of your leave. Also provide a brief description of how your leave project will enrich DePauw's intellectual community for our students and how it fits into your overall professional development plan. Attach appropriate supporting documents as appendices, e.g., documentation from external institutions supporting your work and/or letters from your chair/colleagues as needed.
- Attach a proposed budget if you are applying for Professional Development Funds as part of your leave project.
- Provide a timeline for completing the project and describe the final product you will submit to FDC. Your leave report and the final product should be turned in to Terry Bruner by the first Monday of the semester you return to campus. You may also want to use this leave report and product as evidence of your work for other purposes, e.g., in your tenure file.
- If you are using human or animal subjects, provide evidence of (or a plan for obtaining) IACUC or IRB approval.

FOR MORE SPECIFIC INFORMATION ABOUT LEAVES OF ABSENCE, CONSULT THE FACULTY DEVELOPMENT HANDBOOK (<http://www.depauw.edu/univ/handbooks/dpuhandbooks.asp?ID=5&parentid=1>). THIS WEBSITE ALSO HAS INFORMATION ON OTHER FUNDING AVAILABLE THROUGH FACULTY DEVELOPMENT.

Appendix F. Winter Term Handout

Winter Term 2012

Please note:

- **Earlier deadlines:** Internships and independent study project applications are now due October 5, 2011.
- **Online applications:** Applications for all options are now submitted online.
- **Advanced planning:** All options require advanced planning and consultation with advisors before applying.
- **Applications required:** Students must follow the established application processes to be eligible for Winter Term credit.

Graduation Requirement

Winter Term provides an opportunity for students to pursue an interest developed in class or on campus, or pursue an interest they are not able to here. Students are required to complete 3 Winter Term credits to graduate. They may complete any combination of the 5 options; there is no requirement of students to stay on campus in any year.

Advising

Students are encouraged to come to walk-in advising in the Civic, Global & Professional Opportunities Lounge in the Union Building main floor, Monday through Friday, 10 am – 4 pm. They are also welcome to schedule an appointment with an advisor between Monday and Friday, 8 am – 5 pm.

Options

1. On-Campus Courses

Students take one class intensively for the duration of Winter Term. Courses are listed on the Winter Term SOC page on e-services (bottom left of page). Students request courses through e-services in November. Questions? Contact Kate Knaul at kknaul@depauw.edu

2. Off-Campus Faculty-Led Study & Service Courses

Off-Campus Faculty-Led Study and Service Courses provide students the opportunity to explore and experience another culture, learn in a new environment, develop a skill not readily available elsewhere, and deepen their awareness of the global community. Some faculty led courses use service as a vehicle for experiential learning. The courses are listed on the Winter Term link from the SOC page of e-services. Students apply online through the “Online Applications” link in their e-services menu. Students are automatically considered for financial support; awards are based on financial need as demonstrated to the Office of Financial Aid. Questions? Contact Mandy Brookins Blinn at amandabrookinsblinn@depauw.edu

3. Internships

A Winter Term internship is an opportunity to gain first-hand experience in the career field of a student's choosing. Students may pursue full-time (approximately 35 hours/week or more) internship opportunities as a chance to learn more about career options in a given industry and build on professional skills, goals, and knowledge in a meaningful way. Depending on the placement, students may shadow professionals, contribute to the special projects or research of an organization, and/or participate in the day-to-day operations of a workplace. Students will be assigned faculty sponsors, with whom they will establish

individualized learning objectives. Applications for Winter Term internships are located on e-services; students will also be required to upload their resumes to TigerTracks (<http://depauw.experience.com/er/security/login.jsp>) for approval. *Note: If a student's host cannot officially select the student for their internship because of their internal hiring timeline, students should speak with their host about completing the required information but noting that the selection of that student is dependent upon their internal process be completed. This may take place after the October 5th deadline, but students must still complete their section by October 5th.* Students may request financial support to carry out their projects. Additional funds are available with submission of a detailed proposal. Hosts can find information about their role by visiting our employer page at <http://www.depauw.edu/admin/career/employers/employerhome.asp>. Questions? Contact Stephanie Hogue at stephaniehogue@depauw.edu

4. Independent Study Projects

Independent Study Projects are an opportunity to explore an area of scholarly, artistic or creative special interest. These endeavors require the pursuit of significant learning and should not duplicate on-campus courses, repeat previous study or service projects, or replicate summer job experiences. They are good opportunities to pursue work that will benefit a senior project or to collaborate with a faculty member on his or her ongoing scholarly, artistic or creative work. Projects can take place on-campus or off-campus, in the United States or abroad. By working closely with a faculty member as the project advisor, students will receive guidance and feedback both during the proposal stage and the actual experience. The independent project must be 35-40 hours of work per week and last the entire term. Students apply online from the WT main page (<http://www.depauw.edu/univ/opportunities/WTindex.asp#ISP>). Students may request financial support to carry out their projects and do so as part of the application process; awards are based on financial need as demonstrated to the Office of Financial Aid. Questions? Contact Kate Knaul at kknaul@depauw.edu

5. Study at Another School

Like DePauw, many other institutions offer short-term courses during the month of January. DePauw students may spend Winter Term on the campus of another 4-1-4 college, or participate in a course sponsored by an independent institution. Students need to submit a proposal form, located on the main WT page (<http://www.depauw.edu/univ/opportunities/WTindex.asp#SAAS>). Students may request financial support to participate in their school or program and do so as part of the proposal process; awards are based on financial need as demonstrated to the Office of Financial Aid. Questions? Contact Mandy Brookins Blinn at amandabrookinsblinn@depauw.edu

Financial Support

Financial support is available to students pursuing any of the off-campus opportunities (# 2-5). Students may be considered for financial support as part of the application process noted in each of the option descriptions above.

How Can Faculty Advisors Help?

1. Talk with your students early and often about their interests are and how the Winter Term options can help them explore them further.

2. Share your knowledge and resources with students to help them pursue their interests.
3. Encourage them to also speak with advisors in Civic, Global & Professional Opportunities.
4. Share the Winter Term application timeline with students:
 - September 9, 2011: Deadline to apply for remaining spaces in faculty-led study & service courses
 - October 5, 2011: Deadline for students to apply for an internship (they must have secured a host), Independent Study Projects or Study At Another School
 - November 14-22: Course requests for on-campus classes
 - Nov. 29-Dec. 3: On-campus course adjustments
 - January 3-27: Off-Campus Winter Term (Internships, Independent Study Projects, Faculty-Led Study & Service Courses, Study at Another School)
 - January 4-25: On-Campus Winter Term Classes

Special Information and Advising Sessions

Every week while classes are in session (all semester!) from 12-12:30 pm and 4-4:30 pm

- Mondays:* Off-Campus Study
- Tuesdays:* Networking
Winter Term Information (through September 27th only)
- Wednesdays:* Independent Study Projects
- Thursdays:* Connecting Service with Life Goals

September 12 – October 5, 4 – 5 pm: Resume Blitz

Students are encouraged to come for help in writing their resume, at whatever stage they are in.

Follow Us on Twitter: DePauwWTerm, DePauwOCS, DePauwLifesWork

<http://www.depauw.edu/univ/opportunities/>

Faculty Voting Status, Fall Semester 2011-12

Last	First	Status
Adams	Jennifer	Voting
Altman	Meryl	Voting
Alvarez	David	Voting
Anderson	Jeremy	Voting
Anthony	Susan	Voting
Arnold	Russell	Voting
Aures	Inge	Voting
Autman	Samuel	Voting
Babington	Patrick	Voting
Balasubramanian	Suman	Voting
Balensuela	Matthew	Voting
Ball	Thomas	Voting
Barber	Amy Lynn	Voting
Barreto	Humberto	Voting
Barros	Sandro	Voting
Bauer	Andrew	Voting
Bayer	Ellen	Voting
Beauboeuf	Tamara	Voting
Bedard	Lynn	Voting
Belguellaoui	Cheira	Voting
Belyavski-Frank	Masha	Voting
Benedix	Beth	Voting
Benedix	James	Voting
Berque	David	Voting
Bhan	Mona	Voting
Bitner	Ted	Voting
Bondy	Christopher	Voting
Bonebright	Terri	Voting
Bordt	Rebecca	Voting
Bretscher	Mary	Voting
Brickell	Meredith	Voting
Brockmann	Nicole	Voting
Brooks	Howard	Voting
Brown	Harry	Voting
Bruggemann	Julia	Voting
Bugg	Julie	Voting
Burgman	Raymonda	Voting
Call	Rex	Voting
Cameron	Richard	Voting
Caraher	John	Voting
Casey	Brian	Voting
Castañeda	Angela	Voting

Last	First	Status
Chiang	Yung-chen	Voting
Chiba	Hiroko	Voting
Cissell	Kyle	Voting
Cope	Tim	Voting
Cotton	Page	Voting
Coulont-Henderson	Françoise	Voting
Cox	Brooke	Voting
Crary	Sharon	Voting
Csicsery-Ronay	Istvan	Voting
Cyberman	Claude	Voting
Dagaz	Mari	Voting
Davis	Nancy	Voting
DeCarlo	Victor	Voting
Dewey	Robert	Voting
Dickerson	Vanessa	Voting
Dickinson	Thomas	Voting
Dixon	Mary	Voting
Dixon-Fyle	Mac	Voting
Dixon-Fyle	Joyce	Voting
Doak	Emily	Voting
Dudle	Dana	Voting
Dunn	Jeffrey	Voting
Dye	Ronald	Voting
Dziubinskyj	Aaron	Voting
Edberg	Eric	Voting
Edwards	Carla	Voting
Elman	Linda	Voting
Eppley	Hilary	Voting
Evans	Arthur	Voting
Everett	Jennifer	Voting
Fancy	Nahyan	Voting
Field	William	Voting
Finney	Melanie	Voting
Flury	Angela	Voting
Forbes	Michael	Voting
Forcadell	Maria Soledad	Voting
Fornari	Chester	Voting
Foss	Pedar	Voting
Fox	Vanessa	Voting
Foy	Leonard	Voting
Friedman	Seth	Voting
Fruhan	Catherine	Voting

Faculty Voting Status, Fall Semester 2011-12

Last	First	Status
Fuller	Jason	Voting
Gallagher	Maryann	Voting
Geis	Deborah	Voting
Gellman	David	Voting
Gilson	Caroline	Voting
Glausser	Wayne	Voting
Gloria	Eugene	Voting
Goma	Ophelia	Voting
Good	Tim	Voting
Gourley	Bridget	Voting
Graham	Peter	Voting
Gropp	Jeffrey	Voting
Guinee	David	Voting
Gurnon	Daniel	Voting
Hahn	Susan	Voting
Hale	Jacob	Voting
Hansen	Jeffrey	Voting
Hanson	Bryan	Voting
Harms	Douglas	Voting
Harris	Anne	Voting
Harvey	David	Voting
Hayes	Andrew	Voting
Hazel	Wade	Voting
Hebb	Tiffany	Voting
Heithaus	Joseph	Voting
Henk	Amanda	Voting
Hershberger	Robert	Voting
Hertenstein	Matthew	Voting
Hillis	Rick	Voting
Holmes	Christina	Voting
Howard	Brian	Voting
Howley	Kevin	Voting
Huffman	Carl	Voting
James	Leslie	Voting
Jennings	Kerry	Voting
Jetton	Caroline	Voting
Johnson	Cleveland	Voting
Kannowski	Mark	Voting
Kendall-Morwick	Joseph	Voting
Kenney	Jeffrey	Voting
Kertzman	Mary	Voting
Kingsley	Robert	Voting
Kinney	Kevin	Voting

Last	First	Status
Kirkpatrick	Ken	Voting
Klaus	Carrie	Voting
Klinger	Geoffrey	Voting
Komives	Alexander	Voting
Kuecker	Glen	Voting
Lafontant	Pascal	Voting
LaLone	Darrell	Voting
Lanzrein	Valentin	Voting
Leech	Dina	Voting
Lemon	Gary	Voting
Liu	Jinyu	Voting
Luque	Maria	Voting
Mackenzie	Michael	Voting
Manickam	Nachimuthu	Voting
Martoglio	Richard	Voting
McCall	Jeffrey	Voting
McCoy	Mark	Voting
McInnes	Marion	Voting
McKelligan	Marcia	Voting
McVorran	Marcelle	Voting
Menzel	Kent	Voting
Miles	Lori	Voting
Millis	Kathryn	Voting
Mills	James	Voting
Moore	Kevin	Voting
Mou	Sherry	Voting
Musser	Thomas	Voting
Nasr	Ghassan	Voting
Newman	David	Voting
Nichols-Pethick	Jonathan	Voting
O'Bannon	Brett	Voting
O'Dell	Cynthia	Voting
Olowoyeye	Adebayo	Voting
Osborn	Brad	Voting
Ota	Pauline	Voting
Oware	Matthew	Voting
Pannell	Kerry	Voting
Paré	Craig	Voting
Peterson	Clarissa	Voting
Phang	May	Voting
Pickerill	Marie	Voting
Pizzolatto	Nicholas	Voting
Pollack-Milgate	Howard	Voting

Faculty Voting Status, Fall Semester 2011-12

Last	First	Status
Pope	Jeanette	Voting
Prakash	Deepa	Voting
Propsom	Pamela	Voting
Provine	Rick	Voting
Puga	Alejandro	Voting
Qu	Guangjun	Voting
Raghav	Manu	Voting
Rahman	Smita	Voting
Rainbolt	Martha	Voting
Ristow	Gregory	Voting
Rizner	Dan	Voting
Roberts	Jacqueline	Voting
Roberts	Michael	Voting
Ross	Scott	Voting
Rusu	Dan	Voting
Sahu	Sunil	Voting
Salman	Randy	Voting
Sanders	Bruce	Voting
Schindler	Rebecca	Voting
Schlotterbeck	John	Voting
Schneider	Henning	Voting
Schwipps	Gregory	Voting
Seaman	Francesca	Voting
Serlin	Bruce	Voting
Shannon	Daniel	Voting
Shaw	Misti	Voting
Shifa	Naima	Voting
Sinowitz	Michael	Voting
Smith	Orcenith	Voting
Smith	Caroline	Voting
Smock	Richard	Voting
Smogor	Louis	Voting
Soster	Frederick	Voting
Spiegelberg	Scott	Voting
Stanfield	Kellin	Voting
Steele	Robert	Voting
Steinson	Barbara	Voting
Stewart	Khadija	Voting
Stinebrickner	Bruce	Voting
Stockton	Jamie	Voting
Suarez	Alicia	Voting
Sununu	Andrea	Voting
Sutton	Larry	Voting

Last	First	Status
Tatge	Mark	Voting
Thede	Scott	Voting
Timm	Steven	Voting
Tonne	Keith	Voting
Townsend	Gloria	Voting
Tremblay	Sheryl	Voting
Tunguz	Sharmin	Voting
Upton	Rebecca	Voting
Vaglia	Janet	Voting
Villinski	Michele	Voting
Wachter	Daniel	Voting
Wagner	Christina	Voting
Watt	Paul	Voting
Weisz	Eva	Voting
Wells	James	Voting
White	Christine	Voting
Whitehead	Barbara	Voting
Wielenberg	Erik	Voting
Wilkerson	Scott	Voting
Wilson	Wesley	Voting
Wilson	Susan	Voting
Worthington	David	Voting
Wright	Lili	Voting
Wu	Zhixin	Voting
Ziegler	Valarie	Voting

Faculty Voting Status, Fall Semester 2011-12

Last	First	Status
Aherne	Tavy	Non Voting
Beckel	James	Non Voting
Benzouina	Myriem	Non Voting
Bohmer	David	Non Voting
Boynton	T.J.	Non Voting
Carkeek	Maureen	Non Voting
Carter	John	Non Voting
Chang	Lawrence	Non Voting
Chiang	Li-feng	Non Voting
Chiarella	Thomas	Non Voting
Clodfelter	John	Non Voting
Coburn	Pamela	Non Voting
Cohen	Adam	Non Voting
Danforth	Robert	Non Voting
Dortch	Roger	Non Voting
Dugan	Gregory	Non Voting
Fenlon	William	Non Voting
Fortino	Kenneth	Non Voting
Geroux	Robert	Non Voting
Goble	Geoffrey	Non Voting
Goldberg	Rachel	Non Voting
Good	Caroline	Non Voting
Grammel	Deborah	Non Voting
Hall	Kelley	Non Voting
Hasegawa	Yoshiki	Non Voting
Hayes	Amy	Non Voting
Helsley	Jack	Non Voting
Hilson	Mica	Non Voting
Hodge	Tiffany	Non Voting
Hopson	Amanda	Non Voting
Hreha	Timothy	Non Voting
Huffman	Kristin	Non Voting
Ishikawa	Lynn	Non Voting
Johnson	Benjamin	Non Voting
Kauffman	Kelsey	Non Voting
Kelleher	Hillary	Non Voting
Kim	Wonmin	Non Voting
Kramer	Ekaterina	Non Voting
Lazar	Vincent	Non Voting
Locklin	Amy	Non Voting
Lynch	Richard	Non Voting
MacPhail	Josephine	Non Voting
Maldonado Rivera	David	Non Voting

Last	First	Status
Martin	Jayson	Non Voting
McCoy	Darcy	Non Voting
Miller	Liang	Non Voting
Mills	Claudia	Non Voting
Moore	Harriet	Non Voting
Mudde	Cas	Non Voting
Nasman	Cyndy	Non Voting
Nightenhelser	Keith	Non Voting
Paré	Barbara	Non Voting
Pejril	Veronica	Non Voting
Prather	Deborah	Non Voting
Prescott	Steven	Non Voting
Rachford	Natalia	Non Voting
Ramirez	Coralina	Non Voting
Redmond	Sarah Beth	Non Voting
Reynolds	Anne	Non Voting
Roberts	Elizabeth	Non Voting
Roberts	David	Non Voting
Salmon	Shawn	Non Voting
Sarkisyan	Olga	Non Voting
Shaddox	Abigail	Non Voting
Sieg	Brandon	Non Voting
Sirotkin	Leonid	Non Voting
Skrenta	Bonnie	Non Voting
Spicknall	John	Non Voting
Stanley	Jacob	Non Voting
Stasik	Tamara	Non Voting
Steele	Carol	Non Voting
Stepp	Scotty	Non Voting
Stoffregen	Kori	Non Voting
Stolle	Kara	Non Voting
Szpunar	Ruth	Non Voting
Timm	Barbara	Non Voting
Weinstein	Anthony	Non Voting
Wells	Anastasia	Non Voting
Williams	Peter	Non Voting
Williams	Alexander	Non Voting
Zellers	Deborah	Non Voting

ⁱ Benefits are subject to change in future years

DePauw University Faculty Meeting Minutes
October 3, 2011

1. Call to Order – 4 pm Union Building Ballroom

2. Verification of Quorum (Bridget Gourley, chair of faculty)

A quorum was reached at 4:08 pm so the chair officially welcomed everyone to the October meeting.

3. Approval of Minutes from the September 2011 Faculty Meeting (Bridget Gourley)

There were no corrections to the September 2011 minutes as distributed and they approved by unanimous consent.

Reports from Coordinating Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

4. Committee on Academic Policy and Planning – CAPP (Rich Cameron)

A. CAPP's report consists of an offer to answer questions.

There are no questions for Rich Cameron.

Written Announcements –

CAPP has no written announcements.

5. Management of Academic Operations – MAO (Jamie Stockton)

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

ARTH 232 - Warrior Art of Japan: Shoguns & Daimyo

ARTH 233 - Monumental Art of Japan, 1550-1900: Splendor & Angst

ARTH 332 - Representation in Japanese Visual Culture

ARTH 333 - The Supernatural in Japanese Art

Course Descriptions:

ARTH 232: Warrior Art of Japan: Shoguns & Daimyo Arts and Humanities 1credit

This course explores the arts produced for and by the warrior elite of Japan from 1185 until 1868. From the tragic tale of Minamoto Yoshitsune to the dog-loving Tokugawa Tsunayoshi, the class will concentrate on the arts produced for the men who led the nation through both treacherous and prosperous times. We will study arms & armor, castles & retreat pavilions, the tea ceremony, paintings, Noh theatre, & film. Through a careful consideration of translated documents, slide reproductions of art objects, movies, and selected treasures from the DePauw University Art Collection, students will learn about what motivated these powerful men to produce art, how they embraced the arts to better themselves culturally, and what these monuments and artworks conveyed about the culture of Japan's medieval and early modern eras.

ARTH 233: Monumental Art of Japan, 1550-1900: Splendor & Angst Arts and Humanities 1credit

This course explores large-scale art and architecture produced in Japan from 1550 to 1900. These years encompass the last turbulent decades of warfare and the first two centuries of an era of peace, witnessing the construction (and destruction) of resplendent castles, villas, religious complexes, and their accompanying interior decoration. Powerful and pervasive artistic ateliers, which were responsible for the decoration of

these structures, also left an indelible artistic stamp on the nation during this period. What role did such resplendent monuments play in the struggle for power, both politically and culturally? For whose eyes was such splendor intended and what hidden, underlying angst pervades these efforts? What aesthetic values are expressed and did they extend beyond the elite, ruling class? Students will consider these questions and more, ultimately investigating the larger role of art in society.

ARTH 332: Representation in Japanese Visual Cultural Arts and Humanities 1credit

This course examines the concept of representation in Japanese visual culture, engaging with subject matter from contemporary times, as well as from Japan's modern and pre-modern periods (12th through the early 20th centuries). We will proceed along thematic lines. Balancing theoretical readings with scholarly articles and a sprinkling of translated primary sources, the class will address issues relating to the representation (or re-presentation) of landscape and the environment, the body and gender roles, canonical narratives as performance, and national identity at three crucial periods in Japan's history. At times we will reference Japanese monuments and works of art produced prior to the early modern era, as well as the Chinese sources that influenced some of the Japanese topics at the locus of our investigation. What lies at the heart of representation--subjectivity, political aims, societal concerns, emotional responses--and the complexity this question reveals are the central concerns of this course.

ARTH 333: The Supernatural in Japanese Art Arts and Humanities 1credit

This course explores the theme of the supernatural in Japanese visual culture from the 12th century to the present. With origins in religion, folklore, and literature, otherworldly creatures and their powers have captured the imagination of the Japanese and consequently inspired creative visualizations of them. Students will not only analyze works ranging from traditional painting mediums to contemporary manga, as well as anime, but also will engage with texts that have supernatural worlds and beings as a central element. Moreover, this course will ask students to place these exhilarating and cautionary tales in context: what do these narratives say about the societies that created them, believed in them, and produced visualizations of the supernatural creatures featured within them?

Bridget Gourley:

The motion, coming from a coordinating committee needs no second. If there are no objections these courses will be considered as a group. There were no objections. There were no questions.

The motion carried.

Written Announcements –

1. Announcement of change in course credit:

KINS 363 - Therapeutic Exercise - 1/2 credit to 1 credit

2. Faculty appointees to the Advising subcommittee are Bert Barreto (chair), Lynn Bedard, Andrew Hayes, and Maria Forcadell. Kellin Stanfield serves as the representative from MAO. In addition, Kelley Hall serves on the committee as the Director of Advising and Steve Langerud is the Student Academic Support Service representative.

There were no questions for Jamie Stockton.

6. Committee on Faculty – COF (Howard Brooks)

- A. COF's report consists of an offer to answer questions.

Written Announcements –

COF is completing the chair reviews. There have been discussions with the VPAA about peer observations for

part-time and term faculty with continuing administrative duties.

Question from a faculty member:

What does the written announcement mean? I have a feeling that some people are observed often and perhaps too much.

Response from Howard Brooks:

Yes, this announcement has to do with some people being observed too much. This is a portion of the handbook that the administration writes.

7. Committee on Student Life and Academic Atmosphere – SLAAC (Caroline Smith)

- A. SLAAC's report consists of an offer to answer questions.

Written Announcements –

1. As a result of House Bill 1406, which amends the law to empower governing boards to expand the current limited territorial jurisdiction to the boundaries defined by that of the board, Angela Nally, Director of Public Safety, has been asked to report to the Board of Trustees in October. As part of that process she met with SLAAC and asked for their input in determining pros and cons to any changes the Board might consider with regard to the territorial jurisdiction for DePauw Public Safety.

For more information about the specific Indiana Code please see

<http://www.in.gov/legislative/ic/code/title21/ar17/ch5.html>. For additional information that has been shared with SLAAC about the various pros and cons of expanding the territorial jurisdiction please see Appendices of this agenda.

SLAAC is working on this issue and welcomes faculty input. Please send comments to Caroline Smith, SLAAC chair (cbsmith@depauw.edu) or to any other SLAAC member.

2. SLAAC has approved committee membership for the University Review Committee (URC), Community Standards Committee (CSC) and Dining Services Oversight Committee (DSOC).

Question from a faculty member:

What does the first written announcement mean?

Response from Caroline Smith:

An amended and already existing law now gives campuses and boards of trustees the right to increase the jurisdiction of campus police. Right now, the DePauw police only has the campus in its jurisdiction. Changing this is up to the Board of Trustees. If the Board approves, DePauw police would have jurisdiction in the city, county, and state. SLAAC is providing input on pros and cons on this issue. Purdue University has already decided in favor of this and other campuses are also considering this.

Question from a faculty member

Will the memberships of URC, CSC, and DSOC be available on the web site for SLAAC?

Response from Caroline Smith:

Yes, we will post these on the web site for SLAAC.

Reports from Other Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

8. Faculty Development Committee – FDC (Brooke Cox)

- A. Announcement of the Fisher Fellowship recipient.

The 2012-2013 Fisher Fellowship recipient is Matt Hertenstein for his book project entitled Thin Slicing.

- B. Other announcements

A general update on the work of the committee. FDC continues to focus most closely on the charge to review all faculty development programs and is keeping the Teaching and Learning Center on the agenda. This is not much of a report but FDC wanted you to know we are making progress. FDC will have something, again that's very vague, to bring to the faculty soon. We invite your thoughts, comments or concerns at any time.

Question from a faculty member:

Can you update us on coordination of the 3-2 workload discussion and FDC funding?

Response from Brooke Cox:

Yes, we are discussing this issue. We're looking through the possibilities. We will report back on this soon.

Written Announcements –

- A. Upcoming application deadlines
 - Faculty Fellowship - October 12
 - Sabbatical - October 14

9. Committee on Administration - COA (Marcia McKelligan)

- A. COA's report consists of an offer to answer questions.

Written Announcements –

COA chose Peter Graham as its representative to the newly created 403(b) oversight committee. From among the volunteers from the rest of the faculty, the COA appointees are Mark Kannowski and Gary Lemon.

There were no questions for Marcia McKelligan.

10. Committee on Honorary Degrees – CHD (John Schlotterbeck)

- A. Reminder to submit nominees for honorary degrees.

Written Announcements –

Time is running out to send nominees for honorary degrees for the May 2010 Commencement! Please email names of worthy candidates, accompanied by a short biographical sketch and explanation to any member of the Committee on Honorary Degrees: Sandro Barros, Modern Languages, sandrobarros@depauw.edu; Michele Villinski, Economics, mvillinski@depauw.edu; or John Schlotterbeck, History, jschlot@depauw.edu. We need to receive your suggestions by noon, Friday, October 7, as we are meeting with the Nominations and Trusteeship Committee of the Board of Trustees the following week. Thanks to everyone who has already sent in a nomination.

11. Faculty Governance Steering Committee – FGSC (BrIDGET Gourley)

- A. FGSC gives notice of a proposed addition to Section VIII. Coordinating Committees of the By-laws and Standing Rules of the Faculty to be voted on by the faculty at our next meeting.

Text to be inserted is shown in bold.

If you have any questions or concerns about this, please contact the FGSC so that we can discuss these before the next meeting.

E. Faculty Governance Steering Committee (FGSC)

1. **Function:** This committee oversees the faculty governance system and meets regularly to engage in or delegate strategic planning matters for the faculty. Additionally, this committee serves as a convenient venue for committee chairs to share information and concerns. The FGSC decides how the faculty should address issues that do not clearly fall within the purview of existing committees. The committee will assist the administration in directing its inquiries and requests for input to the appropriate faculty committee and, where necessary, in constituting representative ad-hoc committees.
2. **Membership:** Voting members: The chairs of the coordinating committees (COF, CAPP, MAO, SLAAC), the chairs of FDC and COA, and the Chair of the Faculty.
3. **Organization and Orientation:** Convener: The Chair of the Faculty serves as the convener of this committee.

Rationale – This addition lists the FGSC as one of our Coordinating Committees. At the September 2005 Faculty meeting the faculty approved the formation of the FGSC, but it never took action to list the committee in the handbook. Many of us may forget our conversations from seven years ago or have arrived in our community since such decisions were made, so we all benefit by having the committee officially listed. This motion resolves that omission and makes it easier for everyone to find information about the purpose and membership of the committee.

I have received a couple helpful grammatical suggestions that improve the language, which the FGSC takes as a friendly amendment. The changes in no way change the scope or intent of the motion. I can read those changes if you wish, but draw your attention to the fact that the minutes will reflect those edits as will the agenda next month when the addition is before you for a vote.

If you have questions or concerns please bring them to the attention of any member of FGSC in the coming month so as a faculty we can be prepared to vote. At this point if there are any clarifying questions I can take them but we would discuss the issue at our next meeting.

This issue provides a nice transition into FGSC's other announcement. First, keep in mind actions like this in no way preclude future, potentially broader, changes we may wish to make. FGSC is continuing our conversations about how to best move forward on faculty governance issues that were raised by the January 2011 working group. If you have any thoughts please share them with FGSC. As Chair, I have received comments from individuals expressing their desire to continue to see us work on making our governance more effective and feel less burdensome. Additionally the faculty development committee (FDC) has encouraged FGSC to move forward.

Written Announcements –

FGSC is continuing its work on how best to continue our conversations about governance updates or changes.

Additional Business

12. Remarks from the President (Brian Casey)

I have two “thank you’s” to make and a few announcements.

First I’d like to say thank you to the Committee on Administration. I went to the COA meeting last week. We had a very good conversation. I appreciate having the opportunity to go to a group of faculty and having a frank and open conversation about important matters affecting the faculty.

Next, we had a great couple of days on campus last week with Yo-Yo Ma and the DePauw Discourse. Thank you to Mark McCoy and Steve Setchell for all their hard work in preparing this event. These two did a lot of work to connect events on campus and the community, bringing the musicians into the schools, into Asbury Towers, etc. These two brought a gift to the university. Thank you.

Now a few announcements. This first has to do with a nationwide conversation that is emerging about the humanities. We are about to recognize the founding of the National Endowment for the Humanities 50 years ago. John Roth, a former visiting Professor of Philosophy at the Prindle Institute, has been a prominent participant in these conversations and is leading an effort to have a national conversation regarding the state of humanities in the academy and the public sphere. He suggested, and I concurred, that the Prindle Institute would be a great place to have these conversations. I’ve offered for DePauw to host this conversation in late 2013. We have received planning grants from the National Endowment for the Humanities, the MacArthur Foundation, and the Lilly Foundation. The planning committee is now looking for a recent Ph.D. graduate, who would like to spend 2 years on our campus, to help coordinate these efforts. I will be sending out a job description shortly to humanities department chairs. If you know someone who is just finishing their Ph.D., I think this would be a great opportunity for someone to kickstart their career.

Next, I have had a lot of questions about the Stellar Community grant and what is happening with the city. A lot of work is happening. Every decision is going through three state agencies. We’re meeting with the city and doing a lot of planning right now. Physical manifestations should occur in the spring. We’ll get up some websites soon to keep everyone updated.

Question from a faculty member:

Regarding the appointment for the NEH-inspired national conversation, in four different humanities departments on campus, the terminal degree is often an MFA, not a PhD. Would you amend your job description to reflect this?

Response from Pres. Casey:

Yes, I would be happy to do this.

Question from a faculty member:

What constitutes the humanities? Will political science be included?

Response from Pres. Casey:

I will send the job description to all departments and all chairs of interdisciplinary programs.

13. Remarks from VPAA (David Harvey)

Task Force on Women and Families

At September’s faculty meeting there was a question regarding the administration’s response to the report

from the Task Force on Women and Families. As a reminder, the Task Force report was officially released in Spring 2010 and posted on the President's web site. At last December's faculty meeting I announced that Pat Bacon and I had completed an initial response to the 23 recommendations included in the Task Force's report. The response was made available on the President's web page. We recently completed an update to that response, which we will take to Cabinet for its approval before posting on the President's web page.

The current update outlines two projects that Human Resources is completing: a campus-wide study of salaries and benefits, and a review of all job classifications for staff positions. These two projects will help inform responses to a number of the Task Force's recommendations.

We anticipate posting updates each semester until we have addressed fully all 23 recommendations.

Workload Discussion

Each department chair received data on his or her department's course offerings over the past six years and a statement of targets for modeling out four possible adjustments to faculty workloads:

- a 3–2 or a 3–3/3-2 workload in which we maintain those FDC programs that provide faculty members with reassigned time; and
- a 3–2 or a 3–3/3-2 workload in which we recapture the reassigned time from these same FDC programs.

As a reminder, the Chair's meeting on Thursday afternoon will provide chairs and program directors with an opportunity to discuss these models. If departments have not yet had a chance to begin examining this data, please try to do so in preparation for Thursday's meeting.

Recruiting and Evaluating Faculty Members

One of the four questions that President Casey and I presented to the faculty last May was this: How do we recruit and evaluate faculty members? In our letter to the faculty we noted that attracting and retaining outstanding faculty members must be in service of a clearly articulated vision for our faculty and in support of the University's mission.

With a discussion of workloads now underway, I will send a request this week to the Faculty Governance Steering Committee asking that it appoint a committee of faculty members to work with me on a comprehensive review of how we recruit and evaluate faculty members. Among the issues we will consider are job descriptions (including the role of the Appendix B and expectations regarding contributions to general education), the role of pre-tenure reviews in a faculty member's development, the criteria by which we review faculty members for tenure and promotion, the role of annual reports (and chair responses to those reports), student evaluations, and peer observations in the review of faculty members, and whether we should consider a process of post-tenure review. This is not a small list of items, but my hope is that we will complete this review in time to begin bringing proposed changes to our policies to the faculty in time for a vote during the May faculty meeting.

Peer Observation Policy for Term and Part-time Faculty Members

Last year, and again this year, I received a request to consider making changes to the peer observation policy for term and part-time faculty members. As a reminder, the peer observation policy for tenure-track faculty members is in the Personnel Policies section of the Academic Handbook and is mutually agreed to by the faculty and the administration. The peer observation policy for term faculty members is in the General Policies section of the Academic Handbook, and is administratively written.

The School of Music and a few departments have large numbers of part-time faculty members and under our current policy, this can lead to a heavy burden on the full-time faculty members. In the worst-case scenario,

the part-time peer observation policy can result in the need to complete observations every semester for 12 years. The proposed changes for term faculty members are small and largely consist of simplifying the language. For part-time faculty members, the proposed changes seek to strike a balance between using peer observations for developmental purposes, and providing departments and part-time faculty members with evidence of continuing teaching effectiveness.

This evening I will send all faculty members a copy of the proposed changes to this policy and ask that you share with me any concerns you have regarding the changes by October 26th. Barring any serious problems with the proposed changes, they will go into effect beginning in November.

There are no questions for David Harvey.

14. Old Business (Bridget Gourley)

- A. Motion (to be voted on) to change section III.C. of the By-laws and Standing Rules of the Faculty related to position of parliamentarian. Text to be deleted is shown in strike-through; text to be inserted is shown in bold. Previous notice of this motion was given at the September faculty meeting.

Section III.C. The Parliamentarian

The Parliamentarian shall be ~~a tenured faculty member~~ **tenured or in at least the seventh year of full-time faculty status** elected by the faculty for a term of three years under the election rules provided in Article VI. The Parliamentarian shall advise the Chair on rules of procedure in the faculty meeting and shall have final authority to resolve disputes regarding those rules. In case of vacancy in the office of Parliamentarian, the Chair shall appoint an Interim Parliamentarian and conduct an election for a new Parliamentarian to serve a full term as soon as possible.

Rationale – This makes the position of parliamentarian consistent with the requirements for the chairs of our coordinating committees.

The motion was seconded by Dave Berque.

Bridget Gourley:

The motion is before the faculty for discussion.

In speaking to the motion, I'd like to note that this makes the position of parliamentarian consistent with the requirements for the chairs of our coordinating committees.

Are there any questions? There were no questions.

Would anyone else like to speak in favor or against the motion? No one asked to speak.

The motion carried based on a show of hands.

- B. Motion (to be voted on) to change section XI and XII of the By-laws and Standing Rules of the Faculty related to advance notice

The second change to our By-laws that, as chair, I gave advance notice for in September has resulted in helpful conversations during the month that leads me to withdraw the language I had proposed in September so we will not be voting on the other previously proposed changes. It's really nice to have an example of the

value of advanced notice in making major changes to the way we do business.

15. New Business

- A. Advance notice of intention to amend By-laws and Standing Rules of the Faculty (Bridget Gourley)

Section XI. Amendments to and Suspension of By-Laws and Standing Rules

Previous notice must be given on the written agenda of a regular meeting of the faculty at least one month preceding a vote for amendments proposed for these By-Laws ~~must lie on the table one month~~ and may be passed at any regular faculty meeting by a majority vote of those present and voting.

Section XII. Standing Rules

D. Motions will normally be voted upon at the meeting at which the motion is made. However, **previous notice must be given on the written agenda of a regular meeting of the faculty at least one month preceding a vote for** changes in graduation requirements, academic policies and personnel policies ~~must be placed on the table for at least one month~~. Other motions may be **postponed** tabled by the vote of the house.

Rationale – While advance notice was given with slightly different wording at the September faculty meeting discussions during the last month drew attention to the importance of using the wording “previous notice” because Robert’s Rules of Order clarify the types of changes that can or cannot be made when previous notice has been given.

Having the language of “previous notice” and “at least one month preceding” are important so that this change is consistent with our long standing practice of giving one month’s notice regarding changes to our By-laws and Standing Rules, graduation requirements, academic policies and personnel policies.

“On the written agenda” makes certain that all members of the faculty are notified in a timely fashion.

As a reminder the original rationale was to address a long-standing confusion in our rules about the incorrect use of putting motions on the table instead of giving advance notice.

B. Other new business

Question from a faculty member:

I’m on the petitions committee. Apparently withdrawal from a class can affect a student’s financial aid. As advisors, it would be helpful if we had the whole policy laid out in front of us. Can the finance office put something together for faculty members, especially since we’re coming up on the withdrawal deadline.

Response from Ken Kirkpatrick, Registrar

This policy is published in the student handbook. I will send a link to all faculty members.

16. Announcements (Bridget Gourley)

Please note the announcement from the salary/compensation work group. Let me draw everyone’s attention to anticipate that in November we will all have the opportunity to respond to an on-line survey. Having a philosophy on how to distribute resources in the area of benefits is something I’m guessing we all would like to contribute our thoughts. As our time continues to get busy please save some time in the first half of November to respond. The focus groups that are being conducted this week are helping to inform the

on-line survey.

Salary/Compensation Work Group – S/CWG (Pat Bacon)

The (S/CWG) was formed internally to explore compensation and benefits for all employees with the purpose of developing a compensation/benefit philosophy on how to distribute resources to this very important area. They are working with an outside consultant who will be conducting focus groups in early October. The outcome of the focus groups will guide the development of a survey for all faculty and staff to complete in which they will share their opinions of the current salary benefit structure as well as what might be explored for the future. These surveys will be completed in November. At the same time, data will be gathered to compare DePauw salary/benefits to other peers/competitors. Once all the information is gathered, the findings and recommendations will be presented to the community.

Important Dates:

October 4th, 5th and 6th – On campus focus groups based on a random selection. If you receive an invitation we would appreciate your participation.

November 1st-15th – On-line survey window. All members of the faculty and staff will have the opportunity to complete the survey.

Please exercise your opportunity to provide input during these information-gathering activities.

Update from Pat Bacon, Director of Human Resources:

Invitations have been sent out to randomly selected people representing various subgroups on campus. There is one subgroup that hasn't responded.

Question from a faculty member:

Do we know which subgroup hasn't responded?

Response from Pat Bacon:

It was one of the tenured faculty member subgroups, either the subgroup with more than 15 years of service or with less than 15 years of service. If you got an invitation, please respond yes or no. It's ok if you can't come. We can find another random group from this subset if no one from our first list is available.

17. Adjournment (Bridget Gourley)

If there are no other announcements we will consider ourselves adjourned. I look forward to seeing you all in November when I suspect more committees will have action items for the faculty.

Appendices

Appendix A. Additional Information regarding Territorial Jurisdiction for DePauw Public Safety on the pages that follow

Considerations Regarding Territorial Jurisdiction for DePauw Public Safety

Indiana's current law pertaining to private institutions and the authority to appoint police officers, IC 21-17-5 was originally passed in 1971. DePauw appointed officers with police powers in 1979. DePauw fully equipped the office, including firearms, as a formal campus law enforcement agency in 1995. Through the years legislature has defined training requirements and all DePauw police officers are ILETB certified.

This law provides that the governing board of an educational institution may appoint police officers for the educational institution for which it is responsible and prescribe the duties of police officers and direct their conduct. The law also outlines the police powers of these officers and the jurisdiction in which these officers may exercise these powers. Jurisdiction is defined as "upon any real property owned or occupied by the educational institution employing the police officer, including the streets passing through and adjacent to the educational institution."

Campus law enforcement leadership of the Indiana Campus Law Enforcement Association (INCLEA) have long worked with the legislature to update the language and definition of "jurisdiction" under Indiana Code IC 21-17-5. These administrators recognized the obstacles of a 40 year old law applicable to an ever changing campus environment. The revision issue became increasingly prudent to meet greater demands for serving students off campus, and conducting prompt investigations that may lead to suspects and evidence in other locales. In the wake of such campus crisis as Virginia Tech in 2007, both campus and congressional representatives worked hand in hand on HB 1406 to create language that provides up-to-date authority for Boards of Trustees to reevaluate, shape and define the jurisdictional needs of each individual campus. The bill had the support of professional law enforcement agencies such as the Indiana Association of Chiefs of Police, Indiana State Police, Fraternal Order of Police and as mentioned, the Indiana Association of Campus Law Enforcement Administrators.

House Bill 1406 amends the law to empower the governing board to expand the current limited territorial jurisdiction to the boundaries defined by that board. The amendment limits the governing board's discretion to the state of Indiana; however each governing board would decide based on the desire of the board what those boundaries are through drafting a resolution specifically describing the territorial jurisdiction of its officers.

Summary of House Bill 1406:

Provides that a police officer employed by a college or university may exercise the officer's police power in any part of Indiana if: (1) the college or university adopts a resolution specifically describing the territorial jurisdiction of a police officer employed by the college or university; and (2) the board of trustees sends notice to the superintendent of state police and the sheriff (or in the case of a consolidated city, the chief of police) of the county in which the institution is primarily located. Requires a police officer employed by a college or university to meet the certain training requirements in order to exercise the officer's police powers. Requires a police officer employed by a college or university that exercises the officer's police powers outside of the county in which the institution is primarily located to notify the sheriff (or in a consolidated city, the chief of police) as soon as practicable.

Benefits to Expanding Territorial Jurisdiction.

- Supporting students and faculty within the greater Greencastle community
 - Currently if students, faculty or staff are physically beyond the territorial limits of the jurisdiction described in IC 21-17-5, DePauw Public Safety Officers may not exercise their police powers to respond to the incident or investigate on behalf of the individual. Additionally if a student reports a crime that has occurred beyond the jurisdiction of the officers, we must then refer our community members to other law enforcement agencies. This slows response times and creates negative feelings of lack of service to our community.
- Enable Officers to conduct investigations
 - In situations where a crime has occurred on campus, currently our officers are limited to conduct follow up investigations outside of our jurisdiction. This school year our officers investigated a string of burglaries to our academic buildings. As part of the investigation, our officers needed to conduct interviews, execute search warrants and make arrests of the individuals responsible. In each of these instances, we need to work with the law enforcement agency that has jurisdiction to work with us or the information gathered may not be used in court. This ties up valuable resources in the city and again slows the investigative process. Any delay in an investigation could result in failure to provide a sense of service to our community.
- Diplomatic security
 - When the University hosts guests that need diplomatic security, we do not have police powers beyond the current territorial jurisdiction. In the event Public Safety officers escort someone from the Putnam County airport or the Indianapolis airport, we would not have police powers during the escort. In such events, we are again using outside resources to aid us in these details.
- Increase interdepartmental relationships with local law enforcement
 - It is our current practice to give aid to the Greencastle City Officers in the event that they request assistance on calls that occur within our jurisdiction. However, it is difficult to maintain a reciprocal relationship with this department with the current limitations. We rely upon the assistance of these officers to aid our on duty personnel with situations that grow beyond the ability of one officer. Expanding our jurisdiction would allow our Officers the ability to respond to assist Greencastle City Officers with similar situations. Our Board of Trustees and/or other administrative staff have the ability to set guidelines for the level of engagement for DePauw Officers off campus.
- Clergy requirements
 - The Board of Education has very specific guidelines for reporting an Annual Safety and Security Report. One of the guidelines is to define the working relationship of campus security personnel with state and local law enforcement agencies, including whether the institution has agreements with such agencies, such as written memoranda of understanding for the investigation of alleged criminal offenses.
 - Within the current DePauw Annual Safety and Security Report we disclose that we do not have a written memorandum of understanding with local law

enforcement agencies. Our report states "DePauw Public Safety maintains a collaborative relationship with all local law enforcement agencies ensuring the most effective law enforcement services. Local agencies share reports involving students off campus and contribute to the Annual Report and disclosure of crime statistics. Greencastle City Police, Putnam County Sheriff's Office, Indiana State Police and Federal Agencies all have jurisdiction on the University Campus. Aid from these agencies is available as necessary to assist the DePauw Public Safety Office. Officers from the Public Safety Office may assist Greencastle Police as requested in Officer safety situations or within the perimeters of the defined jurisdiction.

Training, Supervision and Oversight

- Some opposition to expanded jurisdiction for campus law enforcement has focused on accountability. Those who oppose appointed police officers have argued there is little to no accountability for these officers. However, officers are accountable to the procedures defined by Indiana statutes and case law. The officers can be held both criminally and civilly liable. An officer, regardless of the department, could be found criminally or civilly responsible for abuse of powers, violation of procedures or other issues related to police work.
- The DePauw Public Safety Officers are fully sworn law enforcement. The Officers have attended the Indiana Law Enforcement Academy and have received certification from the Indiana Law Enforcement Training Board (ILETB). The Officers maintain their certification through mandated continuation of training on an annual basis. The training required is the same for DePauw Officers as it is for Greencastle City Police and/or Putnam County Sheriff's deputies.
- The campus is within the city limits of Greencastle, trying to draw hard lines around the campus is very difficult. The Administrators of both the Greencastle City Police and DePauw Public Safety are in continual communication, planning and coordination. Individual officers work collaboratively on a daily basis.
- The BOT and/or DePauw Administration have every opportunity to provide oversight as to use of expanded jurisdiction. The Director of Public Safety would also provide oversight and supervision by requiring documentation of instances that require use of expanded jurisdiction. The purpose of asking the Board of Trustees to re-evaluate the territorial jurisdiction is not to change the mission of the Public Safety Office, but rather to put into place the tools necessary to use resources wisely and work effectively.

City of Greencastle

Ph: 765-653-2925

Fax: 765-653-5514



Police Department

600 N. Jackson

Greencastle, Indiana 46135

September 26, 2011

Attn.: Board of Trustees
From: Chief Thomas A. Sutherlin
Greencastle Police Department
Ref.: DePauw Public Safety Jurisdiction

To Whom It May Concern:

I am Thomas A. Sutherlin, Chief of Police of the Greencastle Police Department. I am writing this letter to give my support towards the expansion of police jurisdiction for the DePauw University Public Safety Department, due to the recent changes to Indiana law the Board of Trustees has the authority to give such expansion. This expansion of jurisdiction will allow the Police Officers within the DePauw Public Safety Department to not only conduct their own investigations that might expand into the City of Greencastle or Putnam County, but to also assist other agencies within this county with investigations or officer assistance.

Each Officer within the DePauw Public Safety Department has conducted themselves in a professional manner each and every time they have been asked to assist our agency. These Officers are well trained in the field of law enforcement. Their performance within the campus, as well as when assisting outside the campus jurisdiction, is nothing less than extraordinary. By expanding the jurisdiction of the DePauw Public Safety Department it not only makes them a better, well versed agency, it also makes the law enforcement community within Putnam County well defined and professional because of the expertise that they can offer to other agencies.

If you have any questions or concerns that you would like to discuss with me regarding this expansion of jurisdiction, I can be reached at (765)653-2925 or direct line (765)848-1561. I am looking forward to continuing to work hand in hand with Chief Angela Nally and the DePauw Public Safety Department.

Respectfully Submitted,

A handwritten signature in black ink, appearing to read "Thomas A. Sutherlin".

Thomas A. Sutherlin
Chief of Police
Greencastle Police Department

PUTNAM COUNTY SHERIFF'S DEPARTMENT

Steve Fenwick, Sheriff

Office: 765-653-3211

Office Fax: 765-655-2131

13 Keightly Road • P.O. Box 495 • Greencastle, Indiana 46135

Jail Division: 765-653-1810

Jail Fax: 765-653-9337

To whom it may concern:

It is my understanding of the recent amendment to the Indiana Law pertaining to jurisdiction of appointed police officers by Universities that DePauw's Board of Trustees may expand the territorial jurisdiction of its officers to the physical boundaries of the State of Indiana. As Sheriff of Putnam County, I would like to extend my support of expanding the jurisdiction of DePauw University Public Safety Officers.

It is my experience and observation that the Office of Public Safety is well regarded in the law enforcement community of Putnam County. The Officers conduct themselves in a professional manner and are well trained and educated police professionals.

I believe that expanding the territorial jurisdiction would allow the DePauw officers to complete investigations and perform other duties that may take them away from campus. It would also be beneficial for the Sheriff's Office to have these officers as a resource in emergency situations or when the expertise of the officers can be utilized to best serve the citizens of Putnam County.

Thank you,



Steve Fenwick

Sheriff, Putnam County

IC 21-17-5-5

Jurisdiction

Sec. 5. (a) This section applies only to a police officer who meets the minimum basic training and educational requirements adopted by the law enforcement training board under IC 5-2-1-9 as necessary for employment as a law enforcement officer.

(b) A police officer appointed under this chapter may exercise the powers granted under this chapter upon any real property owned or occupied by the educational institution employing the police officer, including the streets passing through and adjacent to the educational institution. An institution may extend a police officer's territorial jurisdiction in accordance with subsection (c).

(c) An institution may extend a police officer's territorial jurisdiction to the entire state, or to any part of the state, if:

(1) the board of trustees adopts a resolution specifically describing the territorial jurisdiction of a police officer appointed under this chapter; and

(2) the board of trustees notifies the:

(A) superintendent of the state police department; and

(B) sheriff of the county in which the institution is primarily located (or the chief of police of the consolidated city, if the institution is primarily located in a consolidated city);

of the boundaries of the extended territorial jurisdiction.

The institution shall provide the persons described in subdivision (2)(A) and (2)(B) with notice of the extended jurisdiction every two (2) years, by January 31 of the second year.

(d) If a police officer appointed under this section exercises the officer's police powers outside of the county in which the institution is primarily located, the officer shall notify the sheriff (or, in the case of a consolidated city, the chief of police) as soon as practicable.

As added by P.L.2-2007, SEC.258. Amended by P.L.30-2011, SEC.1.

IC 21-17-5-6

Retirement of police officers; benefits

Sec. 6. Whenever a police officer retires after at least twenty (20) years of service, the police officer may retain the officer's service weapon. The officer is entitled to receive, in recognition of the service to the educational institution and the public, a badge that indicates that the officer is retired. Upon retirement, the state police department shall issue to the police officer an identification card that:

(1) states the police officer's name and rank at retirement;

(2) states the officer's retired status; and

(3) notes the officer's authority to retain the service weapon.

A retired police officer described in this section is entitled to a lifetime license to carry a handgun under IC 35-47-2-3(e).

As added by P.L.2-2007, SEC.258.

IC 21-17-5-7

Governing board; regulations; penalties

Sec. 7. (a) This section does not limit or restrict the powers of any other governmental authority having jurisdiction over public streets, roads, alleys, or ways.

(b) The governing board of the educational institution may regulate the traffic of:

(1) motor vehicles;

(2) bicycles;

(3) other vehicles; and

(4) pedestrians;

on all streets, roads, paths, and grounds of real property owned, used, occupied, or controlled by the educational institution.

(c) Regulations adopted by the governing board applicable to traffic may include the following provisions:

- (1) Provisions governing the:
 - (A) registration;
 - (B) speed;
 - (C) operation;
 - (D) parking; and
 - (E) times, places, and manner of use; of motor vehicles, bicycles, and other vehicles.
- (2) Provisions prescribing penalties for the violation of regulations. Penalties may include the:
 - (A) imposition of reasonable charges;
 - (B) removal and impounding (at the expense of the violator) of vehicles that are operated or parked in violation of regulations; and
 - (C) denial of permission to operate vehicles on the property of the educational institution.
- (3) Provisions establishing reasonable charges and fees for the registration of vehicles and for the use of parking spaces or facilities owned or occupied by the institution.

As added by P.L.2-2007, SEC.258.

IC 21-17-5-8

Request for additional police assistance

Sec. 8. The governing board of the educational institution may empower one (1) or more officials of the educational institution to request the assistance of law enforcement officers of the:

- (1) state;
 - (2) counties;
 - (3) cities; and
 - (4) towns;
- when necessary. When any law enforcement officer is on the property of the educational institution by virtue of a request under this section, the law enforcement officer possesses all powers conferred by this chapter upon police officers appointed by the respective governing board, in addition to the powers otherwise conferred upon the law enforcement officers by the laws of the state.

As added by P.L.2-2007, SEC.258.

DePauw University Faculty Meeting Minutes
November 7, 2011

1. Call to Order – 4 pm Union Building Ballroom

Now that we have a quorum let me officially welcome you to our November meeting. The sound you heard to call us to order was a “warp and two woofs,” from the *Evergreen State*, a ferry still in active service in the Washington State Ferry system. The warp and two woofs is the traditional signal that the ferry is arriving at the terminal in on the Washington State Ferries in Puget Sound signaling it is time for activity on the dock to begin.

2. Verification of Quorum

Quorum reached at 4:12 pm.

3. Approval of Minutes from the October 2011 Faculty Meeting (Bridget Gourley, chair of faculty)

Are there any corrections to the October 2011 minutes as distributed? If not, I take them as approved by unanimous consent.

4. Moment of Silence to Honor Larry Philpott

Larry L. Philpott, Professor of Music, served DePauw from 1966 to 1971. Larry passed away on October 1, 2011. A full tribute to Larry may be found in Appendix A.

Reports from Coordinating Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

5. Committee on Academic Policy and Planning – CAPP (Rich Cameron)

A. CAPP, the Writing Program Coordinating Committee (WPCC, represented by Mike Sinowitz), and the First-year Seminar (FYS) committee encourage departments and faculty to develop plans for implementing the new writing curriculum beginning next fall, in particular developing writing intensive First-year Seminars. The motion passed by the faculty in March 2011 is included as Appendix B for reference.

Proposals for First-year Seminars for fall 2012 are due November 30, 2011.

WPCC and FYS committees are in the process of developing faculty support programs.

There were no questions for Rich Cameron or Mike Sinowitz.

Written Announcements –

1. At the request of the FYS committee, CAPP appointed a faculty librarian (Tiffany Hebb) to the FYS committee for AY11-12. CAPP intends to bring a motion to the faculty suggesting handbook language regarding regular library representation later in the academic year.

6. Management of Academic Operations – MAO (Jamie Stockton)

A. MAO’s report consists of an offer to answer questions.

There were no questions for Jamie Stockton.

Written Announcements –

1. MAO continues its work of exploring possible solutions for "fine tuning" the time bank system in response to concerns raised both by the January 2011 Working Group and a Student White Paper.
2. MAO approved a change to part of the course description for CSC 296: Computer Science Topics. The sentence, 'Does not count toward the computer science major or into the major GPA,' has been changed to, 'May count as an allied course in the computer science major depending on the topic. Does not count toward the major GPA.'

7. Committee on Faculty – COF (Howard Brooks)

- A. COF's report consists of an offer to answer questions.

There were no questions for Howard Brooks.

Written Announcements –

COF has completed the department chair reviews and begun promotion linked with tenure case reviews.

8. Committee on Student Life and Academic Atmosphere – SLAAC (Caroline Smith)

- A. SLAAC's report consists of an offer to answer questions.

There were no questions for Caroline Smith

Written Announcements –

Last spring, as a response to Student Government concerns regarding where students should turn if encountering a problem in a class, SLAAC clarified already existing language in the Student Handbook.

New language:

Most often if students have a concern and/or complaint about a course or teaching, they should first talk with the instructor. If they are uncomfortable doing so or feel they need further advice or assistance, they should consult with the appropriate department chair or an academic dean. Students may also consult with their academic advisor, who can help them identify appropriate resources. For matters involving a possible grievance, see the section of this handbook on grievances.

This can be found under "Student Assessment of Teaching":

<http://www.depauw.edu/univ/handbooks/dpuhandbooks.asp?ID=535&parentid=518>

Old language:

If students have a complaint about a course or teaching, they should first see the instructor. If they are not satisfied or feel for some reason that they cannot approach the instructor, they should see the department chairperson or a staff member in the Academic Affairs Office, who will direct them to the proper person. For matters involving a possible grievance, see the section of this handbook on grievances.

Reports from Other Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

9. Faculty Development Committee – FDC (Brooke Cox)

A. Announcement of the Faculty Fellowship recipients.

Teaching Projects/Curricular Development:

Meryl Altman (Professor of English and Women's Studies) – "Women and Economics"

John Caraher (Associate Professor of Physics and Astronomy) – "Sustainability Physics"

Scholarly/Creative Projects:

Catherine Fruhan (Professor of Art) – "Three Chapters For a Book Entitled: The City of Rome: Real and Imagined"

Jason Fuller (Associate Professor of Religious Studies) – "Screening the Sacred"

Alexander Komives (Associate Professor of Physics and Astronomy) – "A High Precision Measurement of the Antineutrino Electron Correlation in Free Neutron Decay"

Lili Wright (Associate Professor of English) – "Lobster Quadrille: Stories From an Island in Maine"

Combination of Teaching Projects/Curricular Development and Scholarly/Creative Projects:

Eugene Gloria (Associate Professor of English) – "Karate, Guns and Tanning: On Writing and Teaching the Art and Craft of Poetry"

Congratulations to the recipients.

B. Update on the progress FDC has made with regard to the VPAA charge to review FDC programs.

Throughout the fall, FDC has been engaged in a review of all faculty development programs. FDC began by identifying the key components of the current faculty development program: support for faculty projects, usually in the form of time and money, and opportunities for growth. They also drafted a working mission statement to help guide our discussions. They have discussed what we see as the strengths and weaknesses of DePauw's current programs and begun to discuss a variety of possible modifications to our program. FDC has considered the model recommended by the January Working Group last year that proposed individual faculty accounts plus a supplemental projects fund, as well as other models that provide more flexible ways of applying for release time and supplemental funding. Before FDS brings any specific proposals to the faculty we would like to get input from you and solicit suggestions we may not yet have considered. FDC is sending out a short poll, right after the faculty meeting, and hope faculty will share your feedback.

There were no questions for Brooke Cox.

Written Announcements –

1. Initial discussions about the Teaching and Learning Center are being coordinated by Dean Kerry Pannell. If you would like to be part of these discussions or have any questions or concerns please contact her, or any member of FDC.
2. FDC would like some feedback regarding faculty experiences with the faculty development program. A brief survey will be sent to all faculty members on November 7. FDC looks forward to hearing from you.

10. Committee on Administration - COA (Marcia McKelligan)

A. COA's report consists of an offer to answer questions.

There were no questions for Marcia McKelligan.

Written Announcements –

COA has no written announcements.

11. Committee on Honorary Degrees – CHD (John Schlotterbeck)

- A. Report about Honorary Degree candidates.

CHD received about 20 nominations. They could not recommend every nominee for an honorary degree. CHD noted if a faculty member nominated someone who is not on the voting ballot today, please save the emails and re-nominate this person again next year. CHD appreciates all of your input.

Question from a faculty member

When will we hear the recommendations?

Answer from John Schlotterbeck

In about 15 minutes. We're voting today. This is on today's agenda.

Written Announcements –

CHD had no written announcements.

12. Faculty Governance Steering Committee – FGSC (Bridget Gourley)

- A. Motion (to be voted on) that the faculty approve the following addition to Section VIII. Coordinating Committees of the By-laws and Standing Rules of the Faculty. Previous notice of this motion was given at the October faculty meeting. Text to be inserted is shown in bold.

E. Faculty Governance Steering Committee (FGSC)

1. **Function:** This committee oversees the faculty governance system and meets regularly to engage in or delegate strategic planning matters for the faculty. Additionally, this committee serves as a convenient venue for committee chairs to share information and concerns. The FGSC decides how the faculty should address issues that do not clearly fall within the purview of existing committees. The committee will assist the administration in directing its inquiries and requests for input to the appropriate faculty committee and, where necessary, in constituting representative ad-hoc committees.
2. **Membership:** Voting members: The chairs of the coordinating committees (COF, CAPP, MAO, SLAAC), the chairs of FDC and COA, and the Chair of the Faculty.
3. **Organization and Orientation:** Convener: The Chair of the Faculty serves as the convener of this committee.

Rationale – At the September 2005 Faculty meeting the faculty approved the formation of the FGSC, however, never took action to list the committee in the handbook. This resolves that omission and makes it easier for everyone to find information about the purpose and membership of the committee.

Because the FGSC is not currently a committee in our By-laws, the motion needs a second. The motion was seconded by Marcia McKelligan and is before us for discussion.

In speaking in favor of the motion Chair Gourley noted that in September 2005 the Faculty approved the constitution of the Faculty Governance Steering Committee but never took action to put the committee into

our By-laws. Since many of us may forget our conversations from seven years ago and we always have new members of our community formalizing the FGSC in the By-laws benefits all of us.

There were no questions. No one spoke in favor of or against the motion.

The motion carried.

- B. Call for statements of interest to serve on a committee working with the VPAA to address issues surrounding what it means to be a faculty member at DePauw University.

As was announced at the October faculty meeting, VPAA David Harvey has requested that the FGSC name a small committee to work with him on questions surrounding what it means to be a faculty member at DePauw University that were brought to light in the January 2011 Working Group report about faculty intellectual life. After discussing the nature of the work the FGSC decided to appoint a committee and are seeking statements of interests from full-time tenured or tenure-track faculty members and faculty librarians eligible to serve on personnel committees.

While only the members of the committee, once formed, and the VPAA can determine the exact path their work will take, the FGSC anticipates that committee members will meet twice monthly and will need to make time for substantive reading and reflecting between meetings. The FGSC hopes the committee will write an overall report about their work. It is anticipated that the committee may end up recommending new policies as well as updating, changing or reaffirming a variety of existing University policies. No doubt the work of this committee will be challenging, however, we hope it will also be rewarding.

An intellectual starting point for the committee should be the January Working Group's mission statement,

“The power and unique appeal of our College of Liberal Arts and School of Music comes from the transformative student experiences we provide in and outside the classroom, through scholarly work and service. The mission of the DePauw faculty member is to participate fully in an intellectual community, nourishing curiosity, reflection, and engagement. As a faculty, we value the many ways the faculty contribute to the education of our students and encourage individuals to continue to find effective ways to teach and learn.”

In order for the work of the committee to be effective it will be important that individuals who serve on the committee be expansive in their vision of what it means to be a faculty member at a small, residential, liberal arts college.

The FGSC will accept expressions of interest from full-time faculty colleagues in both the College of Liberal Arts (CLA) and the School of Music (SOM) until 5 pm on Wednesday November 16th. Please forward such expressions to the Chair of the Faculty, Bridget Gourley (bgourley@depauw.edu). Expressions of interest need to be accompanied by a short statement explaining the candidate's interest in serving. Having some committee members with COF and COA experience is desirable. FGSC will announce the membership of the committee on or before the December faculty meeting.

This call will be sent to all faculty members via the faculty distribution list at the conclusion of today's meeting.

Question from a faculty member

What is the term of the committee?

Answer from Bridget Gourley

Probably this current academic year. Let's see what the vice president has to say about this.

Answer from David Harvey

I hope that this discussion would occur during this academic year.

There were no other questions for Bridget Gourley.

Written Announcements –

FGSC continues its work on how best to continue faculty conversations about governance updates and other changes related to the January 2011 Working Group report.

Additional Business**13. Remarks from the President (Brian Casey)**

There are two things that I wish to address in today's remarks. First, the recent events on campus regarding student life. Second, the faculty participation in our upcoming fundraising campaign.

First, the recent events on campus regarding student life. I will give an update and explain how we are moving forward from these events. These events have been referred to as "disappointing" or "disturbing."

The first event came up about 10 days ago. A member of the football team had designed and produced t-shirts and planned to sell the t-shirts for the Monon Bell football game. The message on the t-shirts was considered by many on the campus as homophobic and misogynist and deemed inappropriate. The coach of the football team, Robby Long, approached the student and confiscated the t-shirts as he thought they would be a distraction to the football team as it prepared for its final game. The t-shirts remained in the trunk of Coach Long's car until they went to the Athletic Director's office. Ultimately they were given to student groups for an arts project focused on diversity.

The second event occurred at the Phi Psi fraternity house during Halloween weekend. An openly gay first-year student attended a party at the fraternity house and was gay-bashed. The student bravely went to student life that evening to report the incident. Photos of the event were collected. The assailant was determined to not be a DePauw student but was a guest of the house and is a student at another university. We contacted the other university and local law enforcement agents. A "no trespassing" order has been issued for this student. The members of the Phi Psi house have been remarkably cooperative throughout the investigation.

Yesterday (Sunday, November 6), we had a campus-wide forum in this room. The room was packed, every seat full with standing room only. The conversation was tense at times, but very good. Faculty members were here, which was helpful. This conversation couldn't occur only at this forum. I promised to take this conversation into the Greek units. Sigma Chi has offered to be the first house to accept this conversation.

Charles Pierre and Nic Flores, the student body president and vice president, are being remarkably helpful with these conversations. I ask that you, as faculty members, be involved in these conversations and to not stay on the sidelines. If I put out a call for faculty members to be involved, please say yes. Help us make these conversations valuable to everyone.

Most students and attendees at the forum last night expressed outrage at these recent events. Let's make something good come out of this.

Regarding the faculty participation in upcoming fundraising campaign, thank you to everyone who raised ideas about what we can raise funds for. There's a consistent group of faculty asking for funds for students to go abroad, to visit archives, to do research off-campus, all of which will promote the intellectual lives of our students. A number of you echoed the language of the Summer Working Group report, that these opportunities will help students start shaping their intellectual lives. This was heartening to see. These programs will require an additional endowment of \$20 million.

Question from a faculty member

What other types of events occurred at the fraternity house during Halloween weekend and how frequent are these events?

Answer from President Casey

It is unusual for this type of event to be one-time and isolated. We're trying to understand the context of the party. Cindy Babington and Public Safety are talking to members of the house to see if there was other taunting or harassment during the party.

Response from Cindy Babington, Vice President for Student Services

Regarding the incident that President Casey just described, yes, there are reports of taunting that we're trying to track down. There was an incident of an underage student who went to the hospital that evening because the student had too much to drink.

There were no other questions for President Casey.

14. Remarks from VPAA (David Harvey)

Before discussing the data included in the appendix to the meeting's agenda, let me speak briefly on three additional topics.

1. As a reminder, President Clinton Ubben Lecture is scheduled for 3:00 on Friday November 18th in the Lilly Center. Seating is on a first-come, first-served basis with doors opening for students at 1:00 p.m. and for other guests at 1:30 p.m. As announced before fall break, because both the time needed for seating students and faculty members and the event itself conflict with scheduled classes, the University has decided to cancel those classes meeting from 1:40 – 2:40, 2:40 – 3:50, and 4:00 – 5:30 p.m. on Friday, November 18, and to end at 1:30 p.m. those classes that meet from 12:30 – 3:20 and 12:30 – 2:10 p.m.
2. DePauw was selected by the Council of Independent Colleges to participate in a Lumina-funded consortium of 25 member institutions to explore the utility of adapting Lumina's Degree Qualification Profile as a framework for assessing the value of a liberal arts education. DePauw will use this as an opportunity to explore the development of a co-curricular transcript that can help us study how co-curricular experiences—for example, WT and semester-long internships, off-campus study, participation in student-faculty research, and involvement in civic engagement—support, complement, or interfere with each other, and to assess their impact on and outcomes for students.
3. One of the requirements of the 2008 Higher Education Opportunity Act is that any institution of higher education whose students receives Federal financial assistance must provide on its schedule of classes during pre-registration the ISBN and retail price information of all required and recommended textbooks. The act does allow institutions to determine that the disclosure of such information is not practicable for certain courses, but does not define what is meant by "practicable." The consensus interpretation amongst peer institutions is that the act recognizes that it is not practicable to identify textbooks for a

course to which a faculty member has not yet been assigned, but that if a faculty member has been assigned to a course, then information about textbooks should reasonably be available. At this point last year the bookstore had received textbook orders for 25% of courses; this year the number is 7%. To ensure we are in compliance with the act, please turn in your textbook requests soon.

Each year at the November faculty meeting I provide what I hope is interesting and useful data about the faculty and our academic program. Let me take a few minutes to discuss some of the data included in this year's package, which is included as an appendix to the agenda.

1. The data on the first page provides a summary of changes in the size of the full-time faculty and the distribution of faculty by rank and full-time status. These are absolute headcounts and include all faculty members, including those on paid or unpaid leave even when replaced by a full-time term faculty member. As you can see, we have maintained an absolute headcount of approximately 220 full-time faculty members for the past three years. .
2. The second page provides a summary of the student-faculty ratio both over the past eight years and in comparison to selected GLCA/ACM institutions for the 10/11 academic year. Student-faculty ratios are determined using a full-time equivalent, which is the sum of full-time students or faculty and one-third of part-time students or faculty. Our student-faculty ratio ranges from a low of 9.02 in 08/09 to a high of 10.47 in 05/06 with an average of 9.90.
3. The next four tables provide data on faculty members of color and women faculty members. In each case, the first table provides absolute headcounts at DePauw over a 12-year period; the second table provides comparative information with selected GLCA/ACM institutions over the past nine years. New this year are Wabash College and Knox College; I dropped Denison University, Oberlin College, and Cornell College from this comparison as they no longer make their Common Data Set available on-line. For private-independent baccalaureate institutions, the average for women faculty members, as reported to the AAUP is 44.7%; the AAUP does not provide similar data for faculty members of color.
4. The chart on the seventh page provides a visual representation of the full-time, tenure-track faculty from the perspective of each members' year of initial hire. Half of the faculty has been with us for 13 or fewer years and only 17% of the full-time, tenure-track faculty are untenured.
5. The data on the next page provides a summary of the number of students completing majors in departments and programs over the past 10 years, presented as two five-year averages. The second table on this page, which is new this year, shows an increase in the number of students completing two majors over the past 10 years.
6. The two tables on the next page provide a summary of class size distributions at DePauw over the past 12 years. The second table on this page, which is new this year, is in response to recent discussions about the possibility of offering a few, much larger classes.
7. Finally, the last two pages provide information on relative salaries, as reported by the AAUP. While average salaries for assistant professors and associate professors, and for all faculty members remain in the first quintile of all AAUP-reporting baccalaureate institutions, salaries for full professors slipped into the second quintile. Relative to GLCA institutions, average salaries for assistant professors and associate professors, and for all faculty members remain at the same rank as in the last three years; average salaries for full professors slipped from fourth to sixth.

David Harvey announced several corrections to the data reported in Appendix C. Appendix C of these

minutes has been updated to reflect these corrections.

There were no questions for David Harvey.

Written Announcements and Supporting Documents

Please see Appendix C for written materials to supplement the VPAA's remarks.

15. Old Business (Bridget Gourley)

- A. Motion (to be voted on) that the faculty approve the following changes to Sections XI and XII of the By-laws and Standing Rules of the Faculty. Previous notice of this motion was given at the October faculty meeting. Text to be deleted is shown in strike-through; text to be inserted is shown in bold.

Section XI. Amendments to and Suspension of By-Laws and Standing Rules

Previous notice must be given on the written agenda of a regular meeting of the faculty at least one month preceding a vote for amendments proposed for these By-Laws ~~must lie on the table one month~~ and may be passed at any regular faculty meeting by a majority vote of those present and voting.

Section XII. Standing Rules

D. Motions will normally be voted upon at the meeting at which the motion is made. However, **previous notice must be given on the written agenda of a regular meeting of the faculty at least one month preceding a vote for** changes in graduation requirements, academic policies and personnel policies ~~must be placed on the table for at least one month~~. Other motions may be **postponed** ~~tabled~~ by the vote of the house.

Rationale – To address a long-standing confusion in our rules about the incorrect use of putting motions on the table instead of giving advance notice. While advance notice was given with slightly different wording at the September faculty meeting discussions over September led to revised wording announced in October using the wording “previous notice” because Robert’s Rules of Order clarify the types of changes that can or cannot be made when previous notice has been given.

Both “previous notice” and “at least one month preceding” are important to have this change be consistent with our long standing practice since previous notice in Robert’s Rules can simply refer to being on the agenda.

“On the written agenda” makes certain that all members of the faculty are notified in a timely fashion.

I move the changes to Sections XI and XII of our By-Laws and Standing Rules found on your agenda. Is there a second? The motion is seconded by Dave Berque and is before us for discussion.

In speaking to this motion, I just note this brings our By-laws in line with current practice. The clarification of language resolves the issue of our past incorrect use of “on the table.” Having the language of “previous notice” and “at least one month preceding” are important so that this change is consistent with our long standing practice of giving one month’s notice regarding changes to our By-laws and Standing Rules, graduation requirements, academic policies and personnel policies.

There were no questions. No one spoke in favor of or against the motion.

The motion carried.

16. New Business**A. Re-affirming an Inclusive Campus (Bridget Gourley)**

We all received an email this afternoon from Meryl Altman and signed by many of our colleagues, that notes four things

- (1)--our shock and sadness at recently reported incidents of bias and intolerance on campus;
- (2)--our sense of belonging to this diverse and evolving community, whose mission statement -- "DePauw teaches its students values and habits of mind which serve them throughout their lives as each of them makes a positive difference as an active citizen of the world"-- must first be fulfilled in how we live together and treat one another;
- (3)--our gratitude toward staff members in Student Life and Public Safety who have worked tirelessly and sensitively, last week as always, to support students and affirm these values;
- (4)--our intention to continue the work of building an inclusive campus with a climate welcoming to all students, in which students can learn and live free from intolerance and fear.

Chair Gourley asked the faculty to collectively endorse this statement from our colleagues.

The faculty voted in favor of endorsing this statement. There were no dissenting votes.

17. Announcements

No announcements were submitted.

On behalf of Human Resources the chair asked that if you haven't filled out the benefits survey, please do so before Nov 15.

18. Executive Session to Consider Honorary Degrees (Brian Casey)

Those without voting privileges were excused so the faculty could consider Honorary Degree candidates.

19. Adjournment

Appendices

Appendix A. Tribute to Larry L. Philpott

Excerpted from The DePauw University Web Site, November 2, 2011

Website text by Ken Owen

Larry L. Philpott, a distinguished musician and former member of the DePauw University School of Music faculty, died in Indianapolis on October 1. He was 74 years old. Philpott served DePauw as a part-time instructor in brass, joining the faculty in 1966 and returning as a part-time instructor in French horn in 1971.

Born in Alma, Arkansas on April 5, 1937, Philpott played principal French horn in the Indianapolis Symphony Orchestra from 1964-89 and was a member of North Carolina Symphony, Savannah Symphony, L'Orchestre Symphonique de Quebec, the Flagstaff Summer Festival, and Marrowstone Music Festival.

A graduate of Georgia Southern College (B.S) and Butler University (M.Mus.), Philpott served in the U.S. Navy from 1956-60. He also taught at Butler and Western Washington Universities and was the music director at Cedarcrest School in Marysville, Washington, from 1995-2007.

He was a member of the Music Educators National Conference, American Federation of Musicians, International Horn Society, and Phi Mu Alpha Sinfonia.

Appendix B. New Writing Curriculum passed at the March 2011 Faculty Meeting

Text in {braces} is for explanatory purposes and is not part of the catalog language.

First-Year Seminar

First-Year Seminars introduce students to college work and prepare students for the courses they will take later at DePauw. As seminars, these courses emphasize and nurture discussion and other skills essential to active student participation in their own educations. They are also each student's gateway into DePauw's writing curriculum and emphasize writing skills that will be taken up and built upon across the curriculum. Seminars are offered as full credit courses to first-year students in the fall term. While First-Year Seminars differ from one another in topic and in the kind of assignments they ask students to complete, they are similar in the following ways. Each seminar:

- creates a sense of intellectual community for the students and faculty member involved;
- uses discussion as the primary basis for classroom learning;
- emphasizes critical writing, thinking and reading;
- encourages the academic growth and development of individual students; and
- uses a variety of writing assignments, along with research or problem-solving assignments, designed to give students skills and modes of analysis that will serve them well in their other courses at DePauw.

Students will not be required to repeat the seminar. Students may withdraw from the First-Year Seminar only under exceptional circumstances with the permission of the Petitions Committee. Matriculated students entering in the spring semester and transfer students do not take First-Year Seminars.

{There are no changes to the intervening **Senior Capstone Experience** section.}

Competence Requirements

Competence requirements represent a University-wide commitment to the basic areas essential to a liberal arts education:

- expository writing
- quantitative reasoning
- oral communication

Students pursuing a Bachelor of Arts degree must earn certification in all three competencies. Students pursuing the Bachelor of Music, Bachelor of Music Arts, or Bachelor of Music Education must earn certification in the Writing and Oral Communication competencies. Students must demonstrate their competence in these areas by satisfactorily completing courses that integrate these skills with academic subjects. Competence course offerings may not be taken Pass/Fail unless the student has previously established competency and has the permission of the instructor.

Overview of the Writing Curriculum

Writing at DePauw is taught across the curriculum on the assumption that skill in written communication is intimately connected with clear thinking in all subjects. We believe that writing is an essential means for thinking and learning across the University. Writing requirements are also premised on the idea that students do not learn to write in any one particular course, that is, no single course completes one's growth

and development as a writer and thinker. Rather, writing is a skill that must be nurtured and developed throughout one's intellectual journey.

DePauw's writing program begins with a writing intensive First-Year Seminar, builds with a required writing-competency or 'W' course during the sophomore year, and culminates with demonstrated writing competency within the major. This last feature in particular marks DePauw's embrace of the idea that the nature and role of writing varies across disciplines. Writing for different purposes and audiences must be tailored to demands inherent in the disciplines themselves. Regardless of one's chosen major, a DePauw education emphasizes the importance of writing to thinking and learning.

Core Components of the Writing Curriculum

1. As part of the writing program, each student takes a writing intensive First-Year Seminar (described in detail above). First-Year Seminars introduce students to skills essential for success at DePauw generally, but focus on writing and oral communication specifically given their centrality to everything we do. The course begins nurturing essential skills in writing, thinking, and speaking with the expectation that these skills will be reinforced and further developed throughout students' time at DePauw both in courses specific to the writing curriculum and in broader general education and departmental/program curricula.
2. As part of the developmental approach DePauw embraces, students must complete a course with a W designation during their sophomore year. Sophomore W courses are offered across the curriculum each semester; enrollment is limited to approximately 18, with sophomores receiving first priority during registration.

The sophomore W combines an emphasis on academic content with practice in writing. Such courses encourage:

- the logical development of argument, clear and precise diction and a coherent prose style;
- the development of general skills of expository writing as they apply in the academic disciplines; and
- the responsible, appropriate and effective use of sources and special or technical language.

Students must achieve W certification during their sophomore year. (Music degree students have until the second semester of their junior year to complete the W requirement.) If certification is not attained before the second semester of the sophomore year, students must complete a W course each succeeding semester until they achieve certification.

In a few exceptional cases, students may fulfill the W requirement through a portfolio of college-level writings. Students seeking such exemptions should speak to the director of writing placement.

3. DePauw's writing curriculum also includes requirements—developed by each department or program—that focus on the skills, methodologies, and types of writing specific to one's chosen major. The writing curriculum thus sharpens skills throughout the college career, culminating in explicit focus on the role of writing within specific academic fields.

Other Writing-Specific Courses

Writing and the teaching of writing are emphasized in *many* courses at DePauw, far more than will be listed specifically here. Still, certain courses deserve special attention.

1. Writing Seminar for Non-Native Speakers of English I and II (ENG 110 and ENG 115) are offered for students whose first language is not English. English courses for non-native speakers of English are aimed at strengthening existing language skills and developing new skills necessary for academic success. Placement in the appropriate English courses is made based on three criteria: 1) English language assessments administered on campus during orientation, 2) recommendation from the English language coordinator, and 3) confirmation by appointed faculty representing the English department (department chair, W Center director, etc.). Students are expected to complete ENG 110, 115 in the semester assigned. They may withdraw from these courses only under exceptional circumstances, with the permission of the Petitions Committee.
2. College Writing I (ENG 120) stresses the development of writing skills fundamental for expressing ideas, imagination and opinion. By means of short essay assignments, some of which may be reflections on their own experience, students will build fluency in written expression, clarity of style and proficiency in the use of language. ENG 120 is offered to first-year students in the fall semester as an elective on a Pass/Fail basis.
3. College Writing II (ENG 130) emphasizes the development of critical thinking skills, logical development of ideas, and a coherent and readable style. In the course, students base their writing on both personal experience and the critical reading and viewing of materials from a variety of disciplines. ENG 130 is offered to first-year students in the fall semester as an elective.
4. Writing Intensive Topics (WIT) courses are offered for first-year students who enjoy writing and seminar-style discussion, and/or who seek to sharpen their skills in college writing. WIT courses are offered in the spring semester as electives, with priority given to first-year students; other interested students may enroll as space permits.

Appendix C. Data Tables to Supplement Report from the VPAA

See attached 11 pages that contain the following tables:

SIZE OF FULL-TIME FACULTY AND CURRENT DISTRIBUTION OF ACADEMIC RANKS

STUDENT–FACULTY RATIO

DEMOGRAPHIC DATA ON FULL-TIME FACULTY MEMBERS OF COLOR

DEMOGRAPHIC DATA ON FULL-TIME WOMEN FACULTY MEMBERS

DISTRIBUTION OF CURRENT TENURED AND TENURE-TRACK FACULTY MEMBERS BY YEAR OF HIRE

NUMBER OF MAJORS IN DEPARTMENTS AND INTERDISCIPLINARY PROGRAMS

PERCENTAGE OF STUDENTS COMPLETING TWO MAJORS

CLASS SIZE INFORMATION

AAUP QUINTILE RANKINGS FOR SALARIES

RANKINGS FOR SALARIES IN GLCA

SIZE OF FULL-TIME FACULTY AND CURRENT DISTRIBUTION OF ACADEMIC RANKS

This table provides the total headcounts of tenured, tenure-track, and term faculty members over the past 12 years; part-time faculty members are not included. The total headcount includes all full-time tenured and tenure-track faculty members regardless of leave status, and all full-time term faculty members even if they are replacing one or more tenured or tenure-track faculty members on leave, or if their appointment includes administrative duties.

Academic Year	Total Full-Time Faculty Members	Tenured Faculty Members	Tenure-Track Faculty Members	Term Faculty Members
00/01	203	117	38	48
01/02	204	117	42	45
02/03	222	118	59	45
03/04	223	122	65	36
04/05	224	126	62	36
05/06	229	147	51	31
06/07	226	147	51	28
07/08	231	142	52	37
08/09	230	151	49	30
09/10	221	153	50	18
10/11	222	160	39	23
11/12	222	166	34	22

The following tables summarize the distribution of academic ranks amongst the full-time faculty members for the 10/11 and 11/12 academic years.

10/11	Instructor	Assistant Professor	Associate Professor	Full Professor	Total
Tenured	—	6	75	79	160
Tenure-Track	2	35	2	—	39
Term	2	16	2	2	22
Total	4	57	79	81	222

11/12	Instructor	Assistant Professor	Associate Professor	Full Professor	Total
Tenured	—	6	79	81	166
Tenure-Track	2	31	1	—	34
Term	1	17	2	3	23
Total	3	54	82	84	223

STUDENT–FACULTY RATIO

These tables show recent changes in our student-faculty ratio and a comparison of our 10/11 data to that of selected GLCA and ACM colleges and universities. These values are drawn from the Common Data Set, a standardized method for reporting information used by many institutions. The number of students is a full-time equivalent, defined as all full-time students plus 1/3 of part-time students. The number of faculty also is a full-time equivalent, defined as all full-time faculty members (except those on unpaid leave or replacing those on paid leave) plus 1/3 of part-time faculty members. Comparative data shown only for those GLCA and ACM institutions that make their Common Data Set information available on the web.

Year	Students	Faculty	Student-to-Faculty Ratio
04/05	2370	227	10.44
05/06	2366	226	10.47
06/07	2305	229	10.07
07/08	2374	241	9.85
08/09	2265	251	9.02
09/10	2377	242	9.82
10/11	2378	238	10.00
11/12	2338	241	9.70

Comparison of Student-to-Faculty Ratios for 10/11

Institution	Students	Faculty	Student-to-Faculty Ratio
DePauw	2378	238	10.0
Albion	1585	119	13.3
Allegheny	2128	170	12.5
Earlham	1169	96	12.2
Hope	3136	262	12.0
Kalamazoo	1360	99	13.7
Kenyon	1623	171	9.5
Wabash	870	82	10.6
Carleton	1991	220	9.1
Colorado College	2040	203	10.0
Grinnell	1519	179	8.5
Knox College	1375	120	11.5
Lawrence	1532	169	9.1
Macalester	2002	187	10.7
St. Olaf	3122	254	12.3

DEMOGRAPHIC DATA ON FULL-TIME FACULTY MEMBERS OF COLOR

These tables provide absolute headcounts and percentages of full-time faculty members of color at DePauw over the past 12 years.

Year	Total Tenured	Tenured Faculty of Color	Total Tenure-Track	Tenure-Track Faculty of Color	Total Term	Term Faculty of Color	Total Faculty	Total Faculty of Color
00/01	117	10	38	8	48	10	203	28
Year	Tenured Faculty of Color		Tenure-Track Faculty of Color		Term Faculty of Color		Total Faculty of Color	
01/02	117	10	42	10	45	10	204	30
02/03	118	11	59	12	45	8	222	31
03/04	122	14	65	13	36	7	223	34
04/05	126	15	62	11	36	6	224	32
05/06	147	20	51	7	31	5	229	32
06/07	147	17	51	8	28	10	226	35
07/08	142	15	52	12	37	12	231	39
08/09	151	18	49	16	30	13	230	47
09/10	153	18	50	20	18	6	221	44
10/11	160	21	39	17	23	4	222	42
11/12	166	23	34	16	23	4	223	43
Year	Tenured Faculty of Color		Tenure-Track Faculty of Color		Term Faculty of Color		Total Faculty of Color	
00/01	8.5%		21.1%		20.8%		13.8%	
01/02	8.5%		23.8%		22.2%		14.7%	
02/03	9.3%		20.3%		17.8%		14.0%	
03/04	11.5%		20.0%		19.4%		15.2%	
04/05	11.9%		17.7%		16.7%		14.3%	
05/06	13.6%		13.7%		16.1%		14.0%	
06/07	11.6%		15.7%		35.7%		15.5%	
07/08	10.6%		23.1%		32.4%		16.9%	
08/09	11.9%		32.7%		43.3%		20.4%	
09/10	11.8%		40.0%		33.3%		19.9%	
10/11	13.1%		43.6%		17.4%		18.9%	
11/12	13.9%		47.1%		17.4%		19.3%	

Tenured Faculty of Color in 11/12: 1 at rank of Assistant Professor (16.7% of all at this rank); 15 at rank of Associate Professor (19.0% of all at this rank); 7 at rank of Full Professor (8.6% of all at this rank).

This table provides comparisons of the percentage of full-time faculty of color at DePauw to GLCA and ACM colleges and universities based on the Common Data Set. The percentages shown here are different from the previous table because the Common Data Set is not based on an absolute headcount and omits those faculty members on unpaid leave and those replacing faculty members on paid leave. Comparative data are shown only for those GLCA and ACM institutions that make their Common Data Set information available on the web.

Year	DePauw	Albion	Allegheny	Earlham	Hope	Kalamazoo	Kenyon	Wabash
02/03	10.8%	—	—	19.6%	—	—	—	—
03/04	13.4%	—	9.0%	18.8%	—	—	—	—
04/05	13.1%	8.4%	8.9%	20.9%	—	—	17.2%	—
05/06	13.7%	8.6%	8.1%	22.6%	—	15.0%	7.9%	—
06/07	15.2%	8.4%	10.9%	20.8%	9.6%	15.8%	9.8%	—
07/08	14.8%	11.1%	11.7%	22.7%	11.9%	16.0%	9.9%	—
08/09	19.8%	11.1%	13.3%	20.2%	13.0%	18.3%	13.2%	—
09/10	20.5%	13.7%	14.5%	22.5%	9.6%	22.0%	13.5%	—
10/11	19.4%	12.3%	12.7%	22.6%	12.1%	22.1%	14.0%	13.8%
Year	DePauw	Carleton	Colorado C.	Grinnell	Knox	Lawrence	Macalester	St. Olaf
02/03	10.8%	20.5%	13.4%	—	—	—	20.7%	5.7%
03/04	13.4%	20.4%	14.5%	—	—	—	20.8%	5.3%
04/05	13.1%	21.5%	16.4%	10.0%	—	—	19.2%	5.6%
05/06	13.7%	21.7%	—	12.8%	—	—	16.6%	5.6%
06/07	15.2%	22.0%	17.7%	14.1%	—	11.3%	18.2%	5.1%
07/08	14.8%	25.6%	18.1%	17.0%	9.3%	9.2%	19.7%	6.6%
08/09	19.8%	21.4%	18.9%	17.1%	13.2%	11.0%	20.1%	8.8%
09/10	20.5%	19.4%	20.1%	15.9%	13.6%	11.5%	20.2%	11.1%
10/11	19.4%	23.1%	16.7%	17.4%	15.4%	14.6%	16.3%	12.7%

DEMOGRAPHIC DATA ON FULL-TIME WOMEN FACULTY MEMBERS

These tables provide absolute headcounts and percentages of full-time women faculty at DePauw over the past 12 years.

Year	Total Tenured	Tenured Women	Total Tenure-Track	Tenure-Track Women	Total Term	Term Women	Total	Total Women
00/01	117	37	38	23	48	19	203	79
01/02	117	38	42	23	45	21	204	82
02/03	118	38	59	29	45	20	222	87
03/04	122	44	65	30	36	14	223	88
04/05	126	48	62	32	36	14	224	94
05/06	147	59	51	23	31	13	229	95
06/07	147	61	51	21	28	13	226	95
07/08	142	58	52	27	37	13	231	98
08/09	151	64	49	25	30	9	230	98
09/10	153	63	50	28	18	5	221	96
10/11	160	67	39	21	23	6	222	94
11/12	166	68	34	19	23	5	223	92
Year	Tenured Women		Tenure-Track Women		Term Women		Total Women	
00/01	31.6%		60.5%		39.6%		38.9%	
01/02	32.5%		54.8%		46.7%		40.2%	
02/03	32.2%		49.2%		44.4%		39.2%	
03/04	36.1%		46.2%		38.9%		39.5%	
04/05	38.1%		51.6%		38.9%		42.0%	
05/06	40.1%		45.1%		41.9%		41.5%	
06/07	41.5%		41.2%		46.4%		42.0%	
07/08	40.8%		51.9%		35.1%		42.4%	
08/09	42.4%		51.0%		30.0%		42.6%	
09/10	41.2%		56.0%		27.8%		43.4%	
10/11	41.9%		53.8%		26.1%		42.3%	
11/12	41.0%		55.9%		21.7%		41.3%	

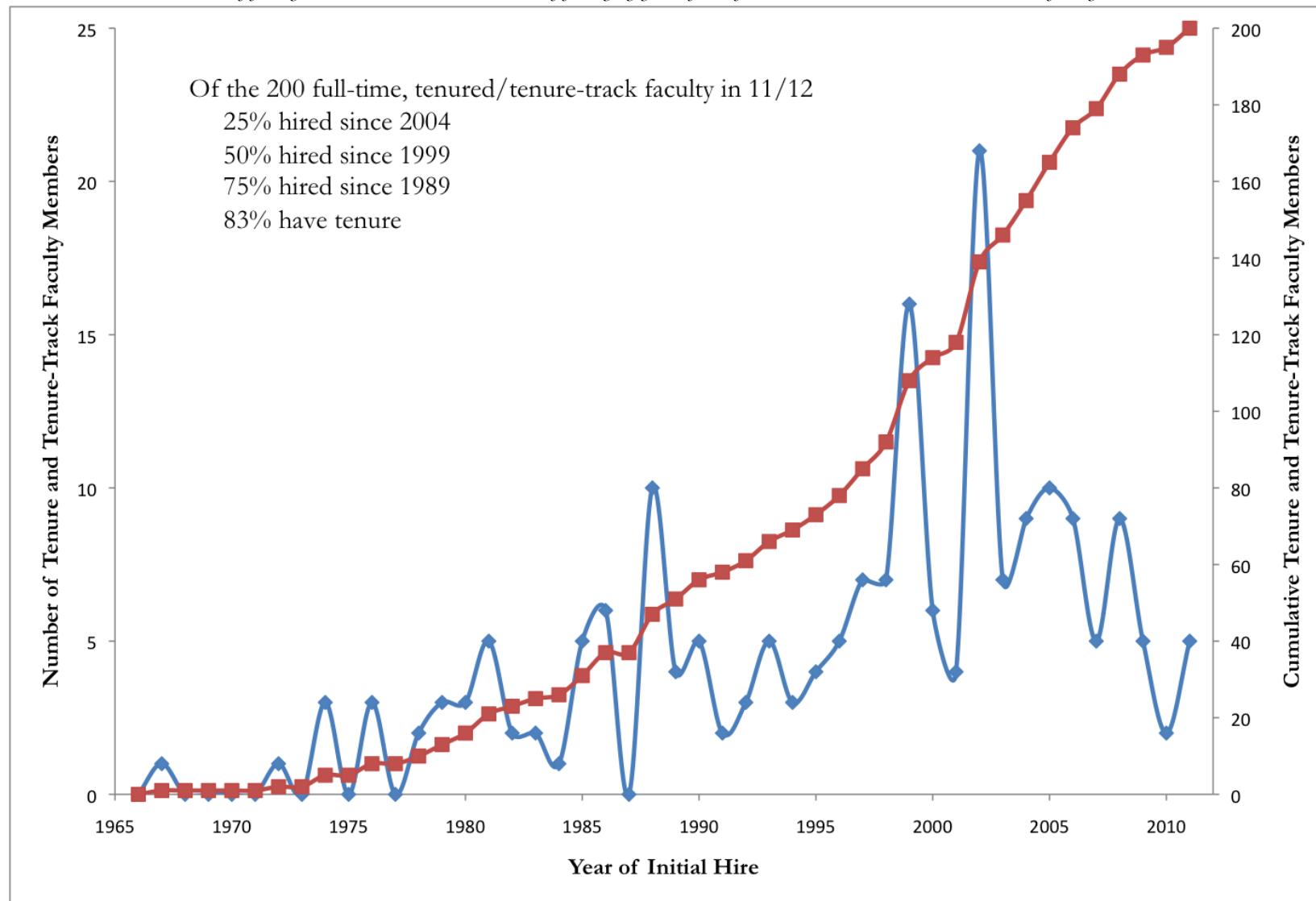
Tenured Women in 11/12: 2 at rank of Assistant Professor (33.3% of all at this rank); 41 at rank of Associate Professor (51.9% of all at this rank); 25 at rank of Full Professor (30.9% of all at this rank).

This table provides comparisons of the percentage of full-time women faculty at DePauw to GLCA and ACM colleges and universities based on the Common Data Set. The percentages shown here are different from the previous table because the Common Data Set is not based on an absolute headcount and omits those faculty members on unpaid leave and those replacing faculty members on paid leave. Comparative data are shown only for those GLCA and ACM institutions that make their Common Data Set information available on the web.

Year	DePauw	Albion	Allegheny	Earlham	Hope	Kalamazoo	Kenyon	Wabash
02/03	39.0%	—	—	41.3%	—	—	—	—
03/04	38.8%	—	32.1%	40.6%	—	—	38.2%	—
04/05	41.8%	35.9%	34.6%	44.0%	—	—	36.7%	—
05/06	40.6%	37.4%	36.3%	45.2%	—	48.0%	39.1%	—
06/07	40.8%	40.9%	40.1%	46.9%	41.4%	46.5%	38.6%	—
07/08	39.8%	42.2%	40.7%	45.4%	43.4%	46.3%	42.1%	—
08/09	41.9%	42.4%	44.7%	41.5%	44.8%	48.4%	40.8%	—
09/10	43.3%	38.7%	44.1%	44.9%	45.2%	49.5%	44.3%	—
10/11	42.3%	40.6%	43.3%	47.3%	43.8%	48.4%	42.7%	32.5%
Year	DePauw	Carleton	Colorado C.	Grinnell	Knox	Lawrence	Macalester	St. Olaf
02/03	39.0%	39.0%	40.2%	—	—	—	46.0%	40.6%
03/04	38.8%	41.8%	41.2%	—	—	—	46.3%	41.7%
04/05	41.8%	44.1%	39.8%	40.0%	—	—	45.0%	42.1%
05/06	40.6%	42.4%	—	46.2%	—	—	44.4%	42.6%
06/07	40.8%	43.0%	39.9%	46.6%	39.2%	34.7%	44.2%	42.6%
07/08	39.8%	44.9%	40.6%	46.1%	38.8%	34.0%	47.1%	41.1%
08/09	41.9%	44.7%	40.6%	40.5%	41.7%	39.4%	47.6%	42.3%
09/10	43.3%	45.2%	42.1%	41.4%	39.8%	38.2%	47.2%	44.4%
10/11	42.3%	44.8%	41.7%	41.6%	40.4%	37.6%	48.5%	44.6%

DISTRIBUTION OF CURRENT TENURED AND TENURE-TRACK FACULTY MEMBERS BY YEAR OF HIRE

This chart shows the number of faculty members and cumulative total of faculty by year of hire for the current tenured and tenure-track faculty members.



NUMBER OF MAJORS IN DEPARTMENTS AND INTERDISCIPLINARY PROGRAMS

This table shows the total number of students completing a major in departments and interdisciplinary programs from 2002–2006 and from 2007–2011. A total of 2518 degrees were granted in 2001–2005 (average of 1.1 per student) and 2709 degrees in 2006–2010 (average of 1.2 per student).

Department	2002–2006	2007–2011	Interdisciplinary Program	2002–2006	2007–2011
Art	81	60	Asian Studies	22	28
Biology	175	225	Black Studies	4	5
Chemistry & Biochemistry	84	152	Conflict Studies	40	38
Classical Studies	35	40	Film Studies	—	10
Communication & Theatre	398	371	Interdisciplinary Major	6	15
Computer Science	180	87	Pre-Engineering	2	6
Economics & Management	284	308	Russian Studies	3	3
Education Studies	73	88	Women's Studies	10	9
English	403	340			
Geosciences	22	41			
History	110	122			
Kinesiology	82	111			
Math	48	65			
Modern Languages	213	231			
Music	128	150			
Philosophy	48	76			
Physics	17	26			
Political Science	137	145			
Psychology	142	151			
Religious Studies	24	37			
Sociology & Anthropology	194	166			
Total	2878	2992		87	114

PERCENTAGE OF STUDENTS COMPLETING TWO MAJORS

For each of the last 10 years, this table shows the number of graduates, the number of majors completed by these graduate, and the percentage of graduates completing two majors.

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Number of Graduates	465	477	522	514	606	495	599	514	492	525
Number of Majors Completed	520	537	592	591	725	597	709	600	585	625
% Graduate Completing Two Majors	11.8%	12.6%	13.4%	15.0%	19.6%	20.6%	18.4%	16.7%	18.9%	19.0%
Five Year Average	2002–2006: 14.7%									2007–2011: 18.7%

CLASS SIZE INFORMATION

This table provides the number of classes and percentage of classes offered in different size ranges during the fall semester, as reported in the Common Data Set.

Academic Year	2–9	10–19	20–29	30–39	40–49	50–99	100+	Total Classes	Percentage 2–19	Percentage 2–29
00/01	152	268	138	25	6	0	0	589	61.3	94.7
01/02	99	252	119	12	4	0	0	486	72.2	96.7
02/03	80	242	119	27	3	0	0	471	68.4	93.6
03/04	66	245	139	18	6	0	0	474	65.6	94.9
04/05	62	258	150	28	5	0	0	503	63.6	93.4
05/06	101	247	153	16	0	0	0	517	67.3	96.9
06/07	88	272	172	26	0	0	0	558	64.5	95.3
07/08	98	292	178	17	0	0	0	594	66.7	97.1
08/09	48	299	167	13	0	0	0	527	65.8	97.5
09/10	61	252	167	35	2	0	0	517	60.5	92.8
10/11	60	272	177	27	0	0	0	536	62.1	95.0
11/12	59	274	161	34	0	0	0	528	63.1	93.6

This table shows the number of large classes (those with enrollments ≥ 40 students), as reported in the Common Data Set for the fall 2010 semester/quarter for those GLCA and ACM institutions that make this data available on the web.

Institution	Total Classes	40–49	50–99	100+
Albion	357	3	1	0
Allegheny	487	8	3	0
DePauw	536	0	0	0
Earlham	277	7	7	0
Hope	713	8	14	0
Kalamazoo	165	4	2	0
Kenyon	400	10	6	0
Wabash	261	6	4	0
Carleton	357	7	2	0
Colorado College	420	1	0	0
Grinnell	394	0	0	0
Knox	218	4	1	0
Lawrence	385	14	7	1
Macalester	423	9	6	0
St. Olaf	597	13	21	2

AAUP QUINTILE RANKINGS FOR SALARIES

Salary	92/93	96/97	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11
Assistant Professor	2	2	1	1	1	1	1	1	1	1	2	1	1
Associate Professor	2	1	1	1	1	1	1	1	1	1	2	1	1
Full Professor	1	1	1	1	1	1	1	1	1	1	1	1	2

Rankings: 1 is 95–100th percentile; 1 is 80–94.9th percentile; 2 is 60–79.9th percentile*

RANKINGS FOR SALARIES IN GLCA

Salary	92/93	96/97	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11
Assistant Professor	9	5	2	2	2	2	2	2	3	2	2	2	2
Associate Professor	9	3	3	2	2	3	3	3	4	3	3	3	3
Full Professor	8	7	5	5	5	4	4	4	4	4	4	4	6
All Ranks	9	4	3	3	3	3	2	2	3	2/3	2	2	2

Institutions: Albion College, Antioch College (until 08/09), Allegheny College (since 08/09), Denison University, DePauw University, Earlham College, Hope College, Kalamazoo College, Kenyon College, Oberlin College, Ohio Wesleyan University, Wabash College, College of Wooster.

RECENT HISTORY OF SALARIES AT GLCA INSTITUTIONS*These tables provide a three-year comparison of salary information for GLCA institutions as reported to the AAUP.*

Salary Only Institution	Assistant Professor			Associate Professor			Full Professor			All Ranks		
	08/09	09/10	10/11	08/09	09/10	10/11	08/09	09/10	10/11	08/09	09/10	10/11
Albion	—	51,864	52,406	—	58,742	58,027	—	74,923	73,754	—	60,300	60,550
Allegheny	55,851	56,955	58,528	66,742	69,111	71,360	89,900	90,192	94,061	68,000	70,200	75,777
Denison	56,706	56,232	57,287	74,910	73,830	74,682	100,530	110,413	102,610	72,500	71,900	73,733
DePauw	60,473	60,328	60,560	72,333	71,975	72,407	91,100	92,958	92,830	76,400	76,800	76,779
Earlham	54,170	53,268	51,402	64,757	64,168	63,191	87,200	80,894	83,126	67,400	62,100	66,387
Hope	53,190	53,734	55,572	63,420	62,402	62,923	76,255	75,941	77,910	65,800	65,700	66,645
Kalamazoo	52,100	52,309	51,395	61,200	62,103	63,871	76,969	81,641	82,433	63,900	64,200	64,450
Kenyon	58,269	58,200	59,358	68,127	67,597	69,455	92,795	92,566	94,479	74,000	73,900	76,200
Oberlin	63,834	64,267	62,778	86,302	85,766	86,081	112,493	117,778	112,573	90,100	89,200	87,613
Ohio Wesleyan	49,612	50,296	52,000	54,010	54,941	58,230	82,100	76,018	80,172	63,800	63,700	66,797
Wabash	58,093	56,931	56,410	71,767	70,025	71,157	97,670	94,004	93,126	74,500	72,200	71,853
Wooster	52,126	53,487	58,124	60,872	60,623	65,833	81,158	78,543	86,144	63,700	64,400	70,182
Salary + Benefits Institution	Assistant Professor			Associate Professor			Full Professor			All Ranks		
	08/09	09/10	10/11	09/10	09/10	10/11	08/09	09/10	10/11	08/09	09/10	10/11
Albion	—	67,717	69,101	77,647	77,647	76,789	—	96,469	94,784	—	78,400	79,901
Allegheny	72,196	75,411	78,260	90,092	90,092	93,423	118,900	118,520	123,814	88,100	92,300	99,934
Denison	74,814	73,863	75,967	98,706	98,706	99,798	128,875	136,520	138,960	93,500	95,900	98,648
DePauw	82,598	78,647	77,073	95,193	95,193	92,884	124,400	118,857	118,449	103,200	99,700	98,045
Earlham	73,449	74,982	69,970	88,422	88,422	86,719	110,000	109,312	111,084	90,800	92,100	89,765
Hope	70,360	72,881	77,188	84,322	84,322	85,536	101,218	101,997	104,654	87,700	88,500	90,508
Kalamazoo	67,600	67,545	67,098	82,305	82,305	84,260	105,940	107,212	109,584	83,300	84,200	86,625
Kenyon	75,476	76,706	79,029	90,372	90,372	93,586	123,298	123,082	125,535	98,000	98,200	101,709
Oberlin	78,973	80,400	73,391	112,435	112,435	112,901	148,340	147,157	147,386	116,700	116,000	113,597
Ohio Wesleyan	66,005	68,630	69,713	76,066	76,066	79,131	106,400	106,780	109,070	87,900	88,800	90,526
Wabash	74,881	74,704	75,045	92,973	92,973	91,917	126,257	121,528	119,233	96,900	91,700	93,313
Wooster	66,700	68,770	75,205	83,051	83,051	90,666	109,181	108,947	120,048	86,000	87,200	93,895

DePauw University Faculty Meeting Minutes
December 5, 2011

1. Call to Order – 4 pm Union Building Ballroom, Bridget Gourley, chair of faculty

Now that we have a quorum let me officially welcome you to our December meeting. Thank you for coming out on this wet and rainy December day. I know one of my research students who will graduate in December appreciates your presence.

2. Verification of Quorum

Quorum reached at 4:06 p.m.

3. Approval of Minutes from the November 2011 Faculty Meeting

Are there any corrections to the November 2011 minutes as distributed? If not, they are approved by unanimous consent.

4. Motion to Confer Degrees for December Graduates (Ken Kirkpatrick)

- A. 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 December 2011.

The motion was seconded by Eric Edberg.

There were no questions. No one spoke in favor of or against the motion. The chair called the question and the motion passed.

Reports from Coordinating Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

5. Committee on Academic Policy and Planning – CAPP (Rich Cameron)

- A. CAPP's report consisted of an offer to answer questions. There were no questions for CAPP.

Written Announcements –

CAPP had no written announcements.

6. Management of Academic Operations – MAO (Jamie Stockton)

- A. MAO's report consisted of an offer to answer questions.

Question from a faculty member

Has MAO looked at the distribution of classes among the time banks? There seem to be some departments that don't offer any MWF classes.

Response from Ken Kirkpatrick, registrar

We haven't looked at this. I assume that we will look at this. There are a lot of departments that don't offer classes on Tues/Thurs because of labs.

Follow-up comment from faculty member

The departments that schedule most classes on Tuesdays/Thursdays make it difficult for science students to

take courses in these departments because of scheduling conflicts with labs.

Response from Ken Kirkpatrick, registrar

I agree.

Written Announcements –

MAO had no written announcements.

7. Committee on Faculty – COF (Howard Brooks)

- A. COF's report consisted of an offer to answer questions.

Question from a faculty member

Regarding the student opinion forms, many full professors don't like doing the student opinion forms out of class, because of the low response rate. But every full professor I've asked to swap with is doing student opinion forms out of class because of the convenience. Can we get rid of this ridiculous system that we have where someone must come in to administer the student opinion forms? We're all doing these on-line now. How about if each faculty member administers our own student opinion forms at the end of given class session?

Response from Howard Brooks

Maybe

Response from Bridget Gourley, chair of faculty

The faculty governance steering committee (FGSC) has also discussed this issue and asked COF to consider it.

Written Announcements –

COF continues its work on tenure cases.

8. Committee on Student Life and Academic Atmosphere – SLAAC (Caroline Smith)

- A. SLAAC's report consisted of an offer to answer questions.

There were no questions for SLAAC.

Written Announcements –

SLAAC renamed the "Academic Dishonesty Settlement Form" to "Settlement Form for a Violation of the Academic Integrity Policy" to make a clearer connection to the actual policy in the Student Handbook. The form can be found in Appendix A for reference.

Reports from Other Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

9. Faculty Development Committee – FDC (Brooke Cox)

- A. FDC's report consisted of an offer to answer questions.

Question from a faculty member

The Feb 22nd deadline for student-faculty summer research grants seems early this year. Could you comment

on this?

Response from Brooke Cox

I think it's the same as it was last year

Response from Kerry Pannell, Dean of the Faculty

During previous years, the deadline was in March. Last year we moved it forward because international students need time to work on their visas. If we push the deadline to a later date, then these students may have difficulties with visas.

Question from another faculty member

Could FDC send a count of the summer funds that are available for next year? How many student-faculty summer research grants will be available? What about summer grants for course development or other projects? This may help someone decide what to apply for. If there's not a lot of money available, we could decide whether it's worthwhile to apply.

Response from Brooke Cox

Yes, we know to some extent, but we won't know the exact numbers for a while, because this is based on what's left over in the budget. We'll do our best to make this information available.

Written Announcements –

Student Faculty Summer Research Applications are due February 22, 2012.

10. Committee on Administration - COA (Marcia McKelligan)

- A. COA's report consists of an offer to answer questions.

There were no questions for COA.

Written Announcements –

COA has begun discussions with David Harvey about possible alterations to the standard faculty course load.

11. Faculty Governance Steering Committee – FGSC (Bridget Gourley)

- A. Members of the committee will be working with the VPAA to address issues surrounding what it means to be a faculty member at DePauw University.

The FGSC thanks our colleagues for their statements of interest and willingness to do what should be exciting and challenging work addressing the question of what does it mean to be a faculty member at DePauw University. The administration requested a small committee so FGSC appointed Valerie Ziegler, Sheryl Tremblay, May Phang and Eric Edberg. Bridget Gourley will also join the group as the FGSC liaison given her role as Chair of the Faculty. In addition to appointing the small group as was requested by the VPAA, FGSC is charging this group with preparing an overview report of their work to be shared with the Faculty.

There were no questions for FGSC.

Written Announcements –

1. A grammatical correction was made to the motion about 'previous notice' approved in November. The correction splits one awkward sentence into two for clarity.

2. FGSC continues its work on how best to continue faculty conversations about governance updates and other changes related to the January 2011 Working Group report.

Additional Business

12. Remarks from the President (Brian Casey)

First, a follow up to comments from our last meeting: I am pleased to report that we have had our first campus climate conversations in two fraternity houses, Sigma Chi and Beta Theta Pi. I want to acknowledge and thank both houses for welcoming the conversation about campus climate into their homes. Both houses were extremely open in their discussion and very honest. These have been very good conversations.

We have been invited to have conversations in two more fraternity houses, Phi Delta Theta and Phi Gamma Delta. We are also planning a major conversation with the Intrafraternity Council to have a general conversation with a large number of men affiliated with Greek houses.

I want to thank and acknowledge Professors Michelle Villinski and Melanie Finney for joining in these conversations. It is incredibly helpful to have faculty there. If any of you wish to join in the upcoming conversations, I would really appreciate it. Please let me or Cindy Babington know.

I also wanted to announce that I will be revitalizing the Diversity and Equity Committee, which is a Committee of the Administration, this spring. We plan to expand the committee and use this committee to facilitate education and conversations. I would like the committee to develop standard reports each year that will be made public about the diversity of the campus in general. Look for more on this in the future.

The formal charge of the Diversity and Equity Committee is as follows:

In matters regarding diversity, inclusiveness, and equity, the Diversity and Equity Committee advises the Administration and the faculty on policy; identifies issues regarding diversity and equity in campus life and refers them to the appropriate University office(s) and/or committee(s) for action; and annually reviews and assesses aspects of the University's efforts to attract and retain a diverse campus community.

A few more updates: we are continuing to search for a dean for Civic, Global and Professional Opportunities (CGPOPS). The first round of searching didn't produce a pool of candidates with the depth and quality we'd like to see to leading our efforts in off-campus study, career services, and service learning. We've engaged a national search firm to help us broaden the search.

Similarly, we are getting somewhat close to the end of the search for a new Athletic Director to replace the irreplaceable Page Cotton. This has been a long, national search and I'd like to thank the faculty members who were on the search committee – Pam Propson and Geoffrey Klinger – as well as the many faculty who met the candidates.

An admissions update: December 1 is usually a good time to see where we are during an admission season because this is one of the first major deadlines. At the time of that snapshot, applications are up 11% from last year. This is encouraging. It is very early in the season so we don't know where this is heading, but these are encouraging numbers.

The new admission materials are moving forward and I think they will have a strong effect on the students who come to DePauw. I have a new copy of the viewbook. The new viewbook has lots of pretty pictures.

There are dozens of pages that were written by all of you. The viewbook describes, for 37 pages, the academic life at DePauw. This is part of our efforts to present the richness of what happens in classrooms at DePauw to prospective students.

Also there is a rather changed way we are notifying students. The students are admitted and will receive financial aid letters later in the season. Our new admissions packets focus on the academic programs and academic life. Families will be informed later on about financial aid.

I want to let you know that there is a great deal of work going into shaping this year's class and next year's class. I want to thank Mary Dixon who added a great deal of programming to the Clinton visit for students who might be interested in our Honors and Fellows programs.

A budget update: as a reminder, this is the third year of what we could readily anticipate would be difficult years financially, not only because of the requirement to address what was a structural operating deficit of several million dollars (specifically, \$8 million), but to deal with the decline in the endowment seen in 2008-2010. The endowment came close to having recovered the losses by the end of the 2010-11 Fiscal Year, based on the June 30, 2011 snapshot, though we have seen some modest erosion in that summer level. Until we truly head into a campaign, I only see, at best, modest additional resources from the endowment through the next two fiscal years. But we have stabilized.

The Board of Trustees has allowed us to take an extra draw from the endowment to balance our budget. We didn't take this extra draw last year, but we probably will this year.

We are tracking quite closely to budget projections. The September 30 close indicates that things are on course to meet budget targets.

At the beginning of the year, I asked each Vice President to find half a million dollars in staff savings, either by holding positions open or restructuring offices. We are on target to meet this goal. Some offices are feeling this change in staffing. Perhaps we can stabilize this next year. I am happy to report that we kept faculty hiring open during this period. But, as those of you who work with multiple offices know, this is the third year in which we had to reduce the administration.

On the Stellar Grant Greencastle front: in order to move the project along in a swifter and surer way, the City has formed an Executive Committee on which I am fortunate to sit. The committee called on the city to hire a project manager to drive the process. The project manager will be funded by the grant. We will be interviewing engineering firms next week.

From the University's standpoint, we are now looking at bookstore providers to partner with for a move of the bookstore downtown. Two firms have submitted proposals to run the bookstore at a downtown location. We are hoping to have the new bookstore open in the fall of next year. It will have a community center for book groups, space for textbooks, and trade books, a children's section, and a technology center. We will enter a contract with a bookstore provider within the next several weeks.

Now on to the web page: we decided several months ago to redesign the web site for DePauw. The redesign of DePauw.edu is part of our larger effort to communicate effectively about DePauw, and truly showcase the experiences we provide for our students. Though the site will serve the entire DePauw community, prospective students are - unmistakably - our primary audience. The vast majority of our students first learned about DePauw through our website. Given this, our website must do justice to the totality of our student experience, providing a window on our academic and social life. This website is designed to do that.

Thank you to the many web authors around campus (faculty and staff) who have been putting in a great deal of effort to transform their respective pages.

There were no questions for President Casey.

Comments from Jonathan Coffin, Director of Strategic Communications

Thank you, President Casey.

Before we began the web site redesign, our web site had about 65,000 pages. A web site for an institution the size of DePauw should have 10,000 to 15,000 pages.

We are slated to launch the new web site after final exams are over, December 16th, 2011. The new web site is primarily driven for our audience of prospective students. We started this project in February 2011. This is a compressed timeline. This has been an interesting process so far.

Regarding the goals of the redesign: the #1 most important component is to have a universal navigation structure. We changed the architecture of the entire site. This was a big task, but was probably the most important. Every page will have a universal header and footer. The web site – out of desire to better serve external audiences – will no longer necessarily reflect our internal organizational structure.

The #2 most important element is that we have moved from Dreamweaver to a new content management system. This is helping us shift the paradigm from “how do we build the site” to “what content should we feature on the site.”

During the next several weeks, e-services will not change. This will still be accessible.

For those of you who are web authors, thank you. You have put in many hours of work on the various pages. The web site is coming together quite nicely. We’re circulating a final checklist as we approach our launch date.

Question from a faculty member

What are some of the features of the site?

Response from Jonathan Coffin

On the home page, there is a scrolling stream of photos on top. Any of you can post photos – photos of students, community service, academic life, showcasing campus. The home page has gateways, i.e., access to other pages broken down according to our core constituents (prospective students, current students, faculty/staff, parents and alumni). There is a section named “DePauw by the numbers.” Send us any ideas for what to include here. This is primarily for prospective students. There is a link for a virtual tour. You can select different locations on campus and navigate through photos of different locations on campus. There are various photos of students engaged in extracurricular activities, service, and academic life.

Question from a faculty member

What happened to the 50,000 other pages?

Response from Jonathan Coffin

We have saved these, but they won’t be accessible or “live” at depauw.edu.

Question from a faculty member

What about e-mail, e-services?

Response from Jonathan Coffin

E-mail and e-services will be part of the universal footer on every single web page for the entire DePauw site.

Comment from Bridget Gourley

Regarding the faculty governance web pages: we are considering which pages should be accessible to the general public vs. which pages will be internal and accessible only to faculty and staff.

Question from a faculty member

What are the quotation marks?

Response from Jonathan Coffin

This is a continuous twitter feed, but we can swap this out in case something happens to twitter.

13. Remarks from VPAA (David Harvey)

1. After receiving feedback on the proposed changes to the peer observation policy for term and part-time faculty, the revised policy, with a few small stylistic modifications, is now official. The new version will appear soon in the on-line Handbook.
2. Although the state and national elections are still somewhat distant, I want to let you know now that DePauw is serving as the academic partner for Howey Politics Indiana (or HPI), which will conduct four battleground state polls during the upcoming election cycle. Brian Howey of HPI and two pollsters, one Republican and one Democratic, will be on campus in March to meet with students and faculty members. They will complete two statewide polls in the spring focusing on state primary races, and two polls in September and October for the general election. They will return to campus in November for a post-mortem analysis of the election.
3. Last week I provided department chairs with a brief update on the workload modeling project, which I will quickly summarize here.

Of the 20 departments in the CLA, nine reported that they see ways to adjust to a 3-2 workload (some with and some without FDC reassigned time). Seven departments, however, reported that they do not have sufficient staffing or flexibility in course offerings to change from the current 3-3 workload (or that they can accommodate a change to a 3-3-3-2 without FDC reassigned time only). There is no pattern to these responses in terms of division, or in terms of departments with labs and/or studios. The only significant pattern is that departments receiving more reassigned time on average are more likely to see ways to adjust to a 3-2 workload and those departments receiving less reassigned time on average are less likely to report that a 3-2 workload is feasible. This outcome is not all that surprising in that when we grew the full-time faculty from roughly 160 to 220, we did not do so with the intention of transitioning to a 3-2 workload. I reported to the chairs that I plan to take the department responses to the Committee on Administration and ask them to work with me in continuing to explore possible ways by which we could transition to a 3-2 workload should we determine that a 3-2 workload is in the best interests of the institution's faculty and students.

Question from a faculty member

Will these findings be shared with the Board of Trustees?

Response from David Harvey

Yes, I will keep the board updated on these issues.

Question from a faculty member

How will you determine the criteria for “desirable”?

Response from David Harvey

We will consider solutions that are not palatable. We will have additional conversations with departments regarding academic programs. Our staffing is imperfect and is not set up for a 3-2 teaching load. We need to consider what is in the best interest of students and faculty.

14. Old Business

There was no old business.

15. New Business**A. Report about change in the starting time for Commencement, Christopher Wells, Vice President for Communications and Strategic Initiatives**

The priorities for scheduling commencement are, first, safety, and second, access to family members and supporters of our students. The proposed change to 9 a.m. was motivated by the realities of (a) two recent exercises in which early afternoon weather made conditions for an outdoor ceremony challenging, and (b) the unavailability of an indoor venue capable of accommodating all of our students' guests.

Feedback from both on and off-campus has made clear that the 9 a.m. starting time is problematic for those who are used to attending religious services Sunday mornings and for guests who plan to drive in for the day.

The Baccalaureate Service will be moved to Saturday afternoon.

Working with the University Marshall and the Director for Spiritual Life, we have determined that a compromise start time of 10:30 a.m. may be the best solution for managing the threat of heat and storms while still considering the needs of our internal and external communities. We hope this will be a reasonable compromise.

There were no questions for Christopher Wells.

16. Announcements

No announcements were submitted.

17. Adjournment

If there is no other business we will consider ourselves adjourned. In closing the chair said, “I hope you have a great end of the semester, wonderful holiday season, that your WT activities are stimulating and I look forward to seeing you in this official venue in February 2012.”

Appendices

Appendix A

Academic Dishonesty
Settlement Form
for a
Violation of the Academic Integrity Policy
11-29-11 3-27-06

NOTE TO STUDENTS

This form details the charge of academic dishonesty that has been made against you. This settlement form is intended to make sure that you know about the charge, that you've had an opportunity to discuss and respond to it, and that you understand the penalties that will result from the charge.

1. You are **not required** to sign the settlement form.
2. If you do not sign this form, you have the **right to a hearing** before the University Review Committee (URC) before any disciplinary penalty may be imposed.
3. You have **three business days** to seek advice and decide whether to sign the form. You are encouraged to discuss your decision with a trusted advisor, professor, or staff member.
4. If you sign the form, you are admitting responsibility and accepting the penalty shown.
5. Signed settlement forms are kept on record for five (5) years in academic affairs. The form is kept confidential after a first violation, but becomes relevant evidence if you violate the Academic Integrity Policy a second time. **Second (or subsequent) violations are heard before the URC** to determine whether further sanctions, usually suspension or dismissal, should be applied.
6. This settlement form is **not disclosed to prospective employers or to other schools, nor is it filed in your permanent student record, except in the case of a second (or subsequent) violation.**

CHARGE AND PENALTY

This student has been charged with a violation of the Academic Integrity Policy:

Student's Name _____ Date _____
Instructor's Signature _____ Date _____
Instructor's Name (printed) _____

DESCRIPTION OF VIOLATION AND PENALTY

On a separate sheet, the instructor should provide a brief description of the violation, the situation in which it occurred, and evidence supporting it. The instructor should describe the penalty that will be applied if the student admits responsibility by signing this form. The student must have a chance to read the instructor's description of the violation and proposed penalty before signing this form.

ACCEPTANCE OF RESPONSIBILITY

I have read this settlement form carefully and understand its significance. I admit to committing the violation of DePauw's Academic Integrity Policy as charged by the instructor and I accept the penalty assigned. I understand that this agreement will be kept in Academic Affairs files for five years. This settlement form will not be part of my permanent student record except in the case of a second (or subsequent) violation of the Academic Integrity Policy.

Student's Signature _____ Date _____

DePauw University Faculty Meeting Minutes
February 6, 2012

1. Call to Order – 4 pm Union Building Ballroom (Bridget Gourley)

Now that we have a quorum, let me officially welcome you to our February meeting. If you were away during the holiday break or winter term, welcome back from travels far and wide. If you stayed in the area, I hope you enjoyed the change of rhythm. I hope we are all now energized for a new semester.

If you speak during today's meeting let me remind you to use a microphone. The floating microphones are on. Clay will bring the volume up as you begin to speak. Sometimes it takes a second for the system to respond.

2. Announcement of Spring Semester Quorum by VPAA (David Harvey)

A quorum is defined as 40 percent of all full-time faculty members who are eligible to vote and not on leave. During spring semester 2012, there are 237 faculty members who are eligible to vote and 36 on leave for a total of 201 faculty members. The quorum is 80 faculty members or 40 percent of 201.

3. Verification of Quorum

The quorum is verified.

4. Approval of Minutes from the December 2011 Faculty Meeting

There is one change in the minutes from the December 2011 faculty meeting. Under remarks from the VPAA on page 8, in response to a question from a faculty member, the VPAA response should say,

“The current configuration of faculty lines is not ideal for moving to a 3-2 teaching load. We will not make any changes without first having additional conversations with departments regarding their academic programs. Any change to the faculty's teaching load must be in the best interest of students and faculty.”

Are there any other corrections to the minutes? If not, I'll take the minutes with this correction approved via unanimous consent. The minutes posted on the faculty governance web site will be corrected and reposted in the coming week.

5. Moment of Silence to Honor Cassel Grubb and Thomas ‘Tommy’ A Mont, Jr.

Cassel Grubb, Professor Emeritus of Music, served DePauw from 1949 to 1989. In 1978 he was appointed as director of the School of Music and held that position until his retirement. Cassel passed away on January 1, 2012. A full tribute to Cassel may be found in Appendix A.

Thomas ‘Tommy’ A Mont, Jr., served DePauw from 1959 to 1987. During his tenure Tommy served as head football coach, athletic director and as a faculty member in the health and physical performance department (now Kinesiology). Tommy passed away on January 1, 2012. A tribute to Tommy may be found in Appendix B.

Reports from Coordinating Committees

Committee rosters are available at:

<http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/>

6. Committee on Academic Policy and Planning – CAPP (Rich Cameron)

Report from Aaron Dziubinskyj, chair of Winter Term Subcommittee

Proposals for Winter Term 2013 are due Friday, February 10th. Proposals can be submitted through the Moodle course “Winter Term 2013 Faculty Proposals.” Faculty will receive an email later this week reminding them about this deadline.

Report from Rich Cameron

As reported in the fall, CAPP began the academic year with three main agenda items.

- 1.) Assisting the FYS (First Year Seminar) committee and the WPCC (Writing Program Coordinating Committee) in preparing for and implementing the new writing curriculum.
- 2.) Working on Winter Term reform based on the task force report sent around last June.
- 3.) Working with the S committee on S-reform as part of CAPP’s continuing plan to approach intellectual-life-related reforms to competency programs one-by-one: first writing, then speaking and listening, then quantitative.

CAPP has been hard at work this fall to achieve these goals. We have met weekly, as opposed to the more usual every-other-week. We have the following progress to report.

1.) CAPP has consulted with and is delighted by the work of the FYS committee and WPCC. The “pilot” program for writing-intensive First Year Seminars was a success, not least because it generated renewed critical scrutiny of what it will take for the curriculum to succeed on the timeline envisioned, leading to profitable discussion. These committees also put on at least one valuable and well-attended workshop in the fall, and have a distinguished speaker (Nancy Sommers) coming to lead a workshop on February 16th.

2.) Regarding Winter Term, CAPP met with Dean Foss this fall. In light of those productive discussions and the WT report itself, we’re currently disinclined to attempt major reforms. We’d like to see the task force’s recommendation to increase faculty development support for WT teaching implemented and have expressed this desire with the Faculty Development Committee (FDC), who have been a little busy with other things lately, however. We still hope that this recommendation gets taken up because it could be quite valuable. We’re also planning to work with the WT subcommittee and WT office this spring on suggesting a new format for student-designed on campus courses in hopes that student-drive topics may add to the richness of the WT academic experience. (Brown University has a program that may serve as a good model.)

3.) With regard to S reform, the S committee has been taking the lead on this. In consultation with S liaisons, they have proposed a plan to move forward with (a.) auditing current S courses in departments this spring, (b.) working with FYS committee and WT programs to strengthen S in these contexts (WT would be a new context for this), and (c.) plans to survey students and faculty about their experiences with S down the road. CAPP will be meeting with the full S committee again later this spring as the results of this plan start to take shape.

The next item on our agenda is to address instructions to RAS if further conversations suggest moving to a 3-2 workload.

There were no questions for CAPP.

Written Announcements –

CAPP had no written announcements.

7. Management of Academic Operations – MAO (Jamie Stockton)

MAO had been directed to review the current time bank system in light of concerns raised by both the January 2011 Working Group and a Student White Paper. And, like many of you, I said, “Yet again? Didn’t we just change/modify the time bank system and haven’t we done so several times during the past 15 years at DePauw?” I’ll come back to these questions momentarily, but for now state “yes.” My immediate predecessor as MAO chair, Andrew Hayes, outlined the task which would involve the work of four subcommittees during this academic year:

- A review of previous proposals, to learn what motivated previous changes and what was working or not working.
- An expanded lunch period option.
- The possible coordination of meeting times, which when coupled with the issue of an expanded lunch period, could deal with the plethora of meetings which comprises the DePauw environment and the lack of common times in which to meet as well as the more social aspect to which students are aspiring.
- A look at policies to oversee student/course distributions, to provide widespread course options and opportunities for all students and to facilitate the coordination of course offerings with classroom availability.

What is not easily understood or answered by questions that I, and many of you, had is perhaps the sheer amount of time, effort, and work that goes into, what seems on the surface to be an easy task. After spending the past 6 months engaged in dialogue, documents, diverse viewpoints, student opinions, and more discussions, I now have a new appreciation for my predecessors on MAO as well as those MAO chairs who oversaw the process. And, before I progress further in my comments, I would like to acknowledge the current MAO members who have helped in our current task – please stand if you are here. The outcome of our work, as of last Monday’s MAO meeting, seemed somehow both simplistic and anticlimactic. However, it took the diverse views and skills of all MAO members to come to the only conclusion that we could give the data we worked with. Ultimately, MAO recommends very few changes to be made to the current time bank system for the next academic year, primarily for the following reasons:

- 1.) The results of the latest student survey which asked for input of preference regarding the lunch hour (keep common lunch hour, extend common lunch hour, eliminate common lunch hour) were overwhelmingly for no change.
- 2.) Most of the previous problems outlined with the coordination of course request times and available classrooms became virtually non-existent with the previous small tweak to the time bank schedule of doing away from two to three of the MW time banks.

There will, however, be a few minor modifications recommended by MAO:

- 1.) MAO will be providing the Faculty Governance Steering Committee (FGSC) with a suggestion regarding the meeting times for coordinating committees.
- 2.) The form provided to chairs for scheduling of classes (to be distributed in March for fall 2012) will be modified to highlight a few common guidelines (that are supposed to be already in practice but aren’t always followed) in a more pronounced way.

We have concluded our work on this topic and recognize that MAO may review this topic again in the future.

Question from a faculty member

Just for clarification, from what I understand, the revised forms will be distributed in March, but the schedule of classes for next year is due March 1. What do we need to know before March 1?

Response from Ken Kirkpatrick, Registrar

There are some modifications to the form that we send out. But there is no real change in what you should be doing.

Question from a faculty member

Just to be clear, from what I understand, it's fine for a department to schedule all their classes on T/Th with no MWF classes?

Response from Jamie Stockton

No, this isn't fine. This is a serious issue. Perhaps this issue should go beyond MAO. There seems to be a disconnect between the faculty and the administration regarding who should be the enforcer of this issue. Does policing of this issue fall under the purview of MAO or the administration? The administration tends to think that the faculty should govern itself. Mark McCoy, dean of the School of Music, has suggested this is affected by the way we do faculty governance at DePauw. We no longer have the system where individuals served as department heads, which were often career long, but rather moved to a system of rotating three-year term department heads. This led, in Mark's opinion, to a non-effective governance system because no one is governing anyone else, and if you are the enforcer on one issue, then this may come back and affect you at some time in the future.

Comment from a faculty member

Does this mean that the inmates are running the asylum?

Response from Jamie Stockton

This is a complex problem. Our system isn't set up to do this very well.

Comment from Mark McCoy, Dean of the School of Music

The guidelines from Ken Kirkpatrick state that no more than 15% of classes should be in any one time bank. This guideline requires that any department use more than just MWF time banks.

Comment from Bridget Gourley

It is always a challenge to tell the difference between when someone chooses a time bank for specific pedagogical reasons vs. when someone chooses a time bank because of personal preferences. Department chairs should try to make sure the guidelines are met.

B. Motion (to be voted on) that the faculty approve two new courses:

For MAO, Jamie Stockton moved that the faculty approve the two new courses from SOC and ANTH listed on the agenda.

Unless someone objects, the Chair noted that the faculty may consider the courses as a block. Because these come from a standing committee, there is no need for a second. There was no objection to considering the two courses together.

There were no questions or comments. No one spoke in favor of or against the motion. The chair called the question and the motion two approve the following two courses passed.

SOC 342: Women, Health, and Social Control (1 credit) - In this course, we will focus on the intersection of health, illness, and gender. This course combines classic and contemporary feminist and sociological ideologies to explore how health and illness have been defined and experienced for different women across historical time and space. There is considerable attention to how conceptualization of women (and their bodies) as inferior has led to the medicalization and control of women's bodies. We will especially highlight the role of women's health movements in shaping how women's health is understood, embodied and contested. We start the course addressing theoretical frames for understanding gender and health. We then assess contemporary women's health status. The course then loosely follows a life course approach in that we explore women's experiences with menstruation, sexuality, reproductive technologies, childbirth, and menopause. Prerequisites: one course in sociology or permission of instructor.

ANTH 256: Anthropology of Food (1 credit) - this course explores aspects of the cultural uses and symbolic meanings we attach to food and eating. Students explore such questions as: how do we use food, what is changing in our food consumption patterns, what is the relationship between food consumption and the environment, what are some of the politics and the ethics involved in food consumption, what is the significance of eating out, of "ethnic" restaurants, and how do we analyze the smell and taste of food cross-culturally? Prerequisite ANTH 151, sophomore standing or permission of instructor.

It was noted that both of these courses had previously been taught under the topics designation.

Written Announcements –

MAO had no written announcements.

There were no additional questions for MAO.

8. Committee on Faculty – COF (Howard Brooks)

A. COF's report consisted of an offer to answer questions.

There were no questions for COF.

Written Announcements –

In the fall, COF completed the chair reviews and all tenure linked with promotion cases. COF will be discussing membership on personnel committees and the instructions, timing, and administration of course evaluations. COF will be completing the interim, term, promotion, and spring scheduled reviews.

9. Committee on Student Life and Academic Atmosphere – SLAAC (Caroline Smith)

A. SLAAC's report consisted of an offer to answer questions.

There were no questions for SLAAC.

Written Announcements –

During fall semester, SLAAC made annual appointments for URC and CSC, appointed faculty representatives to the dining committee, reviewed/edited Religious Holidays Observance letter to students, discussed DPU's Sexual Misconduct Policy, discussed and re-worded the statement in Student Handbook directing students toward appropriate resources handling for course-related conflicts and/or complaints, discussed Academic Integrity policies and revised the chair's preambles to the Academic Integrity hearings, and renamed the

"Academic Dishonesty Settlement Form" to "Settlement Form for a Violation of the Academic Integrity Policy" to make a clearer connection to the actual policy in the Student Handbook. SLAAC also reviewed suggested policy related to extending the reach of our campus safety officers, etc., and submitted a document on its findings to the Board of Trustees. SLAAC has almost completed its work to update the charge and composition of the Nature Park subcommittee and we anticipate sharing that work with the faculty in March. Currently, although there are no other major items on SLAAC's agenda for spring, there will be continued discussions on the Academic Integrity hearing process. SLAAC will meet as necessary during spring semester to handle issues that arise.

10. Faculty Governance Steering Committee – FGSC (Bridget Gourley)

- A. FGSC's report consisted of an offer to answer questions.

There were no questions for FGSC.

Written Announcements –

During the fall semester, FGSC worked on language clarification in our By-laws and Standing Rules. Items brought before the faculty allowed for fuller participation in our governance structure and brought our by-laws and standing rules into agreement with current practice. The FGSC appointed a small group to work with the VPAA on his questions about how we recruit and retain faculty, or more broadly what does it mean to be a faculty member at DePauw. Also FGSC discussed how to approach issues raised in the January 2011 Working Group report that haven't been delegated to other groups and those conversations will continue in the spring.

FGSC's first meeting for spring semester was scheduled for February 17, 2012.

Reports from Other Committees

Committee rosters are available at:

<http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/>

11. Faculty Development Committee – FDC (Brooke Cox)

- A. Student faculty summer research update.

Student/Faculty Summer Research applications are due February 22nd. FDC will be able to support approximately 15 projects with additional projects supported by the Mellon Environmental Studies program.

Faculty Summer Stipend applications are due April 4th. FDC will provide an approximate number of projects with the anticipated break down across project areas (scholarly/artistic or course development/renewal) soon.

Thank you for your timely submission of receipts for conference spending. This has helped better project our remaining conference and workshop funds. If you have upcoming conference plans don't hesitate to submit your request. We have funds remaining and would like to see you travel.

- B. Update on FDC's work.

A reminder that FDC is seeking applicants for the Faculty Development Coordinator position that will start in the fall. Kerry Pannell sent a description of the position via email last week. FDC will begin interviewing candidates at our next meeting (tomorrow) and hope to make a recommendation to David Harvey by the end of February. If you have any questions about the position, don't hesitate to contact any member of FDC.

FDC ended last semester with a short faculty survey that closed in December. Three general themes emerged:

1. Strong support for the current faculty development program;
2. Concern about the complexity of the current system, especially reporting requirements;
3. Need to clarify faculty development programs.

We have already started to work on these issues and increase our transparency, such as by providing numbers on how many applications will be funded. We are paying attention to the 3/2 discussion. We will be meeting with the committee that is reviewing faculty life at DePauw.

We continue to discuss all aspects of the program and we are working to further refine the mission statement.

12. Committee on Administration - COA (Marcia McKelligan)

A. COA's report consisted of an offer to answer questions.

There were no questions for COA.

Written Announcements –

In the fall, the COA had two main tasks. The first was to help with the formulation of a philosophy of compensation that will guide the University in making decisions about salary and benefits. To that end, a subset of COA members worked with Human Resources to identify and hire a benefits consultant group. COA assisted in a small way with the construction of the benefits survey that was administered last fall, and are poring over the data now and helping to decide on the next steps to take in the upcoming weeks. The second major issue COA addressed is the possible move to a standard five-course load for faculty. David Harvey has shared a wealth of data with COA, as he has with other groups in the University. COA expects further conversations on workload in the spring. COA will also address questions about salary as they are brought to them.

The three at-large members of the committee, Inge Aures, Marcia McKelligan, and Jeanne Pope, have been invited to the Board of Trustees Retreat on February 10-11, 2012.

COA has not yet been informed of the agenda for the meetings in which they will participate. The first full COA meeting of the semester will be February 14, 2012.

Additional Business

13. Remarks from the President (Brian Casey)

I wish to point out, as a follow-up to the comments from COA, that Inge Aures, Marcia McKelligan, and Jeanne Pope, the at-large members of COA, have been invited to the meeting of the Board of Trustees, February 10-11, 2012.

I would like to offer an overview of the topics that will be discussed at the Trustee meetings. We will once again review the financial situation of the institution and discuss the market for what we do at a liberal arts college such as DePauw. We represent a very small part of American higher education. The total enrollment of elite liberal arts colleges in the U.S. is less than 110,000 students. In comparison, the Miami-Dade community college system has over 400,000 students. Elite liberal arts colleges represent less than 2% of

total enrollment in higher education in the U.S. We recognize that we are expensive and that what we do is hard to do well. But when we do it well, it is magical. We will be discussing our mission and our financial model with the Board. The Trustees are committed to what we do, but the finances continue to be on everyone's minds.

On February 20th, Stevie Baker-Watson will be joining us from North Central College in Illinois as our new Athletic Director, replacing Page Cotton. Page will be taking on a new role, helping me ask our alumni to invest in our athletic and recreational facilities. I would like to thank the members of the search committee members involved in this appointment. Stevie has a lot of energy and understands the mission and purpose of an institution such as DePauw. It's worth mentioning, of course, that we now have a female Athletic Director. It's also worth noting that there have recently been three newly-appointed Athletic Directors in the North Coast Athletic Conference, all of whom women.

Regarding the search for a Dean of Civic, Global and Professional Opportunities at DePauw, we ran an in-house search, but the applicant pool was not considered sufficiently strong by either me or the search committee. We are now proceeding with the help of a national search firm. This search process is about to move much more quickly. We are asking the question, how can service learning, career services, and off-campus learning be combined in interesting and transformative ways? What other institutions are doing this? Who is doing this well? The Mellon Foundation is organizing a conversation on the ways in which liberal arts institutions prepare students for careers. The foundation has invited DePauw to a conference on this topic to be held at Wake Forest in March.

Regarding the Diversity and Equity Committee, there has been a call for new committee members. COF is moving forward on this, according to Howard Brooks.

Comment from Howard Brooks

COF has made appointments and will get names to you.

Pres. Casey continuing his report

We haven't used the Diversity and Equity Committee well. A number of events relevant to DEC issues happened on campus during fall semester and winter term. We need to look at institutional data and practices. Thank you to Charles Pierre, student body president, for nominating candidates for this committee.

Regarding COF, tenure and promotion have been awarded to Jeremy Anderson, Russ Arnold, David Alvarez, Mona Bhan, Nicole Brockmann, Jenn Everett, Pascal LaFontant, and Khadijah Stewart. I would like to point out that the members of the COF work very hard and take their task seriously. Thank you, COF, for this work.

Next week, we will host our next Ubben speaker, Nobel Laureate Leymah Gbowee. She will speak on Wednesday, February 15th, 7:30 pm in Meharry Hall. We are also showing a film which chronicles the work of Leymah Gbowee and the Liberian Women's Peace Movement. The film is scheduled to be shown Thursday, February 9th, 6 pm in the Watson Forum. The film is cosponsored by the student group FEMINISTA, Janet Prindle Institute for Ethics, Conflict Studies, and the Office of Religious Life.

We launched a new web site in December. The new web site shows off interesting things about what is happening in academic departments, how rich and interesting life is here at DePauw. We have a winner. The best web site in terms of personality, depth, and character is the Philosophy Department. It's very important for you to show off what you are doing in your departments. You have the tools to do this.

Question from a faculty member

I have a question regarding a personnel issue, specifically the Vice President for Academic Affairs. Previous statements suggested that David Harvey will serve until end of the next academic year. Are there plans to do a search for a new VPAA? Will you be discussing this issue with the Board next week?

Response from Pres. Casey

I'm discussing this with said VPAA. David Harvey's appointment continues through the next academic year. David and I are in conversations about his appointment at this time. David is a wonderful person to work with. He is a terrific partner on many matters, and is about as opposite from me as any person could possibly be. David is an advocate for the faculty, the life of the faculty, and the work of the faculty. Perhaps "provost" is a better title than VPAA. The timing of when to do a search is important. I think you would benefit from having an inside hand continue to guide the conversations on campus at this time.

Question from another faculty member

Regarding the tentative future of bookstores, I wonder if there will be a mechanism for us to share any experiences that we might have had or might be having with the bookstore that would be relevant.

Response from Pres. Casey

We will be moving the bookstore downtown into the old Fine Print location.

Comment from Bridget Gourley

Brad Kelsheimer spoke about this issue at the chairs meeting last week.

Follow up from Pres. Casey

We're putting together a bookstore planning committee. This bookstore will succeed to the extent that we commit to it. I don't know where the discussion process is. We're currently undergoing final negotiations regarding development of the property.

Comment from Charles Pierre, student body president

Students have met with Brad Kelsheimer and Dick Vance. We were supposed to meet during winter term but that didn't happen. We are setting up a time in the coming weeks to meet as a group. Brad and Dick will also join us in the next discussion.

Follow-up question from faculty member

Who should I send my input to?

Response from Pres. Casey

Brad Kelsheimer. We will report progress on this issue by the end of this week.

Question from another faculty member

Will Barnes & Noble continue to be the franchise?

Response from Pres. Casey

There are three possible providers. No vendor is under contract with the University at this time.

14. Remarks from VPAA (David Harvey)

I want to follow up on the earlier discussion of time banks and the schedule of classes by noting that I believe in the importance of shared governance. It is because of shared governance that committees, such as MAO, include faculty members and administrators. Shared governance also extends to scheduling classes. Department chairs have a role to play in implementing policy as does the Registrar (and Ken Kirkpatrick does push back on this when necessary). This is how shared government works, and it works pretty well.

Item One: Grade Distribution Reports

In November, while responding to an inquiry about withdrawal rates I found that data supplied by the Registrar's Office did not agree with data in the Grade Distribution reports prepared each semester by the Office of Institutional Research (these are the reports in the red binder in the COF reading room). As Ken Kirkpatrick, Bill Tobin, and I looked into this, we discovered that all Grade Distribution reports from the Spring 2006 semester to the Spring 2011 semester incorrectly report the percentage of W grades; reports prior to this date are correct.

The reason for this error is unclear, although we know that a number of changes were made to how grade data are stored and accessed in and around this time. We do know that the percentage of grades recorded as Ws typically ranges from 2% to 3%. Beginning with the spring 2006 semester, the percentage of Ws dropped to approximately 0.6%. We also know that the only W grades included in the Grade Distribution reports for students who received a mid-term grade; that is, first-year students and upper-class students on academic probation. One consequence of this error is that the percentage of all other grades also are incorrectly reported, although the impact on these percentages is small. For example, if this problem had occurred in the fall 2005 semester the percentage of Bs would have been reported as 42.7% instead of 42.0%. The error did not affect the calculation of individual, departmental, or university-wide GPAs.

We have corrected the problem and the Grade Distribution report for the Fall 2011 semester correctly reflects the grades received by students.

Although we will rerun the Grade Distribution reports for the spring 2006 to spring 2011 semesters, these reports will not recreate the reports that would have been run at that time because all incomplete grades have since changed to a final grade. I discussed this problem with the Committee on Faculty at last week's meeting. We will replace the spring 2006 to spring 2011 Grade Distribution reports available in the COF reading room with the corrected versions and move the old reports to a separate binder. The letter from the VPAA that enters the Grade Distribution reports into each decision file will include a reminder of this error.

Item Two: Faculty Teaching Load Conversation

During January I gathered additional data on faculty teaching loads in the College of Liberal Arts, which I plan to share with the Board of Trustees this week and with the Committee on Administration this semester as we continue to discuss options for faculty teaching loads. Although I expect to share the data with the faculty more broadly at a later time, I will provide here a snapshot of data comparing the 1998-99 academic year to the 2010-11 academic year. These two years span the time during which we grew the faculty and are helpful in understanding how we allocated the resources made available during this expansion of the faculty.

In the 1998-99 academic year the CLA had a total FTE (including both full-time and part-time faculty members) of 161 faculty members and a teaching FTE of 143; thus, 89% of the total FTE was allocated to teaching with 106 courses reassigned to duties other than teaching, including leaves. The average teaching load for a faculty member not on leave was 5.4 courses and 22% of sabbaticals were for a full-year. We averaged 2,044 students in the CLA between the two semesters, giving a student-faculty ratio of 12.7 : 1. The

average class enrolled 17.7 students.

For the 2010-11 academic year the total FTE increased by 51 lines from 161 to 212 and the teaching FTE increased by 13 lines from 143 to 156. The percentage of the total FTE allocated to teaching decreased from 89% to 74% with 338 courses, instead of 106, reassigned to duties other than teaching, including leaves. The average teaching load for a faculty member not on leave was 4.8 courses, down from 5.4, and 76% of sabbaticals were for a full-year, up from 22%. We averaged 2,164 students between the two semesters — an increase of 120 students — resulting in a student-faculty ratio of 10.2 : 1. Despite the decrease in the student-faculty ratio from 12.7 : 1 to 10.2 : 1, the average class size increased from 17.7 to 18.6 with approximately half of this increase the result of more students. Also contributing to the increased size was a decrease in off-campus study relative to 1998-99 (off-campus study was unusually low in 2010-11, as it was in 2009-10, and was at its peak in 1998-99), and because students not studying off-campus are, on average, enrolling in more courses. In 1998-99, for example, students in the CLA averaged 7.5 courses per year; in 2010-11 the average increased to 7.8. Perhaps this is due to an increase in the number of students completing a double major.

If we are to move from a 3–3 to a 3–2 teaching load we will have to reconsider the many ways in which we currently allocate faculty time. There are only four variables that we can use: student-faculty ratio, the number of courses students need for graduation, class size, and reassigned time. There are institutions that have adjusted workloads based on changing one of these variables, two variables, three variables, or all four variables. Our discussions will continue this semester. I look forward to discussing this with the Committee on Administration.

Question from a faculty member

What types of additional reassessments have been made?

Response from David Harvey

The biggest increase is sabbatical leaves. We went from a system where there was no internal support for full-year leaves. Now we provide four course leaves with 67% pay and faculty can earn a full year leave by banking the teaching of extra WT classes. This is part of the 222 additional reassigned courses. Full year leaves are desirable and good for faculty members. We might wish to discuss whether teaching extra WT classes is the best route to do this. University Professors, Distinguished Professors, Faculty Fellowships, and a few endowed chairs carry reassigned time. There were 12 units of these sources of reassigned time in 1998-99 and 94 units in 2010-11. Administrative reassigned time has more or less doubled, with more release time for chairs, program directors, and for other administrative responsibilities.

15. Remarks from Dean of the Faculty (Kerry Pannell)

First, a big thank you to everyone who participated in the Giving Tree this year and to the Service Center staff who provided space for several weeks to make the project possible. The DePauw community donated over \$4000 to make the holidays a bit better for the least fortunate families in our community. As you probably know, there's quite a bit of need in Putnam County, and your giving was appreciated by children and parents throughout the greater Greencastle area.

Second, a few words about the United Methodist Exemplary Teaching Award: nominations are due by February 22nd. This award is sponsored by the United Methodist Church with funds supplemented by a generous endowed gift from George and Virginia Crane specifically for this purpose. The award will be given to one or more faculty members who "exemplify excellence in teaching; civility and concern for students and colleagues; commitment to value-centered education; and service to students, the institution and the community." Note that this award bears no connection to the personnel process. It's like a "most

“inspirational teacher” award, where the nominator should specifically recount evidence of the criteria for this award. Send your nominations directly to me.

Third, Fisher course reassessments are available for spring 2013 for tenured and tenure-track faculty to do projects that are either pedagogical or scholarly/creative in nature. Last year I suspended these. We’re reinstating these for spring 2013. We have up to 6 awards available and the deadline is March 7. Submit your application electronically through the website. Search “Faculty Development Forms,” select the first link and then look on the left-hand side for the form. Address any questions to Terry Bruner, Faculty Development Administrator (tbruner@depauw.edu), and you’ll need to give her a few days to get the form up on the web site. If you are applying for one of these awards, please let your department chair know now so they can use this information in their schedule planning for the 2012-13 academic year.

Lastly, but most importantly, I wanted to update you on the Center for Teaching and Learning planning and our ongoing discussions about teaching this semester. In addition to our regular faculty forums run by Dave Guinee, we will be having discussions of teaching every Friday called “Talking about Teaching” at lunchtime in Reese Hall beginning at 11:35. Lunch is provided. Doug Harms led the first discussion on teaching service-learning in Winter Term last Friday. This week we’ll talk about President Obama’s challenge/charge to higher education and what it might mean for the liberal arts. The schedule of discussion topics is not yet filled out for the entire semester, so please let me know if there is a topic you’d like to discuss. I’ve also scheduled a Wednesday lunch meeting for February 22 to talk about ways to think creatively about interdisciplinary team-teaching theme-based courses. This is an opportunity to explore what possibilities are out there for adapting classes to encompass larger themes across disciplines. In addition to our own teaching discussions, we’ll have visitors coming to campus to talk about teaching and their own experiences with new pedagogies and teaching centers on their campuses. I’ll send out details of their visits when those are confirmed.

The Center for Teaching and Learning interest group will continue its discussion this spring on how we can make the most out of our existing pedagogy development resources. Some suggestions from the group so far include the development of faculty learning communities (aka discussion groups, but longer-lasting and more intentional) and having a showcase of faculty members’ innovative teaching and interesting pedagogical practices. You’ll be hearing more about these plans over the course of the semester. I’ve already spoken with many of you about this, and welcome any additional ideas you might have.

Question from a faculty member

Has there been any follow-up from performance-based assessment workshop we attended in Toledo?

Response from Kerry Pannell

Jamie Stockton, Vanessa Dickerson, and I went to Toledo for a performance-based assessment workshop in November 2011. I need to put together some money to do another workshop like this at DePauw. I’m discussing this with the GLCA. I don’t have any hard details, but it’s on the top of my list of things to do.

Question from another faculty member

When is the deadline for Fisher applications?

Response from Kerry Pannell

March 7th

16. Old Business

There was no old business to come before the faculty.

17. New Business

There was no new business.

18. Announcements

A. Elections (Bridget Gourley)

There are a couple of unanticipated vacancies that have cropped up for spring semester. I'll be contacting Division officers and asking we get those filled for committees quickly. Also, by the end of the week, as per our By-laws, I will be notifying Division officers about committee vacancies for academic year 2012-13 and the time line for spring elections. You'll remember that our election process happens in phases. By the March meeting we are required to have our elections for divisional positions completed so they can be announced. In April the nominees for at-large positions will be announced and in May the results of the at-large elections will be announced.

B. Library review of journal subscriptions (Rick Provine)

The library is asking the faculty to help us review our current journal subscriptions. Continued rising costs and flat or reduced budgets make it difficult for us to address new areas of study and to add new titles. Over the next few months we would like to meet with departments and faculty members to look over about 200 journal titles for cancellation. This will allow us more flexibility within our budget to add new titles and continue to purchase books, videos and other materials more readily.

- We currently have access to about 45,000 journal titles online.
- About 80% of our budget goes toward journal and article access
- We continually review our database subscriptions for maximum yield of content and cost savings
- Our curriculum is dynamic, and we need flexibility to respond to new areas
- The bulk of these titles are duplicated online.
- Others receive very little use.

In the next few days you will receive an email with more detail, and a link to web pages listing titles proposed for cancellation. Please let us know if any of these cancellations are problematic for you or your area of study. We are happy to come and meet with you individually or as a department to discuss and review these changes.

It is our goal to offer the most appropriate array of titles to support our shared mission of teaching and learning.

C. National College Health Improvement Project (NCHIP) Learning Collaborative on High-Risk Drinking (Pam Propsom)

1. Brief report on DePauw's participation and about how faculty can engage.

The NCHIP (National College Health Improvement Project) Learning Collaborative on High-Risk Drinking was organized by Dr. Jim Kim, the president of Dartmouth College, an anthropologist and physician, and was designed to apply a public health approach to combat high-risk drinking among college students. (There is a January 8 article in *The Chronicle of Higher Education*, if you're interested in reading more about this.) DePauw joined the collaborative and has been working the last 7 months to collect data and test small interventions.

Every year as many as 2000 college students nationally die due to alcohol. On our own campus last academic year, we had 22 hospital transports for potential alcohol poisoning. DePauw Public Safety measurements of student BAC show levels in the 0.20, 0.30, and even 0.40 range. Last semester there were four reported sexual assaults, in two cases both the male and female students involved were so intoxicated that neither one of them really knew what happened. DePauw's goal is not to eliminate student drinking, but to reduce high-risk drinking and the consequent harms associated with it.

Our student alcohol survey indicates that some students, certainly not all, consume alcohol at high rates. The average number of drinks that a DePauw student reports consumes during a single drinking occasion is 5 to 6 drinks. Although approximately 17% of DePauw students identify themselves as non-drinkers and many students drink responsibly, there is also a sizeable group consuming 10 or more drinks per occasion. DePauw's monthly online assessment for our NCHIP project indicates that pre-gaming is common and of concern, given that students report having 5 drinks before they even go out to drink.

Of course there are consequences for both drinkers and non-drinkers due to this behavior. Over half of DePauw students reported having experienced a memory loss due to drinking or doing something they later regretted, a third reported performing poorly on a test or other important project due to intoxication, and over a tenth reported being taken advantage of sexually due to drinking. In addition, the secondary consequences due to others' drinking included interrupted studying and sleeping, being insulted or assaulted by those who have been drinking, or feeling unsafe. Our faculty survey indicates that the majority of faculty members who responded see the consequences in their classes in terms of student absences, sluggishness in class, and poor quality work after big party weekends like Monon and Little Five. If we want to move DePauw to the next level in terms of academic quality, this is a problem that we need to confront.

The second NCHIP workshop that we attended in January focused on environmental factors that can affect high-risk drinking behavior, and one factor discussed was scheduling of classes. Note that this dovetails nicely with what Jamie Stockton talked about in her report regarding time banks and scheduling of classes. There's not much solid research out there, but what does exist suggests that excessive Thursday night drinking is moderated by having early Friday classes.

In the past few years we have seen a trend at DePauw away from 8:00 a.m. classes and three-day a week classes. There are a number of academic departments that have NO 8:10 or 8:20 classes and some that have NO Friday classes. This creates a hardship for students scheduling classes because courses tend to be bunched up in the same few time banks (e.g., 10:00 a.m.), and it produces a difficulty in finding open classrooms for faculty. Our greater concern at the moment though deals with high-risk drinking. Faculty frequently complain and are concerned about students' alcohol use and I know you care about your students' well-being, but what can we do?

Here is an environmental factor that we, as faculty, have control over and one that can potentially have a real impact on reducing high-risk drinking. With the creation of the fall Schedule of Classes approaching, the NCHIP team is making a plea to individual faculty members and departments to consider using the full range of time banks, particularly early morning classes and Friday classes. I believe it is in our own self-interest to do this. But I also believe it is in the university's and out students' best interests to do this.

Written Announcement

Student Well-Being and Schedule of Classes

DePauw is one of over 30 institutions of higher learning participating in Dartmouth's Learning Collaborative on High-Risk Drinking. One environmental factor that may have an effect on reducing student drinking is

scheduling Friday and early morning classes. With the creation of the fall Schedule of Classes approaching, I am requesting that individual faculty members and departments seriously consider using the full-range of time banks, particularly early morning and Friday classes.

D. 175th Anniversary Committee (Kevin Moore)

1. Request from the committee.

Please consider how you can encourage students in your classes to attend events associated with the 175th anniversary.

Question from a faculty member

Is the schedule of events posted on the web site?

Response from Kevin Moore

It will be posted or may already be posted on the web site.

Written Announcement

The 175th Anniversary Committee respectfully asks faculty members to consider ways in which they might help facilitate student attendance at 175th Anniversary events, particularly for the 175th Anniversary Distinguished Alumni Lecture Series. These are major events, and the next 17 months represent a significant period in the life of our university. This is a milestone worth celebrating.

In making this request, the committee is not attempting to intrude on faculty autonomy in any way. We simply ask that departments and individual faculty members think about whether there are ways to encourage student attendance at these significant Anniversary events that are consistent with the academic content and goals of your courses and departmental structures.

For additional information please see Appendix C.

19. Adjournment

If there is no other business we will consider ourselves adjourned. Certainly, I look forward to seeing you again in this venue in March but hopefully informally before then.

Appendices

Appendix A. Tribute to Cassel Grubb

Written by Orcenith Smith

First as a faculty colleague, and then as the head (director) of the DePauw School of Music, Cassel Grubb was a firm influence on many. Someone who raised three sons knew how to go about making his point! He was always supportive of people's work, and, if he disagreed, he still found encouraging methods to keep people going. His passion for excellence was a vibrancy that defined him as much as his iconic bow tie, Argyle socks and explosive laugh.

Cassel would say, "Howdy guy!" or "Howdy gal!" when he would greet students or faculty in the hallway of the then new Performing Arts Center built in 1976. A dream of many, the School of Music and Communications faculty willed that beautiful space into being. Its presence on campus gave emphasis to the School of Music in the definition of DePauw. When Cass became director, his studio had a central location that allowed him to come out of it at class change time and stir the collective process as students transitioned from one place to the other.

During his time as Director, Cassel was responsible for so many important changes in the music curriculum, including two significant enhancements that have had profound influence-- 1.) The Vienna Music program, a semester-long opportunity for a student to immerse oneself in that culture; and 2.) adding to the Performance and Music Education degrees, a new degree to provide students the opportunity to double major in music and an outside academic area. Those programs continue to define opportunities in the School of Music today.

Cass taught student 'cellists, of course; and with a careful blend of encouragement, firm hand and wise technical decisions, his students prospered. Seeing *his* playing in DePauw's Aeolian Trio (Henry Kolling, then Claude Cyberman, piano, and Herman Berg, Walt Schwede, and Dan Rizner, violin), one witnessed his very fluid physical technique, exacting left hand position, and a natural musicianship. He seemed right to be embracing the cello. And, according to Cass, the 'cello was God's instrument. His eldest son, Bill, now Professor at Butler, played the 'cello, too. Again, here was someone who seemed right to embrace the 'cello. But, Cassel's playing was a refined process. Bill's an all-encompassing passionate affair. When one heard Bill play, however, you knew that Cassel had provided the structures of discovery for music's journey. Cassel influenced so many young 'cellists in this way and not just at DePauw.

In the summer for about 40 years, Cassel taught 'cellists at Interlochen, a famous summer music camp in Michigan. He was also responsible for the enormous task of forming string quartets from all the string students in chamber music. Cass was so well respected that he sat on many important committees of the faculty there; countless students and faculty benefited from his teaching and wisdom. Bernice Grubb, was a part of that wisdom. The mother of the three boys and a fine harpist trained at Eastman, she always was a part of Cassel's mindset. When one would visit their summer cottage for conversation, she would add *her* few word summary of a point with grace, common sense, and laughing punctuation. Cass and Bernice would relax from their work by going to concerts and Cass would also do woodworking.

Yes, builder of so many things, Cass would fill his free hours building desks, tables, and grandfather clocks for his sons. And the selection of the perfect wood mattered, because his life as a string player informed him and demanded it! The Grubb's home on Paradise Lane was where most of this took place. Inevitably, at some end-of-semester party, one would naively ask about a piece of furniture in their living room only to find out that Cass had just finished it for one of his children!

In summary, and has been said elsewhere, Cassel Grubb was a pillar of the best definition of the DePauw School of Music. His dedication to music and teaching, his enthusiasm, wisdom, gentle manner, intelligence and passion for DePauw's potential, all have influenced how we now describe the best of what we *are* in the DePauw School of Music.

Appendix B. Tribute to Thomas ‘Tommy’ A Mont, Jr.
Edited by Page Cotton with permission from Ken Owen

Thomas A. “Tommy” Mont Jr., who served as DePauw University’s head football coach from 1959 through 1976 and as athletic director from 1972 until his retirement in 1987, died Sunday, January 1, 2012 in Arizona, of heart failure. He was 89 years old.

Born in Mount Savage, Maryland, on June 20, 1922, Tom Mont was a star quarterback at the University of Maryland. He was the nation’s #3 passer in 1942 and was an honorable mention All-American that season. Mont was also a member of Maryland’s lacrosse team.

Coach Mont moved to Greencastle to take over DePauw’s football program in the spring of 1959. His overall record leading the black and gold was 67-94-4, but his teams were often pitted against larger schools in non-conference competition. Mont’s Tigers were a thorn in the side of Wabash College, logging a 12-5-1 record in the battles for the Monon Bell, which he coached. His teams won five straight contests (1960-64) over Wabash.

In late 1971, Mont was given the additional duties of director of athletics and head of the department of health, physical education and recreation. He retired from coaching in 1977 to devote full time to his administrative duties.

“Coach Mont was a great leader who taught me a tremendous amount about how to work with people,” says DePauw’s current athletic director, Page Cotton. “He was a friend to many and will be greatly missed, but always remembered with a smile.”

“I will always be indebted to Tom Mont for hiring me as the head football coach at DePauw in 1981,” adds Nick Mourouzis, who retired in 2003 as the University’s all-time leader in football victories. “Coach Mont was a very professional man, a first class person, and I greatly respected him.”

Coach Mont, who authored articles for **Athletic Journal** and **Scholastic Coach** magazines, was elected the national chairman of the NCAA Division III Football Committee in 1986. He is a member of the DePauw Athletic Hall of Fame, as well as the University of Maryland and state of Maryland athletic halls of fame and the Indiana Football Hall of Fame. In 1983, DePauw alumni named Mont an “Alumni Faculty Fellow” in recognition of his promotional work with the University’s graduates across the nation.

Appendix C. Full Request from the 175th Anniversary Committee

The 175th Anniversary Committee respectfully asks faculty members to consider ways in which they might help facilitate student attendance at 175th Anniversary events, particularly for the 175th Anniversary Distinguished Alumni Lecture Series. These are major events, and the next 17 months represent a significant period in the life of our university. This is a milestone worth celebrating.

In making this request, the committee is not attempting to intrude on faculty autonomy in any way. We simply ask that departments and individual faculty members think about whether there are ways to encourage student attendance at these significant Anniversary events that are consistent with the academic content and goals of your courses and departmental structures.

The Administration and the committee will make the schedule of speakers over next 17 months widely available, and will work to contact departments for whom individual speakers are particularly relevant to keep faculty aware of events.

We request that you consider ways of integrating this information into your department programs, and perhaps even into your courses. For example:

- Individual faculty members might give extra credit for attendance at 175th speakers/events relevant to a course
- Faculty might integrate regular course credit speaker attendance into classes—for example giving some small number of grade points for attendance at n events
- Faculty could promote awareness/attendance by announcing 175th events in-class and encouraging students to attend
- Some courses and departments have event-attendance already built into their curricula (e.g., for speakers, research participation, recitals, exhibits). We ask that faculty and departments consider expanding the events approved for such credit to include 175th Distinguished Alumni Lectures when they are appropriate
- Departments could promote awareness/attendance on department web sites, and through department-affiliated student honorary societies and clubs

There are, no doubt, many other ways that we as a faculty can help facilitate student attendance at these important events during our anniversary celebration. The 175th Anniversary Committee is grateful for your consideration of this request.

DePauw University Faculty Meeting Minutes
March 5, 2012

1. Call to Order – 4 pm Union Building Ballroom (Bridget Gourley, Chair)

2. Verification of Quorum

The quorum is verified.

3. Approval of Minutes from the February 2012 Faculty Meeting

There were no corrections to the minutes, the minutes were approved via unanimous consent.

Reports from Coordinating Committees

Committee rosters are available at:

<http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/>

4. Committee on Academic Policy and Planning – CAPP (Rich Cameron)

- A. CAPP's report was an update from Mike Sinowitz on behalf of the Writing Program Coordinating Committee (WPCC).

Update from WPCC (Mike Sinowitz)

Thank you to the people on the committee, Joe Heithaus, Rebecca Schindler, Anne Harris, Ken Kirkpatrick, Debby Geis, Jen Everett, and Dave Berque.

The WPCC has worked on the following so far this academic year:

- 1) We have developed a proposal for how to best provide oversight for the newly restructured writing program (which David Harvey will address later).
- 2) Based on the document prepared by last year's WPCC and in consultation with the FYS committee, the WPCC developed new guidelines for the writing aspect of the First-Year Seminar. These guidelines were distributed to all faculty who will be teaching a FYS this coming year.
- 3) We have worked on a plan of Faculty Development to support the new writing program. This plan has already begun to be implemented and includes two faculty development sessions during this semester—the first was Nancy Sommers' recent visit and workshop—and the second will be on April 19th during the Thursday lunch hour. In addition and in conjunction with the FYS committee, we are planning faculty development for those teaching FYSSs in the fall; these workshops will be immediately after graduation in May. We are also planning further Faculty Development support in the Fall including a regular meetings or "teaching circles"
- 4) We have begun researching ways that we can assess the new program and will be continuing to work on that this semester and going forward.
- 5) This semester our agenda includes addressing the third tier of the new writing program, the writing in the discipline component.
- 6) We will also be seeking to address the Writing Intensive Seminar courses mentioned in the motion but not

listed as a requirement for students.

I also wanted to remind faculty that next year there will be an important change to W-courses. All W courses will be capped at 18 students rather than 20.

There were no questions for WPCC or CAPP.

Written Announcements –

CAPP had no written announcements.

5. Management of Academic Operations – MAO (Jamie Stockton)

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

ENG 152 – Reading as Writers – (1 credit) – This course focuses on contemporary literature from the perspectives of method and craft. Through close reading of poetry, fiction, creative non-fiction, playwriting, and screenwriting, students will examine how literary artists work and think. This is a foundational course for the English-Writing major, but the skills gained will be useful across disciplines. Counts towards the A&H distribution requirements.

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

POLS 290 – Topics in Political Science – (1 credit)

POLS would like to be able to offer topics courses at the 200-level.

Unless someone objects, the Chair suggested that the faculty consider the courses as a block. Because the motions come from a standing committee, there was no need for a second. There was no objection to considering the two courses together.

There were no questions or comments. No one spoke in favor of or against the motion. The Chair called the question and the motion to approve the two courses passed.

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

MUS 263 – Music for Students with Diverse Needs (1 credit) – Change in course credit. This change involves the combination of two previous 0.5 credit courses (MUS263 covering Exceptionalities and ED180 covering Multicultural Education) into this single course.

There were no questions or comments. No one spoke in favor of or against the motion. The Chair called the question and the motion to change the course credit passed.

D. MAO announces the following course changes:

GEOS 205 Introduction to GIS – (1 credit) – Laboratory and pre-requisite (GEOS 110) added.

Written Announcements –

MAO had no written announcements.

There were no questions for MAO.

6. Committee on Faculty – COF (Howard Brooks)

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

To suspend the words "In August" from the Academic Handbook, Personnel Policies, Article IV. Section A. Item 2 for AY12-13.

This will allow COF to modify the time line to accommodate the large number of promotion eligible candidates in AY12-13.

Article IV Procedures for Term, Interim, Tenure, and Promotion Reviews. Section A. Preliminary Steps Item 2 states, "In August the chair of the Committee on Faculty will call for nominations for promotion to be considered during the upcoming academic year."

Rationale for the motion: In the 2012-13 academic year, COF anticipates having between 30 and 40 promotion cases not involving the tenure decision. This large number will require COF to begin some promotion reviews in the fall making the August request date too late. The number of promotion cases will be significantly less in subsequent years, thus requiring this one year suspension of the rule.

Question from a faculty member

So if the request date isn't in August, when will it be?

Response from Howard Brooks

The bottom line, this change is in anticipation of 30 to 40 promotion cases. Some of these cases must occur during fall or we won't get all of them done.

Follow-up question from a faculty member

Will the dates for turning in materials change?

Response from Howard Brooks

Yes, the files will be due to be complete by mid- to late-September. Departments that don't have other reviews can do promotion work in fall, then continue the rest in the spring. For equity, all files will be due at the same time, in mid- to late-September. The period of review ends June 30, 2012.

Question from another faculty member

What does it mean to "suspend language" from the faculty handbook?

Response from Howard Brooks

"Suspending language" from the faculty handbook means that we will refer to the faculty meeting minutes. This is the only year when we will have 25 additional people eligible for promotion, out of the next 7 to 8 years. We are suspending bylaws for just this one year to balance the work load.

There were no additional questions or comments. No one spoke in favor of or against the motion. The Chair called the question and the motion passed.

Written Announcements –

1. COF is continuing to review personnel cases.
2. COF thanks the faculty for their responses concerning the administration of student opinion surveys. COF will inform the faculty of its decision on the method for this semester at the April faculty meeting.

3. COF is discussing the role of junior and untenured faculty on personnel committees for faculty reviews. Please share any thoughts that you have on this issue with the chair of the committee, Howard Brooks.

Additional announcement

Howard Brooks anticipated that COF would consider the role of junior faculty on DPCs during the next several weeks. If anyone has any strong feelings, please send your input to COF.

There were no additional questions for COF.

7. Committee on Student Life and Academic Atmosphere – SLAAC (Kathryn Millis for Caroline Smith)

- A. SLAAC gave notice of its intent to ask the faculty to vote on the following addition to Section X. Committees of the Administration in the By-laws and Standing Rules of the Faculty in April. Text to be inserted is shown in bold.

F. Nature Park Advisory Committee

1. **Function:** This committee advises the Nature Park staff and University administration on matters of planning, policy, and procedures, and assists in formulating plans, goals, and priorities, and in determining the overall role of the Nature Park in providing education, research, reflection, and recreation for the members of the University and neighboring communities. It shall report at least annually to the Student Life and Academic Atmosphere Committee.
2. **Membership:** Two faculty members (one from Biology, one from any other department) appointed by SLAAC for staggered two-year terms. Two students appointed by Student Congress for one-year terms. One representative of the community appointed by the President, in consultation with the Mayor of Greencastle, for a two-year term. The Director of the Janet Prindle Institute for Ethics (or his or her representative). A Student Life representative appointed by the Vice President for Student Life. The chair will be selected from among the voting members of the committee.

Ex-officio members (without vote): Associate VP for Facilities, Nature Park Manager/Ranger, Emergency Management Coordinator.

This addition to the by-laws makes transparent a committee that has been in existence since the early days of the Nature Park.

The chair asked if there were any clarifying questions regarding the motion.

Question from a faculty member

Why is one faculty member on the committee always from Biology?

Response from Kathryn Millis

This may be because faculty in the Biology Department have always taken a substantial interest in the Nature Park. They have been active members on the committee and are involved in activities at the Nature Park.

Question from another faculty member

I wonder whether the fact that there is a biology lab building in the Nature Park has something to do with this?

Response from Bridget Gourley

We'll make sure we can answer this in more detail next month.

Written Announcements –

SLAAC had no written announcements.

There were no other questions for SLAAC.

8. Faculty Governance Steering Committee – FGSC (Bridget Gourley)

- A. FGSC gave notice of its intent to ask the faculty to vote on the following addition to Section V. The Divisions in the By-laws and Standing Rules of the Faculty. Text to be inserted is shown in bold.

Division I – Art and Art History; Communication and Theatre; Librarians with faculty rank; School of Music.

Division II – Classical Studies; English; Modern Languages; Religious Studies.

Division III – Biology; Chemistry and Biochemistry; Computer Science; Geosciences; Kinesiology; Mathematics; Physics and Astronomy; Psychology.

Division IV – Economics and Management; Education Studies; History; Philosophy; Political Science; Sociology and Anthropology; **Conflict Studies; Women's Studies.**

These two interdisciplinary programs are being added to the divisions to be inclusive of our faculty colleagues whose appointment is solely to one of these programs and not also with a department. FGSC wants to be sure all of our colleagues have a vote at the divisional level. FGSC has discussed this and the programs each conferred agreed that Division IV was a good fit.

The chair asked if there were any clarifying questions regarding this motion.

Question from a faculty member

What about other faculty members that are in Conflict Studies but are also in another department? Or in Women's Studies but are also in another department?

Response from Bridget Gourley

We would make sure that the faculty member only voted in one division first determined by their department and would only use the interdisciplinary program when there was no home department.

Question from another faculty member

Do you have a count of faculty members in each division? This is a small change, adding only two people. Was there a head count? This may be an opportunity to make adjustments to even out the populations of the four divisions. I don't know if it's uneven now.

Response from Bridget Gourley

I didn't bring the exact numbers. I can report on this next time. It's close to even. I couldn't figure out any department to move to make it even.

Written Announcements –

FGSC's has no written announcements.

There were no other questions for FGSC.

Reports from Other Committees

Committee rosters are available at:

<http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/>

9. Faculty Development Committee – FDC (Dave Guinee for Brooke Cox)

- A. FDC's report included an announcement and an offer to answer questions.

The Faculty Development Committee would like to announce a modification of the 'Competitive Internal Funding Criteria and Guidelines' section of the Faculty Development Handbook. None of the current criteria are being changed, so that 'Merit of the Proposal,' 'Scope of the Project,' 'Applicant's Qualifications,' and 'Completeness of the Application' remain in place.

We are, however, promoting 'the Clarity of the Application,' which used to be item 'd' on the list, to become item 'a' to reinforce its importance.

It has long been the policy of the committee that applications must be written 'in language understandable to the faculty members on the Faculty Development Committee,' but the committee feels that this injunction has of late been ignored with increasing frequency.

The other criteria remain the most important in judging one application against another for competitive funding, but 'clarity' will henceforth be an essential first hurdle that must be cleared in order to receive funding.

Written Announcements –

1. Fisher Course Reassignment (for Spring 2013) applications are due March 7, 2012. FDC will award up to six.
2. Faculty Summer Stipend applications are due April 4, 2012.

There were no questions for FDC.

10. Committee on Administration - COA (Marcia McKelligan)

- A. COA's report consisted of an offer to answer questions.

Written Announcements –

The COA and the VPAA have begun looking at various models and strategies for achieving a standard 5-course load for faculty in the CLA.

Additional Business**11. Remarks from the President (Brian Casey)**

- A. Update from the Winter Board of Trustees Meeting.

I was asked to remind everyone that tonight, in Peeler, Professor Larry Buell is speaking, a 19th century literary critic. He was one of my oral examiners in graduate school and served as an outside reader of my dissertation.

Before I speak this afternoon about the Winter Board of Trustees Meeting, I would like to speak about recent events on campus, specifically a classroom exercise that took place on campus recently. DePauw, as at any other institution of higher education, relies on the principle of academic freedom. Unfettered academic discourse of our disciplines is part of our covenant and is essential to all our activities. This administration recognizes this and supports this. This makes this personal to me. Thank you to everyone who has discussed this issue with me for the past few days. Thank you for your concern.

This has been a challenging period for the university and for me personally in terms of how we are doing and how can we do things better. Many of you have reached out. I have engaged in a number of thoughtful conversations. We try to learn from this and move forward. I hope that these conversations continue. I would be happy to discuss any of this, anytime. This faculty meeting is probably not the best setting for these conversations.

Now for an awkward transition to the university's finances. Are there any comments or questions before the transition? No.

I'm giving you the same presentation that I gave to the Board of Trustees last month. I'm sharing the exact same information. There are three slides that have been taken out regarding the impending capital campaign. I will turn it over to Brad Kelsheimer.

Remarks from Brad Kelsheimer, Vice President for Finance and Administration

I will talk about three slides in the presentation.

- 1.) Update on our current fiscal year
- 2.) Projections for next year
- 3.) Long-term projections

We are about three-quarters of the way through the current fiscal year. We are getting an A on fiscal discipline and on our projections. We're still in the heart of the economic downturn. Our endowment draw dropped \$2 million. This imposes a \$2 million budget deficit. We predicted that this would happen, but this still presents a challenge. The Board has rewarded us by providing a supplemental draw from the endowment to meet this challenge. The highlight of this year is that we are meeting our budget.

We have some preliminary data regarding next year. We expect net tuition revenue will increase \$3.1 million. We are raising tuition 4.9 percent. We expect enrollment will be higher next year. Our current senior class is smaller than usual. We expect to have about 50 more students next year. Our endowment draw will drop again next year, but after next year, our endowment draw will increase. Next year will be our toughest year. Our budget for non-salary expenses is flat. We have carved out more respectable salary increases for next year, in the 3 percent range. We will report a deficit again next year and we will ask for a supplemental draw on the endowment again.

Question from a faculty member

What's the difference between the endowment draw and the effective endowment draw?

Response from Brad Kelsheimer

The endowment draw is based on 12 historical quarter averages. The effective endowment draw is based on the current situation.

I will highlight a couple of things in the long-term projections. In the current year, the externally reported deficit is \$9 to 10 million and the capital renewal is only \$175,000. This is not sustainable. There are dozens

of assumptions that feed into this model. Our projections show that our financial situation is fragile through 2020. It's fragile because we have to execute effectively on three fronts: capital campaigns, net tuition gain, and controlling costs. When we look at 2020, we project that we will be breaking even and putting \$6 million a year into facilities, capital renewal, and replacement. I'm confident in this model, but the transition will not be easy over the next 2 or 3 years.

Question from a faculty member

It's healthy, but can you comment about the deficit and where we need to be?

Response from Brad Kelsheimer

The externally-reported GAAP results include depreciation which will be close to \$12 million by 2020. Since over 1/3 of our facilities are relatively new, the projected GAAP deficit of under \$2 million, which exists because we will not be fully covering depreciation with capital renewal and replacement, is not as concerning as it may appear given the red numbers you see. On a total operating basis (including unrestricted, temporarily restricted and permanently restricted), we will report a surplus by 2020. It would be preferable to present unrestricted surpluses externally, but given the reason for the projected deficit, our financial status will be considered healthy at that time.

Remarks from Pres. Casey

Regarding enrollment, we are low right now, we will expand some. We do have a very small senior class graduating this year. We will probably see an increase in enrollment in the School of Music, according to Mark McCoy, to fill out all the ensembles. This is where most of the growth in enrollment will be.

I will be talking about our long-term business model. Most importantly, the net tuition will increase. We are shifting the emphasis from merit-based aid to need-based aid. This has important financial implications. Our discount rate is dropping. When I arrived here it was about 61 percent or 62 percent. The endowment draw will drop to 5 percent.

This chart in the powerpoint shows financial indicators for the 12 Midwestern schools in the top 55 liberal arts colleges according to the U.S. News and World Report rankings. These are publicly available data. The data show "endowment per student" and "net tuition per student." DePauw is at the bottom of the list in terms of available resources to pay for operations on a per student basis.

Comment from Brad Kelsheimer

This only shows data from the Midwestern liberal arts colleges. If we show all of the top 55 liberal arts colleges, DePauw is still at the bottom of the list.

Continued remarks from Pres. Casey

These data show that we have to look at net tuition and endowment. Admissions is driven by a message of what we say, how we say the message, and who we say it to, but ultimately is driven by the long-term investments in the institution. This only works when we link this with a long-term capital campaign. We have changed out admissions materials. Our new admissions materials are more sober, more elegant, and speak more to academic life at DePauw. Our web page has a new permutation to support admissions. The operating principle of our web page is "Does it help admissions?" We have also made improvements in our admissions office. Each of these changes is helping us improve our position in the admissions marketplace.

We have changed our communications strategy in admissions. We are separating the messages of admission and financial support. Admitted students now receive material regarding academics at DePauw. The earliest that admitted students could hear any merit message is 30 days later.

The most important change in admissions is regarding merit awards for admitted students. When I arrived here, an admitted student with a 2.9 GPA would receive a meritorious award. Now, we have raised the floor for merit awards. Admitted students with a GPA of 3.0 no longer receive merit awards. Admitted students with a GPA of 3.7 or 3.9 still receive merit awards. We adopted the most aggressive model that a firm showed us. We are banking on the fact our communication efforts will make up for the merit award changes. This is a gamble.

Question from a faculty member

Perhaps we didn't accept these students with a 3.0 GPA and 1100 SAT score 10, 11, or 12 years ago?

Response from Dan Meyer, Vice President for Admission and Financial Aid

About 10 percent of our admitted students have either a 3.0 GPA or 1100 SAT score.

Follow-up question from faculty member

This discount rate is something that has occurred recently?

Response from Pres. Casey

Yes, DePauw moved into a more aggressive discounting approach regarding merit awards. This is a relatively new approach in the history of DePauw. All this discounting has been removed from admissions materials. We are doing this to bring the discount rate down.

Continued remarks from Pres. Casey

Our resources must come from external sources, hence the capital campaign. Some examples of key priorities for the capital campaign include funds for student travel, a new dining hall to replace the Hub, a new Center for Student Engagement in the Hub, improved athletic and recreation facilities, and improved student housing.

Our long-term capital campaign will support our academic quality and reputation. The comprehensive campaign is designed to do three things:

- | | |
|------------|--|
| 53 percent | New endowment to support existing programs |
| 17 percent | New endowment to enhance and create programs |
| 30 percent | Capital projects |

Priorities for the comprehensive campaign:

1. Faculty and academic life

We need more endowed chairs to support growth of the faculty. We need to backfill the growth that occurred during the last 10 years. Our faculty development funds need to be endowed. Right now, our faculty development funds come from our operating budget. This needs to be stabilized.

2. Financial aid and student access

We are anticipating a 9-figure amount for need-based aid. Our long-term goal is to become a need-blind institution. There are about 20 need-blind institutions in the U.S. The goal is to meet all demonstrated financial need through our endowment. This campaign will not get us there, but will help us move toward this goal. We currently give out \$45.7 million in student financial aid. This number will not go down. This will shift from merit aid to need-based aid.

3. Student engagement and outcomes

The campaign will also support the ways in which our students interact with one another, and engage in those activities that develop leadership skills and prepare them for lives of purpose and achievement. Specific priorities are likely to range from our support for experiential education, to pre-professional and career planning, athletics, the School of Music, Winter Term and off-campus study etc.

4. Campus

Five projects: new dining hall, conversion of Hub into a center for student engagement, renovations of Roy O. West, updated athletics facilities, and improved housing.

Question from a faculty member

What about sustainability? You have mentioned sustainability a lot over the last few years. What about climate? We don't live in the world of 1980 anymore. Your vision doesn't mention anything about the climate commitment. Where has this gone? It seems to have slipped from the priorities in terms of DePauw's future.

Response from Pres. Casey

There are a lot of issues that aren't specifically mentioned in this vision. For example, the School of Music is barely mentioned in this vision. Sustainability will come through our faculty and curriculum. Our campus plan, the entire capital campaign, and all buildings will be sustainable and will move toward a sustainable model. Sustainability is inherent in all of our plans.

Follow-up question from the faculty member

This seems like "business as usual." No one reports to you about sustainability. What happened to the Pepsi money that was supposed to go toward sustainability?

Response from Pres. Casey

We kept a sustainability 5th year intern. The money from Pepsi is paying for this intern. I currently have 12 direct reports. The director of sustainability reports to the vice president, who then reports to me. Not everyone can report to me. I'm not going to make sustainability an additional priority. The curriculum and academic life are priorities. Let's get together and we can discuss this more. I can see that you're disappointed.

There were no additional questions for Pres. Casey.

12. Remarks from VPAA (David Harvey)

At the chairs meeting last week, I shared details of the 3-2 workload analysis via Powerpoint. I sent this Powerpoint to all chairs today.

The Writing Program Coordinating Committee has provided me with a proposal for the duties of a Writing Program Director who will also serve as the Associate Faculty Development Coordinator for Writing, working with the WPCC in its oversight of the Writing Program. I am pleased to report that Mike Sinowitz has agreed to serve in this role for the next three years. I want to note here my appreciation for Mike's work with the

WPCC this year; I very much look forward to his continued leadership in this area.

I will send shortly to chairs and program directors a memo describing this year's RAS process for tenure-track positions starting in fall 2013. Proposals are due Friday April 23rd and RAS will begin its meetings on Wednesday, May 23rd.

One difference in this year's RAS process is that the committee will consider requests from departments and interdisciplinary programs, but not from the School of Music. I want to take a moment to explain the reason for this.

The University consists of two schools — the Asbury College of Liberal Arts and the School of Music — and for the purpose of long-range planning each school must have the autonomy to make decisions and/or recommendations in those areas affecting their unique operations while still allowing for shared governance in those areas of mutual concern. This was made evident during the curricular discussions of the past two years in which the faculty enacted changes to the distribution requirements and writing requirements. The changes the faculty made to the curriculum applied only to the BA degree offered in the Asbury College of Liberal Arts, including the BA degree earned as part of the University's five-year double degree program and the BA degree in Music, both of which are degrees that reside within the Asbury College of Liberal Arts. Those changes did not affect the graduation requirements for the BM, BMA, BME degrees offered in the School of Music. Although there was confusion on this point at that time, the School of Music does maintain autonomy over the degrees it offers.

The School of Music's long-range ideal enrollment model, which is based on the need to fully staff its ensembles and productions, also is an area where it needs some autonomy. This enrollment model assumes growth in the number of students enrolled in the School of Music — while also continuing to assume a significant contribution from students in the Asbury College of Liberal Arts — and a proportional growth in the size of its faculty will be needed to support that growth in enrollments. The University is committed to supporting this enrollment model and eventual growth in faculty, but not at the expense of the number of tenure-track lines in the Asbury College of Liberal Arts. It is for this reason that we are limiting RAS to the departments and interdisciplinary programs in the Asbury College of Liberal Arts. Any increase in faculty lines in the School of Music will come from additional resources garnered on its behalf.

Question from a faculty member

A question for both you and Pres. Casey. The faculty appreciate your support of academic freedom and continuing the conversation. Will there be any plan to have a formal or informal gathering with faculty to discuss this issue or will there be additional statements from the administration?

Response from Pres. Casey

I would be happy to plan such an open meeting.

Comment from faculty member

I think this would ease concerns that faculty members have about this issue.

There were no additional questions.

13. Remarks from Dean of the Faculty (Kerry Pannell)

We are taking preliminary steps toward locating the Teaching Center in Roy O. West library. Thanks to Rick Provine, Carol Smith and Donnie Sendelbach for agreeing to find some space for the Teaching Center in the lower level of the library near FITS. In addition to a small amount of dedicated office space, the Center for

Teaching and Learning will share space with other functions already in the library. As noted in President Casey's announcement regarding the planning for building projects funded by the campaign, Roy O. West is among the first group of projects being planned, and the Teaching Center located there will be included in that planning for Roy O. West renovations.

Much happy news on the great teaching going on at DePauw:

Rebecca Bordt recently received the John F. Schnabel Award for distinguished contributions to teaching from the North Central Sociological Association, for excellence in enhancing the teaching of sociology.

The Carnegie Foundation for the Advancement of Teaching sponsors the U.S. Professor of the Year award, and DePauw is able to nominate three faculty members for consideration for this award. Carnegie encourages re-submission from previous years since the reviewers and nominees differ from year-to-year. This year, DePauw University will nominate Dan Gurnon (Chemistry), along with Greg Schwipps (English) and Michele Villinski (Economics) (both of whom have been nominated before).

Recipients of the United Methodist Exemplary Teaching Awards (aka the "Most Inspirational Teacher" for 2011) are nominated by faculty colleagues. Recipients receive a monetary award from the United Methodist Church and funds supplemented by the George and Virginia Crane Distinguished Teaching Award endowed fund donated specifically for this purpose. There are two recipients of the Teaching award this year. Both of these faculty members are enthusiastic, dedicated teachers who explore difficult issues, challenging their students in ways that help them grow as scholars and as people.

Julia Bruggemann (History)

Students in Dr. Bruggemann's senior seminar say that the discussions in class were useful "[i]n every way. It forced us to use the analytic and critical reasoning skills for argumentation which we have been developing in the past 4 years" at DePauw. Another student said that the professor's guidance on the research for the course "was similar to the analysis of a book, but only that you are the author." One student opined, "I am sad it [senior seminar with Professor Bruggemann] is over."

Regarding an introductory level course, a student said, "I liked the fact that we looked at a very clichéd topic with so many different perspectives that it did not seem clichéd anymore." Another student in the same course: "A lot of interesting yet challenging readings; discussions illuminating and fun."

Julia's departmental colleagues praise her dedication to her students, the rigor of her courses and her high pedagogical standards. They praised her service to University programs and initiatives (e.g., first year seminar,) and said that she has high standards for her students, herself, and her colleagues. "She [inspires] members of the department to keep our teaching fresh and alive." Another department member said: "She is an enormously thoughtful colleague whose enthusiasm for the classroom is contagious. She has drawn numerous students to the History major through her unique combination of intellectual energy and personal openness."

Angela Castañeda (Sociology/Anthropology)

Numerous colleagues (perhaps a record number for a single candidate) nominated Dr. Angela Castañeda, praising her exceptional service to her community and the University, her devotion to her students and her "genuine and thoughtful advising to students and colleagues."

Professor Castañeda is lauded by students and colleagues alike for the challenging nature of the material

covered in her courses, while maintaining an open and fluid classroom environment, one in which everyone feels comfortable and participates. Students appreciate the interesting discussions on this challenging material. One student said: "I feel like everyday I learned something new in this class. This class was not a sit down and zone out class; it was a sit down and you want to learn class. Professor Castañeda is so passionate about her subject that it makes the student want to learn." Another student appreciated her, "[v]ery high level of involvement with the work we as students do. Great feedback as well."

Angela is also one of those brave faculty members who travels with students off-campus and outside Putnam County, ensuring that the course material is connected to current events, making the world the students' classroom. A student in her Ethnographic Methods class said that he loved the "[p]ractice with conducting qualitative field research - freedom, experimentation, uncertainty - all important aspects of ethnographic work!" For all of her compassionate service to students and the University, and her strong encouragement and support of student learning, both inside the classroom and in the community, Professor Castañeda is named one of our Exemplary Teachers for 2011.

14. Old Business

There was no old business to come before the faculty.

15. New Business

A. Addition to the By-laws and Standing Rules (Brian Casey)

The President gives notice of its intent to ask the faculty to vote on the following addition to Section X. Committees of the Administration in the By-laws and Standing Rules of the Faculty in April. Text to be inserted is shown in bold.

G. President's Visual Arts Advisory Committee

- 1. Function:** DePauw University owns and stewards a large collection of visual art, including painting, photography, sculpture, and large-scale artistic productions. The University seeks to maintain this collection for pedagogical purposes and displays pieces of the University's collection, and works on temporary loan, in and on University property. The President's Visual Arts Advisory Committee is charged to offer advice and recommendations regarding the long-term installation or display of University-owned visual art on the campus and in campus buildings, excluding faculty-directed art, art produced by students or faculty as part of the art curriculum, and art displayed in the University galleries as part of a curated exhibit. The Committee shall meet at least once yearly to consider University policies and principles regarding the display of University art and as specific issues arise.
- 2. Members:** Voting members: The Vice President for Academic Affairs; the Vice President for Advancement; the Chair of the Faculty; two members of the Department of Art and Art History, one from studio art and one from art history, one of whom is the Chair of the Department of Art and Art History; a faculty member from outside the Department of Art and Art History (*three-year term with appointment made by the Faculty Governance Steering Committee*), the Curator of Exhibitions and University Collections, the Director of Facilities and Grounds, the University Archivist, a student representative from the Department of Art and Art History (*one-year term with appointment made by DePauw Student Government*), and a student representative from outside the Department of Art and Art History (*one-year term with appointment made by DePauw Student Government*).

Ex-officio members (without vote): The President.

This addition to the by-laws makes transparent a committee that has been in existence.

16. Announcements

A. Membership of the Diversity and Equity Committee (Bridget Gourley)

As President Casey mentioned in February he is asking the Diversity and Equity Committee (DEC) to come together this spring for some important conversations. Most groups and individuals that appoint members to that committee have finalized their appointments. Below is the current membership. The committee welcomes input. The function of the committee from the By-laws and standing rules is:

“ In matters regarding diversity, inclusiveness, and equity, the Diversity and Equity Committee advises the Administration and the faculty on policy; presents educational sessions for all employees; identifies issues regarding diversity and equity in campus life and refers them to the appropriate University office and/or committee(s) for action; and annually reviews and assesses aspects of the University's efforts to attract and retain a diverse campus community.”

The first meeting of the Diversity and Equity Committee will be March 20th.

AY2011-12 Diversity and Equity Committee Membership

The President: Brian W. Casey

The Vice President for Student Life: Cindy Babington

Director of Human Resources: Pat Bacon

Representative from Multicultural Affairs: Hermen Diaz

Four Faculty Members: Maria Forcadell, Naima Shifa, Russ Arnold, Kevin Howley

One Part-Time Faculty Member: Kelley Hall

Two Administrators: Kate Smanik, Myrna Hernandez

Two Students: Annelise Delacambre '14, Jeremy Washington '15

Two Hourly Staff Members: Pam Woodall, Vacant (appointment coming after next Hourly Staff Committee meeting)

B. Committee Vacancies (Bridget Gourley)

I have been trying to finalize the committee vacancy list. Although our by-laws suggest we should have started by now, in reviewing records in the past I noticed we create extra work for ourselves by starting so early because many things are still in flux and we have to have second and third round divisional and at-large elections. I decided we could compress the schedule and hopefully minimize our iterations. We will need to get going soon. Finally, if you are in a continuing term on a committee and know some reason why you won't be able to continue to serve other than a scheduled leave (because I have that list), please get in touch with me.

C. Next Faculty Meeting (Bridget Gourley)

As a reminder, our April meeting, to avoid holding it the first day back from spring break is Monday April 9th. Agenda items will be due the first day back from spring break, April 2nd.

Written Announcements

1. Alcohol Survey (Pam Propsom)

Pam Propsom from the Psychology Department would like to ask for your assistance in proctoring an in-class

alcohol survey during the first week of March. This is the seventh year of the student-faculty research project and valuable data have been collected regarding changes in students' alcohol attitudes and behaviors.

2. Relay for Life (Jackie Roberts and Pam Propsom)

Relay for Life is the weekend of April 21-22, 2012. As the faculty sponsors of the Putnam County event, Jackie Roberts and Pam Propsom encourage faculty to participate by going to the website (www.relayforlife.org/putnamcountyIN) to sign up for the Cool Profs team or by donating to the American Cancer Society.

17. Adjournment

Appendices (none)

DePauw University Faculty Meeting Minutes
April 9, 2012

1. Call to Order – 4 pm Union Building Ballroom (Bridget Gourley, Chair)

I apologize for the warm temperature in the room. We've opened some windows for ventilation. Since we have not yet reached our quorum, but it is 4:00, I'm going to start with some announcements on our agenda that don't require faculty action because we do have a fair amount of ground to cover.

2. Verification of Quorum (Bridget Gourley, Chair)

At 4:21 pm, we have reached our quorum of 80 faculty members. Let me officially welcome you to our April faculty meeting.

3. Approval of Minutes from the March 2012 Faculty Meeting

There were no corrections to the minutes. The minutes were approved by unanimous consent.

4. Moment of Silence to Honor Sally Gray

Sally Gray served DePauw from 1965 to 1979 as an economics professor. Sally passed away on March 13, 2012. A tribute to Sally may be found in Appendix A.

Reports from Coordinating Committees

Committee rosters are available at:

<http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/>

5. Committee on Academic Policy and Planning – CAPP (Rich Cameron)

- A. CAPP gives notice of its intent to ask the faculty to vote to approve the following changes to the Women's Studies major and minor. Text to be inserted in the catalog copy is shown in bold and that to be deleted struck through.

With recent changes in the Women's Studies program, primarily the hiring of a tenure-track line in Women's Studies, they have been able to add some elective courses and facilitate regular offering of core courses, which allows them to streamline and improve the major.

Announcement from Bridget Gourley

We will debate and discuss the motion during the May faculty meeting but we can take clarifying questions now.

Question from Ken Kirkpatrick, Registrar

Some of these courses are cross-listed in other departments. Do they all have to be taken as Women's Studies courses?

Response from Anne Harris, Director of the Women's Studies Program

We offer any Women's Studies courses, then add courses that are offered semester to semester. Five of the ten courses would need to be Women's Studies only. The other five can be Women's Studies or affiliated with other departments. Students can take all ten courses in Women's Studies or a combination of Women's Studies and affiliated courses.

Question from a faculty member

Can you address the rule regarding the number of courses outside the major and how this applies to interdisciplinary programs like Women's Studies?

Response from Ken Kirkpatrick, Registrar

That rule is very difficult to apply in practice to interdisciplinary majors. For example, Conflict Studies has an enormous number of courses that are affiliated. When we interpret this, we look at the list of courses that count toward the major and make sure there aren't too many.

Changes to the Women's Studies Major

Ten ~~to twelve~~ courses to include ~~the four core courses and six electives~~.

All of the following:

WS 140 (Introduction to Women's Studies)
WS 340 (Feminist Theory)

WS 350 (Feminist Inquiry)
WS 440 (Senior Seminar)

At least one of the following:

~~and six to eight courses from the electives for majors. The elective courses must be drawn from at least three academic disciplines, and must include one or more courses dealing with non-Western women and/or women of color within the United States, and at least three electives must be at the 300-400 level, in addition to WS 340 and WS 440.~~

WS250 (Queer Theory, Queer Lives)

WS260 (Women of Color in the U.S.)

The remaining courses, one of which must be at the 300-level, can be drawn from the following regularly offered courses and/or from the list of cross-listed electives approved by the Women's Studies Steering Committee.

WS262 (Transnational Feminisms)

WS342 (Women, Health and Social Control)

WS362 (Feminist Approaches to Environmentalism)

WS355 (Women in Education)

WS332 (Women, Culture and Identity)

Students must also take at least 16 courses outside the list of women's studies courses. No more than ~~four~~ **two** credits of off-campus study may be counted toward the major. Studying in an off-campus DePauw-sponsored or GLCA program such as the Comparative Women's Studies Program in Europe is encouraged for majors and minors. Appropriate courses from off campus may be applied toward the major upon approval by the Director of Women's Studies.

Changes to the Women's Studies Minor

Five courses are required for an interdisciplinary minor in Women's Studies.

~~These must include two core courses, WS 140 (Introduction to Women's Studies) and WS 340 (Feminist Theory) plus at least three electives, drawn from the approved list of core and cross-listed courses. The electives must include at least two different disciplines, and at least one elective must be at the 300 or 400~~

level.

Both of the following:

WS 140 (Introduction to Women's Studies)

WS 340 (Feminist Theory)

At least one of the following:

WS250 (Queer Theory, Queer Lives)

WS260 (Women of Color in the U.S.)

The remaining courses, one of which must be at the 300-level, can be drawn from the following regularly offered courses and/or from the list of cross-listed electives approved by the Women's Studies steering committee.

WS262 (Transnational Feminisms)

WS342 (Women, Health and Social Control)

WS362 (Feminist Approaches to Environmentalism)

WS355 (Women in Education)

WS332 (Women, Culture and Identity)

Studying in an off-campus DePauw-sponsored or GLCA program, such as the Antioch Comparative Women's Studies Program in Europe, is encouraged for majors and minors. Appropriate courses from off-campus may be applied toward the minor upon approval by the Director of Women's Studies.

Written Announcements –

CAPP has no written announcements.

There were no questions for CAPP.

6. Management of Academic Operations – MAO (Jamie Stockton)

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

ARTH 234 – East West Encounters – (1 credit) – This course examines cross-cultural artistic encounters between the Western world (Europe and the United States) and Asia (India, China, and Japan) from ca. 1500 to the mid-twentieth century, concentrating on the role of art objects and visual culture, broadly speaking, in the cultural exchange between East and West over the past five hundred years. Topics include the impact of Western realism on traditional Asian art forms; the role of commodities and empire in artistic production; Japonisme and Chinoiserie in 19th century Europe and America; early photography; collections of Asian art objects in the West; issues of cultural identity in Asian modernism; and post-World War II abstract art.

ARTH 334 – Women and East Asian Art – (1 credit) – This course examines the role of women in the arts in pre-modern East Asia and the negotiation of women's concerns, by female artists, in modern and contemporary East Asian art. Did women have no sense of empowerment at all in pre-modern China, Korea, and Japan? What about Chinese, Korean, and Japanese women artists today, what are their interests and agendas? Students will engage with historical works of art and artists, while concurrently gaining an understanding of gendered female roles as determined by religious, philosophical, and societal conceptualizations of the past. Then, students will study feminist discourses originating from the West in their analysis of modern and contemporary East Asian art by and about women. Ultimately, the aim of

this course is to demystify and to complicate understandings about women as the subject of art, as well as women as the producers of art, in East Asia.

Because the motion comes from a standing committee, there was no need for a second. There were no questions or comments. No one spoke in favor of or against the motion. The Chair called the question and the motion to approve the two courses passed.

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

MATH 323 – Algorithmic Graph Theory – (1 credit) – Algorithmic Graph Theory is that branch of Mathematics that deals with mathematical structures that is used to model pairwise relations between objects from a certain collection, together with algorithms used to manipulate these models. Algorithmic Graph Theory is used to model many types of relations and process dynamics in physical, biological and social systems. Algorithmic Graph Theory is a course that can help students develop the mathematical underpinnings of the Theory of Graphs and algorithms, a branch of Discrete Mathematics. This course provides an excellent background to an exciting area of mathematics that has applications in various fields like computer science, economics, engineering, etc. Prerequisites CSC 233, foundations of computation or MATH 270, linear algebra or MATH 223, foundations of advanced mathematics, (It will be beneficial for the student to be versatile in a programming language for this course.)

Because the motion comes from a standing committee, there was no need for a second. There were no questions or comments. No one spoke in favor of or against the motion. The Chair called the question and the motion to approve the two courses passed.

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

WS 332 – Women, Culture and Identity (cross-listed with SOC 332) – (1 credit) – Drawing on work in sociology, psychology, and cultural and feminist studies, the course investigates how women from various ethnicities, socio-economic strata, and age groups make sense of gendered expectations, opportunities, and constraints. Particular emphasis is placed on the ways women encounter and resist circumstances they find limiting of their human potential. Pre-requisite: WS 140 or permission of the instructor.

WS 355 – Women in Education (cross-listed with EDUC 350) – (1 credit) – Women in Education is an interdisciplinary discussion of how girls and women have affected and been influenced by K-12 schooling and post-secondary education over the last 125 years. Drawing on the fields of education studies, sociology, women's studies, and history, we will examine areas such as the rise of co-education, the feminization of teaching, "feminine" learning styles, and the impact of race, ethnicity, sexuality, and social class on women's aspirations, interactions, and experiences within learning institutions.

Prerequisite: WS 140 or permission of the instructor.

Because the motion comes from a standing committee, there was no need for a second.

Question from a faculty member

Does this mean that all students need to have these prerequisites, whether they're taking the course in Women's Studies or in the cross-listed department?

Response from Jamie Stockton

Any student enrolling in these courses should have the prerequisite or permission of the instructor.

Question from another faculty member

A number of Sociology and Education classes also have prerequisites. Are there any other prerequisites given that the courses are cross-listed in Sociology and Education?

Response from Tamara Beauboeuf

The only prerequisites are the ones listed.

No one spoke in favor of or against the motion. The Chair called the question and the motion to approve the two courses passed.

- D. Motion (to be voted on) that the faculty approve the following changes to the Creative Writing major.
Text to be inserted in the catalog copy is shown in bold and that to be deleted struck through.

TOTAL COURSES REQUIRED

Ten

CORE COURSES

ENG 151, **ENG 152**, ENG 201 and ENG 412.

OTHER REQUIRED COURSES

Three additional courses in writing above the 100-level in at least two different genres, two of which must be at the 300-level. ~~Four~~ **Three** additional courses in literature, at least ~~one~~ **two** of which must be at the 300-level.

NUMBER 300 AND 400 LEVEL COURSES

~~Four~~ **Five**, including ENG 412

SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE

The senior requirement consists of the completion of ENG 412 with a grade of C or better, as well as a thesis.

ADDITIONAL INFORMATION

ENG 197 may be counted toward a major.

RECENT CHANGES IN MAJOR

Students must take an arts co-curricular course in fine arts or performing arts. Students may only count one ENG 155 that is a cross-listed Modern Language course toward the major. (~~April 2010~~)

The changes are summarized as:

1. Add as a required course, ENG 152: Reading as Writers (approved in March faculty meeting)
2. Add an Arts co-requisite = one course in fine arts or performing arts
3. Restrict number of off-campus courses that count toward the creative writing major to one
4. Discontinue the allowance of AP English credits to count towards the major
5. Increase the requirements of 300-level literature courses from one to two

Because the motion comes from a standing committee, there was no need for a second. There were no questions or comments. No one spoke in favor of or against the motion. The Chair called the question and the motion to approve the two courses passed.

- E. Motion (to be voted on) that the faculty approve the following changes in perquisites to three courses.

SOC 332 – Women, Culture and Identity (cross-listed with WS 332) – (1 credit) – pre-requisite WS 140 added and revised course description (available on request).

EDUC 350 – Women in Education (cross-listed with WS 355) – (1 credit) – pre-requisite WS 140 added and revised course description (available on request).

MATH 331 – Math of Compound Interest – (1 credit) – pre-requisite MATH 152 added.

Because the motion comes from a standing committee, there was no need for a second. There were no questions or comments. No one spoke in favor of or against the motion. The Chair called the question and the motion to approve the two courses passed.

Written Announcements –

1. April 23 is the deadline to have proposals (new courses/course change/major change) to MAO to be considered for the May 7 faculty meeting.

There were no questions for MAO.

7. Committee on Faculty – COF (Howard Brooks)

- A. COF gives notice of its intent to ask the faculty to vote to approve the following changes to the By-Laws and Standing Rules of the Faculty Article IV.A.5. Text to be inserted is shown in bold and that to be deleted struck through.

Announcement from Howard Brooks

These changes are intended to protect untenured faculty from potentially difficult situations. COF recognizes the educational benefit of junior faculty seeing a personnel review file and the personnel committee process. However, not all personnel files are a good model, and some personnel committee deliberations are contentious. Occasionally some untenured faculty members have been put into awkward situations. COF intends to provide all faculty members, prior to their first review, with the opportunity to read a “good” file and participate in a mock personnel committee process with members of the COF. The language concerning librarian personnel committee structure is being moved from the Personnel Policies to the By-Laws for consistent treatment of all committees. The parenthetical comment concerning term faculty members with administrative duties and nine years of service at DePauw will permit those faculty members that have served on personnel committees in the past to continue to serve.

By-Laws IV.A.5.a. Personnel Committee

The Personnel Committee is created anew for each specific review.

(Procedures for this committee are described in Article IV.C of the Personnel Policies section of the Handbook.)

1. Membership:

(a) For a faculty member with an appointment in a single department or school, the Personnel Committee shall consist of all tenured -track faculty members **in that department or school. (Those term faculty members with administrative duties and with rank of associate professor or professor and at least nine years of service at DePauw as of April 1, 2012 in that department or school can continue serve on personnel committees if they choose.)** For a faculty librarian the Personnel Committee shall consist of the library director, all faculty librarians whose status is with rank of Associate Professor or with rank of Professor, and two tenured faculty members from outside the library. **and term faculty members with**

~~significant administrative duties and all term faculty members in appointments renewable without the limitation of a maximum of six years (such as faculty librarians and term faculty members with substantial administrative duties that preclude appointment with tenure) of the department or school except t~~
~~The faculty member person being reviewed and faculty members in the those in the first year or last year of service; Probationary tenure track faculty members, term faculty members with significant administrative duties, non-tenured members and those on leave may excuse themselves from any case without prejudice.~~
For a faculty member with an appointment in two or more departments or programs, the Personnel Committee will be constituted as stipulated in the letter of appointment in keeping with the general spirit of the preceding provision. (For definitions of types of full-time faculty, see Personnel Policies section I. B.)

(b) Membership exclusion based on Conflicts of Interest as covered by the policy established by the Committee on Faculty and the Administration and published in the Personnel Policies section (Appendix 3) of the Academic Handbook apply.

(c) If the description and actions above would create a Personnel Committee of two or fewer members, ~~or if they would create a Personnel Committee with less than a majority of tenured members~~, then additional Personnel Committee members shall be selected from related departments, according to a procedure established by the Committee on Faculty and the Administration. Enough additional members shall be selected so that there are at least three members total ~~and a majority of tenured members~~.

B. COF gives notice of its intent to ask the faculty to vote to approve the following changes to the Personnel Policies Article II. Section F. Evaluation of Librarians Serving in Renewable Term Faculty Positions. Text to be inserted is shown in bold and that to be deleted struck through.

Personnel Policies

Article II. Section F. Evaluation of Librarians Serving in Renewable Term Faculty Positions.

Beginning in the third year of service (and then in the seventh year, twelfth year, and every five years thereafter), **librarians serving in renewable term faculty positions shall be reviewed**. ~~the Vice President for Academic Affairs appoints a review committee consisting of the library director, all full time professional librarians (excluding the candidate under review, and those in their first year of service), and two faculty from outside the library~~. The librarian develops a file for review in the same way as do other faculty members. The **personnel** committee submits a report and recommendation to the President through the Committee on Faculty and the Vice President for Academic Affairs. The library director and assistant director are reviewed in this manner to evaluate their work as librarians; the Vice President for Academic Affairs separately reviews their administrative performance.

Written Announcements –

Beginning with the spring 2012 semester, student opinion surveys for all courses will be administered in class. Surveys will be administered at the beginning of the class period with the instructor reading the instructions.

Announcement from Howard Brooks

I call your attention to the written announcement in the agenda concerning the administration of student opinion surveys. COF appreciates the survey responses from about 120 faculty members concerning the reading of the instructions for the student opinion surveys. Recognizing the challenges of finding faculty proctors, the desire to insure adequate time for students to respond, and the need to protect the anonymity of the students, COF decided that the surveys must be administered at the beginning of a class period during the final two weeks of the semester with the instructions read by the course instructor. We encourage the instructors to recognize the anonymity of students by leaving the room when students are completing the student opinion survey. Faculty members teaching courses that fall into exceptional circumstances such as

for students enrolled for individual instruction or in classes that do not meet regularly or as a class, and some that meet in locations that are not conducive to in-class online administration will be notified separately about the process for their classes. All faculty will receive e-mail reminders of this new process starting tomorrow.

The student opinion forms will be administered starting Thursday April 26th through Thursday May 10th.

Announcement from Bridget Gourley

Please note that the out-of-class option has gone away.

Question from a faculty member

Does this mean that we no longer have to get a colleague to administer the student opinion forms? Now you can do it yourself?

Response from Howard Brooks

Perhaps you may recall a question from a faculty member during the December 2011 faculty meeting. The faculty member asked if each faculty member could administer their own student opinion forms. My answer was "maybe." Now we can change that answer to "yes."

Question from another faculty member

Can you address why it is voluntary and recommended that the professor leave while the students complete the opinion forms, as opposed to a requirement?

Response from Howard Brooks

I guess it's a matter of trust. You can stay in the room and say "I will pay no attention to you while you do this."

There were no other questions for COF.

8. Committee on Student Life and Academic Atmosphere – SLAAC (Caroline Smith)

- A. Motion (to be voted on) that the faculty approve the following addition to Section X. Committees of the Administration in the By-laws and Standing Rules of the Faculty. Text to be inserted is shown in bold. Previous notice of this motion was given at the March faculty meeting.

Announcement from Caroline Smith

In response to a comment during the last faculty meeting, I am explaining why the Biology Department has a representative on the Nature Park Advisory Committee. The reasons are the biology field station is at the Nature Park, biology has a greater academic stake in the Nature Park, biology has consistently had the most research projects that are linked to and bear on the Nature Park, and biologists understand the flora and environmental components of the Nature Park. For these reasons, it makes sense for a biology representative to be on committee, in the same way that a member of the Philosophy Department is on the advisory committee for the Janet Prindle Institute for Ethics.

F. Nature Park Advisory Committee

1. **Function:** This committee advises the Nature Park staff and University administration on matters of planning, policy, and procedures, and assists in formulating plans, goals, and priorities, and in determining the overall role of the Nature Park in providing education, research, reflection, and recreation for the members of the University and neighboring communities. It shall report at least

annually to the Student Life and Academic Atmosphere Committee.

2. **Membership:** Two faculty members (one from Biology, one from any other department) appointed by SLAAC for staggered two-year terms. Two students appointed by Student Congress for one-year terms. One representative of the community appointed by the President, in consultation with the Mayor of Greencastle, for a two-year term. The Director of the Janet Prindle Institute for Ethics (or his or her representative). A Student Life representative appointed by the Vice President for Student Life. The chair will be selected from among the voting members of the committee.

Ex-officio members (without vote): Associate VP for Facilities, Nature Park Manager/Ranger, Emergency Management Coordinator.

This addition to the by-laws makes transparent a committee that has been in existence since the early days of the Nature Park.

Because the motion comes from a standing committee, there was no need for a second. There were no questions or comments. No one spoke in favor of or against the motion. The Chair called the question and the motion passed.

Written Announcements –

SLAAC has no written announcements.

There were no questions for SLAAC.

9. Faculty Governance Steering Committee – FGSC (Bridget Gourley)

- A. Motion (to be voted on) that the faculty approve the following addition to Section V. The Divisions in the By-laws and Standing Rules of the Faculty. Text to be inserted is shown in bold. Previous notice of this motion was given at the March faculty meeting.

Division I – Art and Art History; Communication and Theatre; Librarians with faculty rank; School of Music.

Division II – Classical Studies; English; Modern Languages; Religious Studies.

Division III – Biology; Chemistry and Biochemistry; Computer Science; Geosciences; Kinesiology; Mathematics; Physics and Astronomy; Psychology.

Division IV – Economics and Management; Education Studies; History; Philosophy; Political Science; Sociology and Anthropology; **Conflict Studies; Women's Studies.**

These two interdisciplinary programs are being added to the divisions to be inclusive of our faculty colleagues whose appointment solely to one of these programs and so without any divisional vote at this time.

Announcement from Bridget Gourley

To begin the discussion I would like to follow up on a question I received last month. There are currently 57 faculty members in Division 1, 57 in Division 2, 63 in Division 3, and 54 in Division 4. This change adds two colleagues to Division 4.

Speaking for the motion, while I realize that some have expressed concern in the past about the overall logic of our divisions and divisional approach, as Chair of the Faculty I think it is important that everyone have a vote. I'm happy to entertain efforts to look at a broader restructuring down the road but for now, I asked the FGSC to bring this motion forward to be sure we were inclusive of all our colleagues.

Because the motion comes from a standing committee, there was no need for a second. There were no questions or comments. No one spoke in favor of or against the motion. The Chair called the question and the motion passed.

Written Announcements –

FGSC's has no written announcements.

Reports from Other Committees

Committee rosters are available at:

<http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/>

10. Faculty Development Committee – FDC (Brooke Cox)

A. FDC's report is an offer to answer questions.

Written Announcements –

FDC has no written announcements.

Question from a faculty member

I noticed that some FDC awards are syllabus-related. I was wondering about the allocation of awards for creation of syllabi vs. scholarship. How are these allocated?

Response from Brooke Cox

There are six awards to develop a new course with an environmental theme and six awards to add an environmental component to an existing course. The Caroline T. Jones award is specifically for course development. We added four creative/scholarly awards and two additional course development awards.

Follow-up from faculty member

Are all the environmental awards for course development, not for scholarship?

Response from Brooke Cox

Yes, these awards are funded by Mellon.

Response from Michele Villinski

There is also funding from Mellon for summer student-faculty environmental research. The deadline for this was earlier in the semester.

11. Committee on Administration - COA (Marcia McKelligan)

A. COA's report consisted of an offer to answer questions. There were no questions for COA.

Written Announcements –

1. The COA and the VPAA have begun looking at various models and strategies for achieving a standard 5-course load for faculty in the CLA.
2. The COA has discussed the health insurance rebidding process and options with Pat Bacon and Brad Kelsheimer. The committee has also read and considered all employee comments Pat received that pertained to the proposed changes in health insurance, especially the possible switch to Anthem, the proposed increase in the deductible, and the proposed spousal waiver provision.

Additional Business**12. Remarks from the President (Brian Casey)**

There were no remarks from the President because he is at a Mellon Conference with other university presidents about the future of liberal arts colleges.

13. Remarks from the VPAA (David Harvey)

I have two quick announcements:

First, the search committee for the position of Dean of Experiential Learning and Career Planning recently held off-site interviews with five candidates and expects to bring three of these candidates to campus for

interviews later this month. Further details will be shared with faculty, staff, and students as they are available.

Second, prior to spring break, President Casey hosted a lunch for faculty to meet with Dr. Lori M. Richmond, Superintendent of the Greencastle Community School Corporation. If you are interested in participating in further discussions to explore possible initiatives or opportunities, please send me an email to let me know of that interest.

Question from a faculty member

Are there any plans to reestablish the fifth year intern program?

Response from David Harvey

We stopped funding this program during the 2008-2009 academic year because of financial considerations. We have a few fifth year interns funded by an external award in the Art Department. At present, fifth year internships will be funded only when we have external awards.

14. Remarks from the Dean of the Faculty (Kerry Pannell)

Our students live in a Facebook age, and they are sometimes not as careful with technology and information as we'd like them to be. I just want to remind people of the Institutional Review Board for students who may be working on final projects that have human subjects. This committee is an extremely hard working group of faculty and community members who are happy to provide perspectives on research ethics to your students. Students need to submit their IRB forms to Harrison 302. Let me know if you have any questions about this process.

The deadline for summer curricular development stipends was last week, and those applications will be reviewed this week, and you'll get feedback on whether your project was approved the following week. Not as many people applied for funding out of the Mellon Environmental Studies grant as could be funded, and so we are re-opening the possibility of funding for those particular proposals--the course development grants are appropriate for first-year seminars, and the course enhancement grants are appropriate for Winter Term courses or for revisions of existing courses. Consult with Faculty development coordinator Dave Guinee, any member of FDC or me if you have questions.

The faculty development budget in general is still in pretty good shape. Please continue to be diligent with your itemized receipts and commercial card charges, and turn everything in as quickly as possible. That helps Terry Bruner and me manage and optimize the faculty development budget. On the student side, we have accepted all of the applications for student conference funding for this fiscal year (through June 30.) If you have a student who will be presenting a paper, please have them fill out the form you can find on the faculty development website and turn it in to Terry Bruner in Harrison 305.

15. Remarks from the Associate Dean of Academic Life (Pedar Foss)

A. Announcement about the theme initiative for Fall 2012.

Over the course of this Spring, conversations arose amongst faculty and administrators about developing a theme for the 2012-13 academic year that could draw together different disciplines, as well as the School of Music and College of Liberal Arts. Arthur Miller's *The Crucible* was the initial focus of this conversation, and its key ethical dilemma of 'what will you sign your name to.' As the conversation has gathered momentum and more interested faculty have joined in, we've agreed to go forward with a program of academic and performance events which can serve as scaffolding for other individual or departmental efforts to connect to

this conversation in classes or through other events. Miller's play will be performed, a related symphonic performance will occur, and various literary, historical and ethical lectures and discussions. This might be the start of an annual or periodic tradition; let's see! Since many details are still being nailed down, if anyone would like to offer suggestions, be part of the email group or organize a related event, or ask questions, please contact me at pfoss@depauw.edu.

B. Announcement of appointment of Lynn Ishikawa as Coordinator of English for Academic Purposes within the English Department and the pilot of a summer intensive English-language orientation for incoming international students in summer 2012.

The external reviewers for our 2010 international education self-study recommended that we embed English for Academic Purposes, which instructs our international students in English-language skills, into the English Department. (Previously this was an administrative position with teaching duties; now it will be a faculty position with teaching duties.) I'm happy to announce that, as the result of a national search, Lynn Ishikawa has taken this position, and she will lead and coordinate English instruction for our international students.

In a further effort to improve the readiness of our international students, we are also planning to pilot an extended orientation program with intensive English instruction. Several admitted international students have already signed up, and if we get sufficient numbers, the pilot will run this summer. We will assess students before and after the program, and track their progress in their First-Year Seminars as well as ENG 110 and 115 classes. Our goal is for international students to be more proficient and prepared, and better able to meet expectations in your classrooms.

C. Announcement of a project to create an inventory of students' co-curricular activities, as part of the Council of Independent Colleges 'Degree Quality Profile' initiative, funded by the Lumina foundation;

Last year, DePauw was chosen by the Lumina foundation and the Council of Independent Colleges to participate with two dozen other universities in an effort to improve the measurable quality of college degrees. This has of course to do with what students learn, and how they are able to use it. Students learn better, and can better use their learning, if they can be more conscious of it through reflection and integration. Last month, a team from DePauw attended the first workshop funded by this Lumina grant. Our idea was to build an inventory of co-curricular learning experiences for our students—learning that takes place outside the classroom but still under the guidance of faculty or staff. Such an inventory, in conjunction with the academic transcript, could be a useful advising tool to help students think about how content, skills, and learning modes fit together. Specific outcomes of this increased awareness could be improved advising conversations, better student application letters and resumes, and more broadly informed recommendation letters by faculty and staff. We are in the very early stages of this project, and will be working with the faculty committee on advising, but if anyone else is interested in this topic, please let me or Ken Kirkpatrick know.

D. Announcement of efforts to provide expanded and improved 24-hr study space for students;

Last fall, student government published a white paper on the question of 24-hour study spaces. Academic Affairs has been working with Facilities, and the first stage of our response will be to provide additional tables and chairs in the common areas of the Pulliam Center for Contemporary Media, and improve lighting and access to outlets, so that this building, which is already accessible to students 24 hours by card-swipe and which has security cameras, can become a better option for extended studying. Additional capacity will be about 60 seats, and if all of the chairs and tables come in on time, we expect to have it ready by finals week this spring. We will then evaluate the use of this space and see whether additional efforts are necessary.

E. A thank-you for Carrie Klaus' work as Assistant Dean of Academic Life, as she completes her service and

takes up the chair of Modern Languages; announcement of administrative shifts to cover (next year) the duties of Academic Integrity and the Senior Showcase/Academic Awards Convocation, scheduled this Spring for Monday, April 30.

Finally, I want to acknowledge and thank Carrie Klaus for her caring and diligent efforts in Academic Life, particularly in the areas of Academic Integrity and the Senior Showcase/Academic Awards Convocation, which has been revived under her leadership. Carrie is becoming Chair of Modern Languages; we will not be replacing her administrative post, but will be reshuffling responsibilities in Academic Life to cover those tasks. Thank you so much, Carrie.

16. Old Business

A. Addition to the By-laws and Standing Rules (Mac Mackenzie for Brian Casey)

Motion (to be voted on) that the faculty approve the following addition to Section X. Committees of the Administration in the By-laws and Standing Rules of the Faculty. Previous notice of this motion was given at the March faculty meeting. Text to be inserted is shown in bold. Clarifying language suggested during the month of previous notice in bold italics.

G. President's Visual Arts Advisory Committee

1. **Function:** DePauw University owns and stewards a large collection of visual art, including *but not limited to* painting, photography, sculpture, and large-scale artistic productions. The University seeks to maintain this collection for pedagogical purposes and displays pieces of the University's collection, and works on temporary loan, in and on University property. The President's Visual Arts Advisory Committee is charged to offer advice and recommendations regarding the long-term installation or display of University-owned visual art on the campus and in campus buildings, excluding faculty-directed art, art produced by students or faculty as part of the art curriculum, and art displayed in the University galleries as part of a curated exhibit. The Committee shall meet at least once yearly to consider University policies and principles regarding the display of University art and as specific issues arise.
2. **Members:** Voting members: The Vice President for Academic Affairs; the Vice President for Advancement; the Chair of the Faculty; two members of the Department of Art and Art History, one from studio art and one from art history, one of whom is the Chair of the Department of Art and Art History; a faculty member from outside the Department of Art and Art History (*three-year term with appointment made by the Faculty Governance Steering Committee*), the Curator of Exhibitions and University Collections, the Director of Facilities and Grounds, the University Archivist, a student representative from the Department of Art and Art History (*one-year term with appointment made by DePauw Student Government*), and a student representative from outside the Department of Art and Art History (*one-year term with appointment made by DePauw Student Government*).

Ex-officio members (without vote): The President.

The motion was seconded.

Announcement from Bridget Gourley

As Chair of the Faculty, let me note that through our advance notice process, some clarifying language was suggested which we added onto the agenda for you.

There were no objections to consider additions as the friendly amendment so the motion before the faculty is was it appeared on the April agenda.

Announcement from Mac Mackenzie

This addition to the by-laws makes transparent a committee that has been in existence. I now introduce Craig Hadley, Curator of Exhibitions and University Collections. Craig was recently charged with and carried out the long overdue task of changing the art that is in this room.

Comments from Craig Hadley, Curator of Exhibitions and University Collections

My comments will be brief. I wish to reiterate a new direction for curatorship at DePauw. I'm very interested in interdisciplinary projects at DePauw. We are planning upcoming exhibits and events for the upcoming year. These exhibits and events are intended to correspond with the liberal-arts nature of the university. The university owns over 3,000 items in the collection. If you are interested in using items from the collection, please let me know.

Question from a faculty member

Can you explain what "faculty-directed art" means? This isn't a transparent phrase.

Response from Craig Hadley

"Faculty-direct art" is artwork created in studio art courses, for example, artwork created in a sculpture class.

Question from another faculty member

The membership of the committee includes two members of the Art and Art History Department. One member is the chair of this department, but there are no specifics about how the second member is appointed.

Response from Craig Hadley

The chair would have a conversation with members of the Art and Art History Department.

Response from Mac Mackenzie

This would be decided in the Art and Art History Department.

Response from Bridget Gourley

We don't need to include this in the bylaws. You can make a friendly amendment to add this if you want.

Follow-up from faculty member

It doesn't really matter.

Question from Ken Kirkpatrick, Registrar

Could a representative from Academic Affairs attend in place of the Vice President of Advancement, the Vice President for Academic Affairs, or the President?

Response from Jon Coffin, Director of Strategic Communications

Conversations with this group – in the developing of language and structure – suggest that the intention is for each Vice President and the President to attend, rather than sending a representative on their behalf. If, at a later date, one wanted to send a representative in their place, we would need to revisit the language.

The Chair called the question and the motion passed.

17. New Business

There was no new business to come before the faculty.

18. Announcements

A. Launch of Employee Campaign (Michele Villinski and Erik Wielenberg)

Michele and Erik announced the start of an Employee Campaign at DePauw. They noted they were here on behalf of a large group of faculty and staff who are involved in this campaign. In the near future, you will be asked by a colleague in your department, program, or school to make a donation to DePauw. Before that happens, we'd like to fill you in on some of the most important aspects of this campaign.

There are two key elements to the employee campaign:

- (i) the emphasis is on participation rates rather than on the amount given
- (ii) you may donate to specific academic departments or programs; this money will be placed into a fund separate from the regular department or program budget.

Our participation can have an impact on the institution's ability to attract support from foundations, corporations, and even individuals -- who are increasingly asking about employee participation in annual giving/campaigns. Our participation is a sign of our commitment to DePauw that can help attract money to DePauw from other donors.

We have two critical gifts to announce today. We are fortunate at DePauw to have a President who leads by example. Brian Casey has committed \$125,000, shared equally between faculty development and need-based financial aid.

Another thoughtful colleague has presented a challenge. The anonymous donor has pledged \$1,750 when employee participation reaches 15 percent, additional gifts of \$1,750 at 20 percent and 25 percent, and a final gift of \$3,500 when participation is at 30 percent. The total amount donated would be \$8,750, equal to \$50 for each of DePauw's 175 years. This is a generous gift meant to provide an incentive to encourage everyone to participate.

Run as it is by human beings, DePauw is far from perfect. However, amazing things do happen here, both for faculty and for students. As faculty, we of course all support DePauw through our professional work; we hope that you will see this Employee Campaign as another way to provide meaningful support for DePauw.

Question from Kathryn Millis

What's being done to ensure that people don't feel that they have to give? Will employee names be announced? How can we avoid having people feel pressured to give and to make sure that nothing will be held against someone for not donating or not donating enough?

Response from Jason Petrovich, Executive Director for Development

As stated in an e-mail from Marcia Latta, Vice President for Advancement, this campaign is completely voluntary. There isn't going to any emphasis on the amount that someone gives. We will not start publishing names of people who give or who don't give.

Question from a faculty member

This employee campaign coincides with when we are doing annual reviews of our staff members. This makes our staff nervous. Would you consider rescheduling this for another time in future years to prevent this coincidence?

Response from Michele Villinski

We agree that the timing of the employee campaign launch is not the best, but we did not have complete control over the timing decision, in part because we are a part of the larger comprehensive campaign. Thank you for bringing this issue to our attention. We will be sure to consider it when planning for next year's employee campaign. We certainly hope future campaigns will begin earlier in the fiscal year.

B. Announcement about changes in Commencement Weekend

(Mary Dixon, University Marshal and Kate Smanik, Director of Spiritual Life)

Commencement Weekend has been changed this year in several important ways: Baccalaureate has been moved to Saturday; commencement will begin at 10:30 a.m. and there will no longer be a reception after commencement.

The weekend kicks off on Saturday at 4:00 p.m. with a totally revised and reimagined Baccalaureate Service in Kresge Auditorium. Student and faculty processional, music, readings, remarks from a faculty member and President Casey highlight this event. Because commencement is so scripted and formal, the Center of Spiritual Life, the President's Office, the department of Communication and Theatre, and the School of Music have been working hard to make this a more personable and intimate event. Although participation in this event is voluntary, we hope that most of the students decide to participate and we warmly welcome faculty to join the celebration and procession by attending in their academic regalia. To aid with seating arrangements, it would be helpful if you let Mary Dixon know by May 1, if you plan to participate.

After Baccalaureate, dinner will be available for students and families at the UB. Then at 8:30 p.m., East College Lawn is transformed for DePauw Under the Stars—white twinkle lights in the trees, music, a dance floor, cake and champagne make this a signature event. Because there will no longer be a reception after commencement, this event is a great time to meet your students and their families and to enjoy our beautiful campus.

On Sunday, at 9:45 a.m., students and faculty report to the sidewalks outside the Lilly Center to line up for commencement. President Casey and the Walker Cup winner will lead the students through the arch, past the Minshall Lab columns. Students will line the sidewalk outside of the UB and we'll continue the tradition of the faculty walking through the two student lines.

Babysitting will again be available at Gobin Church from 9:30 a.m. – 2:00 p.m. Parents should use the west door.

Commencement should be over by 1:30 p.m.

Question from a faculty member

Can you comment on why there's no reception?

Response from Mary Dixon

This is the result of changes in timing of the events. We have reinvisioned the weekend as a result of moving the starting time of commencement. We can't afford to feed lunch to all the families. DePauw Under The Stars is one of the most lovely events. Facilities transforms the lawn of East College. There is cake, champagne, and music. We are trying to encourage more faculty to attend this event. The change in the reception is because of the change in timing of the commencement ceremony.

Question from another faculty member

Have we begun the process of faculty elections yet?

Response from Bridget Gourley

We are about to begin soon. You will be receiving an email from me.

19. Adjournment

If there is no other business, we will consider ourselves adjourned. The chair noted she looked forward to seeing everyone again in this venue in May, but hopefully informally before then.

Appendices

Appendix A. Tribute to Sally Hall of Gray Written by Kerry Pannell

Longtime Putnam County resident Sally Gray, an inspiring educator and pioneering adjudicator, died in March at the age of 78. She taught economics at DePauw University from 1965-79. In 1981, she became the first female judge of the Putnam County Superior Court, and went on to serve as a judge for 24 years. She also taught courses at the National Judicial College and the Indiana Judicial Center. In 1989, she became the first female Secretary-Treasurer of the Indiana Judges' Association. In addition to her work at DePauw and in the Putnam County Court, Sally will be remembered for her philanthropic work, including efforts to combat substance abuse.

Judge Gray received her AB degree from Ohio University in 1955 and her MA in 1958 from Syracuse University. Enrolling in Indiana University Law School in 1975, Sally completed her JD degree with high honors and was admitted to the Indiana Bar in 1979.

Colleagues and former students admired her for her tenacity and wit, her grace and integrity. She served as a role model for female students and attorneys, and had a lasting impact on the community she loved. Among her important contributions to the community include tireless efforts to establish and sustain a museum in Putnam County.

In 1997, the Indiana Law Review (30:1, 132-33), published an article entitled, "Thirty Years of the Journey of Indiana's Women Judges 1964-94." The author, Indiana Court of Appeals Judge Betty Barteau, describes Judge Gray's contributions this way:

"Of special interest to Judge Gray has been the topic of alcohol and drug abuse and her work in that area has resulted in Judge Gray receiving numerous honors. In 1994, she was appointed by the White House Office of Drug Control Policy to a seven member panel on Reducing Drug Use in Rural America. She was on the Steering Committee of the Governor's Commission for a Drug Free Indiana for four years, and received the Rector Health Association Award in 1994 from the Putnam County Family Support Services for work in the community to combat domestic violence....

"Over her terms of office, Judge Gray has been involved in the creation of many court related innovations in that field. Among those was the creation of 'Phoenix,' a Clay-Putnam county Community correction program to provide an alternative to prison for non-violent offenders; the creation of the P.I.E. Coalition (prevention, intervention and education), a community wide, broadly based effort to reduce the use and abuse of alcohol and other drugs; education classes at the Indiana State Farm with inmates in recovery conducting the anti-drug and alcohol program; and other drug-alcohol related programs."

Friends, former students and family from around the world gathered at Meharry Hall on March 24 to celebrate her life and mourn her passing. Professor Carla Edwards played the organ for the service led by Reverend Bill Wieland. Saraellen Peters sang "What a Wonderful World" accompanied by Dorothy Brown on the piano. The ceremony included remembrances from family friend Karen Morrill, attorney Paul Fredrick '83, Greencastle City Council Member Jinsie Bingham, Judge Diana LaViolette and Sally's son, David Gray. Anyone who would like to contribute to the causes Sally championed may make donations to the Sally Gray Memorial Fund at the Putnam County Museum or to the Putnam County Community Foundation.

Judge Gray's husband, Dr. Ralph Gray, taught in the Department of Economics and Management for more than 30 years. Married for 57 years, Ralph and Sally could recently be seen at DePauw University basketball games, concerts, and lectures on campus. She will be greatly missed by her family, DePauw friends, and the Greencastle community.

DePauw University Faculty Meeting Minutes
May 7, 2012

1. Call to Order – 4 pm Union Building Ballroom (Bridget Gourley, chair)

The chair welcomed everyone to the last faculty meeting of the school year. She reminded everyone to please use a microphone and state their name and department when speaking.

2. Verification of Quorum (Bridget Gourley, chair)

We have reached our quorum of 80 faculty members.

3. Approval of Minutes from the April 2012 Faculty Meeting

There were no corrections to the minutes. The minutes were approved by unanimous consent.

4. Motion to Confer Degrees for May Graduates (Ken Kirkpatrick, registrar)

- A. 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 2012.

The motion was seconded by Debbie Geis. No one spoke in favor of or against the motion. The Chair called the question and the motion to confer degrees passed.

Reports from Coordinating Committees

Committee rosters are available at:

<http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/>

5. Committee on Academic Policy and Planning – CAPP (Rich Cameron)

- A. Motion (to be voted on) that the faculty approve the following changes to the Women's Studies major and minor. Text to be inserted in the catalog copy is shown in **bold** and that to be deleted ~~struck through~~. Previous notice of this motion was given at the April faculty meeting.

Changes to the Women's Studies Major

Ten ~~to twelve~~ courses to include ~~the four core courses and six electives~~.

All of the following:

WS 140 (Introduction to Women's Studies)

WS 340 (Feminist Theory)

WS 350 (Feminist Inquiry)

WS 440 (Senior Seminar)

At least one of the following:

~~and six to eight courses from the electives for majors. The elective courses must be drawn from at least three academic disciplines, and must include one or more courses dealing with non-Western women and/or women of color within the United States, and at least three electives must be at the 300-400 level, in addition to WS 340 and WS 440.~~

WS250 (Queer Theory, Queer Lives)

WS260 (Women of Color in the U.S.)

The remaining courses, one of which must be at the 300-level, can be drawn from the following regularly offered courses and/or from the list of affiliated electives approved by the Women's Studies Steering Committee.

WS262 (Transnational Feminisms)

WS342 (Women, Health and Social Control)

WS362 (Feminist Approaches to Environmentalism)

WS355 (Women in Education)

WS332 (Women, Culture and Identity)

Students must also take at least 16 courses outside the list of women's studies courses. No more than ~~four~~ two credits of off-campus study may be counted toward the major. Studying in an off-campus DePauw-sponsored or GLCA program such as the Comparative Women's Studies Program in Europe is encouraged for majors and minors. Appropriate courses from off campus may be applied toward the major upon approval by the Director of Women's Studies.

Changes to the Women's Studies Minor

Five courses are required for an interdisciplinary minor in Women's Studies.

These must include ~~two core courses, WS 140 (Introduction to Women's Studies) and WS 340 (Feminist Theory)~~ plus at least three electives, drawn from the approved list of core and cross-listed courses. The electives must include at least two different disciplines, and at least one elective must be at the 300 or 400 level.

Both of the following:

WS 140 (Introduction to Women's Studies)

WS 340 (Feminist Theory)

At least one of the following:

WS250 (Queer Theory, Queer Lives)

WS260 (Women of Color in the U.S.)

The remaining courses, one of which must be at the 300-level, can be drawn from the following regularly offered courses and/or from the list of affiliated electives approved by the Women's Studies steering committee.

WS262 (Transnational Feminisms)

WS342 (Women, Health and Social Control)

WS362 (Feminist Approaches to Environmentalism)

WS355 (Women in Education)

WS332 (Women, Culture and Identity)

Studying in an off-campus DePauw-sponsored or GLCA program, such as the Antioch Comparative Women's Studies Program in Europe, is encouraged for majors and minors. Appropriate courses from off-campus may be applied toward the minor upon approval by the Director of Women's Studies.

Question from Ken Kirkpatrick, registrar

Under the list of electives, could we change "cross-listed electives" to "affiliated electives"? "Cross-listed"

isn't appropriate.

Question from another faculty member

I think that same issue also shows up in description of the minor.

There were no objections to making these changes as friendly amendments to the motion. The changes were made. The text of the motion in these minutes was revised to reflect these changes.

Written Announcements –

This spring, CAPP continued its focus on WT reform, culminating in a meeting with the WT subcommittee and staff to discuss implementation of student initiated and designed WT courses with faculty oversight. CAPP has been working on streamlining and updating its guidelines to RAS, and the final draft should soon be ready for use. After the fact, CAPP engaged in discussions with the administration with regard to SOM's removal from the University-wide RAS process. They also met with Susan Wilson from the S-committee to discuss continuing efforts at S-reform, efforts that will continue in the fall. CAPP met with representatives of student government with regard to the recent student "white paper" on a possible multicultural requirement, and CAPP will continue to work with students on this issue in the fall. CAPP has one further (brief) meeting to elect next year's chair once the results of the spring elections are known.

Announcement from Rich Cameron

We are finalizing the committee membership for RAS (Resource Allocations Subcommittee). We are looking for more volunteers to serve as members of RAS. Self-nominations are appropriate, especially from Division II. We're very close to having a complete committee, but we could use more nominees.

There were no questions for CAPP.

6. Management of Academic Operations – MAO (Jamie Stockton)

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

Announcement from Jamie Stockton:

This course was previously offered as HIST 105 and will now be offered with its own unique course number.

HIST 273 – Roots of American Popular Music (1 credit)

An examination of the roots of American popular music from the mid-18th century to the mid-1960s.

Topics include British and African origins and development in the South; expressions in ballads, hymns, spirituals, blues, work songs, protest songs, and regional music; and how technology changed vernacular music to create new genres of popular music, including minstrelsy, gospel, urban blues, country, and rock 'n roll.

No one spoke in favor of or against the motion. The Chair called the question and the motion to approve the course passed.

B. Motion (to be voted on) that the faculty approve the following new courses in film studies. Six of the courses are cross-listed in other departments. Course descriptions for this set of courses can be found in Appendix A of the minutes.

Announcement from Jamie Stockton

This is a series of courses in Film Studies. One is a new course and the rest are cross-listed. The new course is FILM 220, Topics in Film History. Many are topics courses.

There was no objection to voting on these courses collectively. No one spoke in favor of or against the motion. The Chair called the question and the motion to approve the courses passed.

FILM 100 – Introduction to Film (cross-listed with ENG 167) (1 credit)
FILM 200 – Film and Culture (cross-listed with COMM 237) (1 credit)
FILM 211 – Documentary Film (cross-listed with ARTH 250 and COMM 291) (1 credit)
FILM 220 – Topics in Film History (1 credit)
FILM 241 – Topics in Film Cultures and Traditions (cross-listed with ENG 155 and ML 164) (1 credit)
FILM 310 – Film Theory (cross-listed with ENG 395 and COMM 401) (1 credit)
FILM 311 – Topics in Gender, Sexuality, and Cinema (cross-listed with ENG 390 and COMM 410) (1 credit)

C. Motion (to be voted on) that the faculty approve the following change in course number:

Announcement from Jamie Stockton:

This course was formerly listed as PSY 253. The content and rigor of the course has changed. The motion is to change the course number to reflect the changes in content and rigor.

No one spoke in favor of or against the motion. The Chair called the question and the motion to approve the change the course number passed.

PSY 343 – Health Psychology – change from PSY 253

(The description remains the same.) Health psychology uses the biopsychosocial model to examine the interaction of physiological processes, thoughts, feelings and behaviors, and the social/cultural environment on health. Issues addressed include the effects of stress on health, health protective factors, patient-practitioner interactions, health behavior change, and coping with chronic illness. *Prerequisite: PSY 100.*

D. Motion (to be voted on) that the faculty approve the following change to the Philosophy major. Text to be inserted in the catalog copy is shown in **bold** and that to be deleted ~~struck through~~.

Core Courses: **Any two of these three, PHIL 212, PHIL 213, and PHIL 216; and both of PHIL 251 and PHIL 490.**

Rationale – PHIL 213 (History of Western Philosophy: Medieval) was recently changed from a 300-level to 200-level course. It is now part of the set that includes PHIL 212 (History of Western Philosophy: Ancient) and PHIL 216 (History of Western Philosophy: Early Modern).

Announcement from Bridget Gourley

The Philosophy department is now in position to put different periods of Western philosophy on an equal footing within the Philosophy major.

Question from a faculty member

The wording of this catalog copy, “any two from PHIL 212, PHIL 213, and PHIL, 216; PHIL 251, PHIL 490” is confusing. Does this mean that the students should choose any two of the five courses?

Response from Bridget Gourley

No, this means choose two courses up to the semicolon.

Follow-up from Jamie Stockton

The other two, after the semicolon, are required courses.

Follow-up from Bridget Gourley

How about if we make a friendly amendment and revise the wording to “any two courses from PHIL 212, 213, or 216; and PHIL 251 and PHIL 490.”

Response from faculty member

Yes, that would be appropriate.

Follow-up from Bridget Gourley

Let's check with the Philosophy department about this change.

Response from Erik Wielenberg, Chair of the Philosophy department

Let's try this. “Any two of these three, PHIL 212, 213, and 216; and both of PHIL 251 and PHIL 490.” The text of the motion in these minutes was revised to reflect these changes.

Response from Marcia McKelligan, member of the Philosophy department

It's important to keep in mind that this is a template that the registrar uses and that this is just a list of core courses. I'm fine with the change.

There were no objections to making these changes as a friendly amendment to the motion.

Question from another faculty member

What is PHIL 251?

Response from Erik Wielenberg

Logic. As you can see we're very good at it!

Follow-up from faculty member

I'm not familiar with the Philosophy major. Is it fair to say this is a “Western Philosophy” major?

Response from Erik Wielenberg

We have an Eastern Philosophy course, but we can't offer this regularly given Marthe Chandler's retirement.

Comment from Marcia McKelligan

This relates to the comment I made earlier. The core courses list isn't an exhaustive list for the major. Your inference was correct, but there is more to the major beyond these core courses. This is a special registrar's designation.

Follow-up from faculty member

Can you explain the difference between a “core course” and a “required non-core course?”

Response from Marcia McKelligan

If there's an area in your discipline that is covered by several different courses, say three or four courses, then none of these is a core course.

Follow-up from faculty member

Doesn't this apply to these three courses?

Response from Marcia McKelligan

Some of these topics courses vary.

Comment from Jamie Stockton

We were only looking at changes in these core courses. We weren't looking at the entire Philosophy major.

There were no other questions. No one spoke in favor of or against the motion. The motion to approve the changes to the Philosophy major passed.

E. Motion (to be voted on) that the faculty approve the following changes to the Art History major. Text to be inserted in the catalog copy is shown in **bold** and that to be deleted ~~struck-through~~.

TOTAL COURSES REQUIRED

Eight + 2 (see below)

CORE COURSES

Any two 100-level courses (ARTH131, ARTH132, ARTH133, ARTH134, or ARTH142) and ARTH494.

Students cannot receive credit for both ARTH 132 and ARTH 142.

OTHER REQUIRED COURSES

~~One course (not including 131), which covers pre-Renaissance material, chosen from the following: ARTH 218, ARTH235, ARTH340.~~

At least one course from each of the three groups below, A, B, and C so as to work across chronological and geographical boundaries within art history:

- **Group A – European Art before 1500: ARTH218, ARTH235, ARTH340, ARTH350;**
- **Group B – European and American Art after 1500: ARTH201, ARTH225, ARTH226, ARTH240, ARTH250, ARTH266, ARTH302, ARTH326, ARTH330, ARTH336;**
- **Group C – Asian Art: ARTH231, ARTH232, ARTH233, ARTH331, ARTH332, ARTH333.**

NUMBER 300 AND 400 LEVEL COURSES

Three including ARTH 494.

SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE

The senior comprehensive requirement consists of the completion of ARTH494 with a grade of C- or better, as well as a thesis. The course reviews the major methodologies of art history, through reading and discussion of landmark articles in the field, and initiates students in their application. A major original research paper, on a topic of the student's choosing, is done under the direction of the instructor. The results of the research are presented in a formal twenty-minute public lecture at the end of the semester. For descriptions of recent senior seminar paper, see Art History Senior Projects.

ADDITIONAL INFORMATION

In addition to the eight art history courses, art history majors must also take two courses in cognate fields, one of which is to be chosen from the following: **ASIA140, ASIA 281, CLST100, CLST120, CLST 262, CLST 263, CLST264, PHIL 214, ENG261, ENG281, HIST107, HIST108, HIST111, HIST112, PHIL240, REL130, REL130E, REL132.** The other course must be chosen from among the studio courses (any studio course). ~~It is recommended that art history majors take at least one course in each of the following four time periods: Medieval, Renaissance, Baroque, and 19th-century/Modern.~~ First year seminars on art historical topics may be counted towards an art history major or minor.

Rationale –

Establishes Asian Art as part of the requirements for the Art History major.

Adds 100-level Asian Art courses to the courses that satisfy core requirements.

In the list of cognate courses those no longer offered have been removed from the list and courses pertaining to Asia have been added.

Announcement from Jamie Stockton

The motion is to make changes in the Art History major. The revisions reflect chronological and geographical boundaries within the discipline.

Question from a faculty member

Why can't students receive credit for both ARTH 132 and 142.

Response from Mac MacKenzie, chair of the Art and Art History department

Those two courses cover the same chronological time period and same geographical area with the same rigor from different methodological standpoints.

Question from Rebecca Schindler, chair of the Classical Studies department

I was wondering about the rationale for the courses in the cognate fields. Why was one course (CLST120) added to the list and other courses (CLST262 and CLST263) deleted from the list? CLST264 is a Hellenistic and Roman course addressing Mediterranean art. The two courses that were deleted, CLST262 and CLST263, cover much earlier time periods.

Response from Mac MacKenzie

The later material was more interwoven with the topics we cover in Art History. The earlier topics were less crucial to what we cover in our upper-level courses.

Follow-up from Rebecca Schindler

It seems odd to focus on Hellenistic and Roman art, but not Egyptian and Greek art. These earlier periods are important for understanding later developments in art history, like medieval art.

Response from Anne Harris, member of the Art and Art History Department

We had a retreat about the art history curriculum for an entire day. Our rationale was to establish more of a balance for the cognates between various departments, one that better reflects our introduction of more Asian topics. The Greek art remains very important and is represented in the survey.

Follow-up from Rebecca Schindler

Does this mean that students majoring in Art History would no longer receive credit towards their major when they take these courses? Would these courses still count towards their major? CLST120 is a survey course in Mediterranean History (not Art). The other two courses are topics courses.

Response from Mac MacKenzie

The other cognate courses don't offer additional art history but instead offer more of a cultural background.

Comment and motion from another faculty member

I think this discussion is interesting, but perhaps we could move this back to MAO for further discussion. I'd like to make a motion to return this to MAO.

The motion was seconded. The motion was non-debateable. The motion to return this issue to MAO passed.

F. MAO announces the following new course (no vote necessary because EXP):

UNIV EXP: Sophomore Life Planning (approved by MAO; does not require faculty vote)

This idea comes out of the experience of the sophomore institute. The $\frac{1}{4}$ credit course will involve career exploration for sophomores only. The course will help student with topics such as: career planning/building; resumes; connections between interests and DePauw resources; and connections between DePauw resources and external resources.

G. MAO announces the following change in course credit.

COMM 299 – Internship – change in variable credit from (0.5 to 1.0 credit) to (0.25 to 1.0 credit)

H. MAO announces the following change in course description.

CSC 232 – Object Oriented Software Development (1.0 credits)

A study of fundamental techniques and tools for managing software development projects, together with relevant professional and ethical issues. Topics include methodologies such as UML diagrams for software specification and design, documentation standards, and tools for testing, code management, analysis, and debugging. Object oriented programming techniques such as inheritance and polymorphism are emphasized. Students will develop skills in individual and team software development through extensive practice designing and implementing object oriented software systems. In addition, students gain experience reading, documenting, presenting and critiquing such systems. *Prerequisites: CSC 122. Offered each semester. Not offered pass/fail.*

I. MAO announces the following changes in pre-requisites.

PHYS 370 – Atomic and Molecular Physics – pre-requisite of PHYS 270

PHYS 380 – Nuclear and Particle Physics – pre-requisite of PHYS 270

Written Announcements –

MAO has no written announcements.

Announcement from Jamie Stockton

Items F through I show changes in courses that don't require a faculty vote but are provided for your information. Bridget has asked us to provide a review of MAO's work during the past year. During the fall, we reviewed the time bank system and made only minor changes. Throughout the academic year, we addressed more than 20 course proposals and four department and program changes that included new and revised courses as well as graduation and catalog changes.

There were no questions for MAO.

7. Committee on Faculty – COF (Howard Brooks)

- A. Motion (to be voted on) that the faculty approve the following changes to the By-Laws and Standing Rules of the Faculty Article IV.A.5. Text to be inserted is shown in **bold** and that to be deleted ~~struck through~~. Previous notice of this motion was given at the April faculty meeting. Text that has been changed as a result of feedback after the April previous notice is in ***bold italics***.

By-Laws IV.A.5.a. Personnel Committee

The Personnel Committee is created anew for each specific review.

(Procedures for this committee are described in Article IV.C of the Personnel Policies section of the Handbook.)

1. Membership:

(a) For a faculty member with an appointment in a single department or school, the Personnel Committee shall consist of all tenured ~~track~~ faculty members **in that department or school.** (**Those term faculty members with administrative duties and with rank of associate professor or professor and at least nine years of service at DePauw as of April 1, 2012 in that department or school can continue to serve on personnel committees if they choose.**) For a faculty librarian the Personnel Committee shall consist of the library director, *the associate director of the library*, all faculty librarians whose status is with rank of Associate Professor or with rank of Professor, and two tenured faculty members from outside the library. and term faculty members with significant administrative duties and all term faculty members in appointments renewable without the limitation of a maximum of six years (such as faculty librarians and term faculty members with substantial administrative duties that preclude appointment with tenure) of the department or school except ~~t~~**The faculty member** person being reviewed and **faculty members in the those in the first year or last year of service;** ~~Probationary tenure-track faculty members, term faculty members with significant administrative duties, non-tenured members and those on leave may excuse themselves from any case without prejudice.~~ For a faculty member with an appointment in ***an interdisciplinary program*** or two or more departments or programs, the Personnel Committee will be constituted as stipulated in the letter of appointment in keeping with the general spirit of the preceding provision. (For definitions of types of full-time faculty, see Personnel Policies section I. B.)

(b) Membership exclusion based on Conflicts of Interest as covered by the policy established by the Committee on Faculty and the Administration and published in the Personnel Policies section (Appendix 3) of the Academic Handbook apply.

(c) If the description and actions above would create a Personnel Committee of two or fewer members, ~~or if they would create a Personnel Committee with less than a majority of tenured members,~~ then additional Personnel Committee members shall be selected from related departments, according to a procedure established by the Committee on Faculty and the Administration. Enough additional members shall be selected so that there are at least three members total ~~and a majority of tenured members.~~

B. Motion (to be voted on) that the faculty approve the following changes to the Personnel Policies Article II. Section F. Evaluation of Librarians Serving in Renewable Term Faculty Positions. Text to be inserted is shown in **bold** and that to be deleted ~~struck through~~. Previous notice of this motion was given at the April faculty meeting.

Personnel Policies

Article II. Section F. Evaluation of Librarians Serving in Renewable Term Faculty Positions.

Beginning in the third year of service (and then in the seventh year, twelfth year, and every five years thereafter), **librarians serving in renewable term faculty positions shall be reviewed.** ~~the Vice President for Academic Affairs appoints a review committee consisting of the library director, all full-time professional librarians (excluding the candidate under review, and those in their first year of service), and two faculty from outside the library.~~ The librarian develops a file for review in the same way as do other faculty members. The **personnel** committee submits a report and recommendation to the President through the Committee on Faculty and the Vice President for Academic Affairs. The library director and associate director are reviewed in this manner to evaluate their work as librarians; the Vice President for Academic Affairs separately reviews their administrative performance.

Announcement from Howard Brooks

There are two minor changes in the motion from the version presented last month:

1. The addition of language to address faculty with appointments in a single interdisciplinary program.
2. Correction of language to recognize that we have an associate director of the libraries and not an assistant director.

As you may recall, COF is proposing these changes to protect untenured faculty from potentially difficult situations. COF recognizes the educational benefit of junior faculty seeing a personnel review file and the personnel committee process. However, not all personnel files are a good model, and some personnel committee deliberations are contentious. Occasionally some untenured faculty members have been put into awkward situations. COF intends to provide all faculty members, prior to their first review, with the opportunity to read a “good” file and participate in a mock personnel committee process with members of the COF. This procedure will also insure that all faculty members will have an opportunity to see a file and experience the process since our current system does not provide this opportunity to those faculty members in departments or programs where no personnel reviews happen prior to their interim review.

The language concerning librarian personnel committee structure is being moved from the Personnel Policies to the By-Laws for consistent treatment of all committees.

The parenthetical comment concerning term faculty members with administrative duties and nine years of service at DePauw will permit those faculty members that have served on personnel committees in the past to continue to serve.

Comments from Pam Propsom

At the last meeting, you gave a rationale for this motion, to protect our junior colleagues, but I’m worried this removes junior colleagues from having a voice in personnel decisions and faculty governance. We have already removed the ability of junior faculty members to serve as committee chairs. We aren’t giving our untenured colleagues a full role in faculty governance or DPCs (department personnel committees). Shouldn’t we also protect them from other potentially contentious decisions, including hiring decisions that occur in departments?

Response from Howard Brooks

It is our opinion that during the search process, junior faculty bring a fresh viewpoint to the search. There may be great debate about who to add, but this differs from determining the fate of existing faculty members. In some departments, there are no personnel decisions that occur before a junior faculty member comes up for review. Instead, we propose that junior faculty undergo a mock review. I already have a model file that we can use (not the Joan Crimson report). We are concerned about inequity in departments, when a junior faculty member elects to serve on one DPC but not another.

Comments from Rick Provine, Director of Libraries

I have a minor wording change. In a sentence of the last paragraph, “assistant director” should be changed to “associate director.” The text of the motion in these minutes was revised to reflect these changes.

Response from Howard Brooks

We accept this change readily.

Comments from a faculty member

In the paragraph under membership, the proposed revisions state that “For a faculty librarian the Personnel

Committee shall consist of... The faculty member being reviewed... may excuse themselves without prejudice." This suggests that a faculty member can serve on their own DPC. The wording can be fixed by changing this to "the Personnel Committee shall consist of... except the faculty member being reviewed..." Don't delete the "except" and the "lower case t." The text of the motion in these minutes was revised to reflect these changes.

Response from Howard Brooks

I accept these changes.

Question from a faculty member

Is COF concerned that junior faculty on DPCs are too nice?

Response from Howard Brooks

No. Junior faculty won't be any more in favor of promotion or tenure of any colleague. We think that junior faculty are not well served experiencing this process.

Question from a faculty member

Could you remind me, if a personnel committee doesn't have enough members, what is the procedure for filling in with outside members?

Response from Howard Brooks

If there are fewer than three members on the DPC, then COF will select additional members from related departments. There's a chance that this will happen next year. There is a DPC that will have zero members and COF select members from related departments to ensure that the DPC has three members. The by-laws also require that there must be a majority of tenured members on the DPC. We add members to a DPC to meet this requirement. If these proposed changes are approved, the DPCs will be smaller. This may change the nature of the conversations in the DPCs.

Comments from a faculty member

As I understand it, the motivation behind the proposed change was to protect junior faculty members from possible intimidation or retribution from senior colleagues; there was no implication that junior colleagues would not be professional and capable judges on a review.

Response from Howard Brooks

Yes, there is concern about the possibility of retribution.

Comments from a faculty member

I want to speak against this motion. I understand your concern about this. But, when I was a junior faculty member, we went through seven reviews. I learned a lot from this process. A mock approach may take away the benefits of this experience. Junior faculty would lose the opportunity to learn from this experience.

Comments from a faculty member

What is the problem? Is this a solution? What information did COF work from to come up with this? What were the specific concerns about past DPCs? Is this proactive or reactionary?

Response from Howard Brooks

This is a reaction to files that COF has seen. COF has seen files in various stages in which a faculty member has memories of previous decisions made. And we have seen cases where a junior faculty member serves on one DPC but not another, so we are concerned about equity.

Comments from a faculty member

I am sympathetic to COF's view. My biggest concern is that we're disenfranchising junior faculty from important decisions. Someone who is about to retire can serve on a DPC, then leave. But someone who is likely to stay in the department for 30 years cannot serve on the DPC. This seems inequitable. I also think DPCs should be as large as possible. Let's not shrink the committees, but let's maintain the opportunity for untenured folks to serve.

Response from Howard Brooks

Pre-retirement faculty members can serve during their next to last year, not during their last year.

Comments from a faculty member

I'm still confused about the "except" clause. Technically this would apply only to librarians reviews.

Response from Howard Brooks

Yes, there's a better way to state this. Part of this is from merging the library language into the rest of the DPC language.

Question from a faculty member

Can we hear from other members from COF about this?

Comments from a member of COF

In our COF discussions, I thought this was a reasonable proposal. The faculty will not be expanding the way it did in the past. This is more of an issue of evening the field for everyone. If you're in a department with lots of growth, then you'll see lots of files. But if you're in a department with few new hires, then you won't gain as much experience. So there is an issue of equity.

Comment from a faculty member

I call for a secret ballot because we're talking about an issue that junior faculty may be sensitive to.

Comments from another member of COF

One of the other issues that was minor but important was that junior faculty can opt out, but some people have expressed concern that they don't have this option in practice. Some felt that they had to serve on all cases and didn't have the option of opting out.

Comments from another member of COF

There were a couple of other issues that we discussed. We were concerned about issues of untenured faculty members, and whether they would have enough experience to make judgments regarding promotion to full professor.

Comments from a faculty member

I am concerned about two things, the first is the potential for added stress about putting together a file without ever having seen one. It's not just the file, but the process that I benefitted from witnessing.

Response from Howard Brooks

Some junior faculty are already in this position. COF has some time early in the fall when we could work with faculty during their second year of service. We can go through the process of putting together a file and what the report would look like.

Follow-up from faculty member

I am also concerned that this may create a bigger divide between tenured and untenured faculty. I worry

about tenured faculty having too much power.

Comments from a faculty member

I am untenured. I am from a country that is famous for neutrality. Is there another way to educate untenured faculty? Right now, I'm grateful for the opportunities to serve on the DPCs.

Comments from a faculty member

I'm on the fence. It's nice to think that untenured faculty would only see a really good file. I appreciate the idea of a mock process, but this doesn't show the culture of your own department or school. This was helpful to me. The benefits from understanding the culture of the department or school outweigh the disadvantages. The intimidation arguments don't hold sway with me. If there are so many tenured faculty that are intimidating, then this suggests that there are problems with our overall structure.

Comments from a faculty member

I am an untenured faculty member. There are power dynamics within departments. Junior faculty may not be expressing these dynamics. I support the motion. I have served on DPCs but I understand the perspective of someone who hasn't been able to serve on DPCs. It's optimistic to think that there aren't power dynamics going on.

Comments from a faculty member

I want to speak in favor of the motion. Eric raised an interesting issue regarding department culture. There are lots of differences in culture between departments. I don't think this is a good thing. I think we should have a university culture and a university standard. Then we wouldn't be exposing untenured people to the department cultures.

Comments from a faculty member

I will speak against the motion. I learned a lot by serving on these committees as an untenured faculty member. The issue of intimidation signals a wider problem, one for which disenfranchisement of junior faculty is the wrong solution. Untenured faculty should be a part of these decisions.

Comments from a faculty member

If we decide to not have junior faculty serve on DPCs, could we instead observe the process? This way we could learn about the process.

Response from Howard Brooks

We discussed this at length. We decided to stay with the mock process. We weren't sure that observing the process would be a positive experience and wouldn't be equitable because some junior faculty would have this opportunity and others wouldn't.

There were no more questions or comments. The chair asked if the faculty was ready for the vote. There were no objections to proceeding with the vote. The faculty used a secret ballot.

Comments from a faculty member

It seems like there are two different issues. Can we vote with a secret ballot on the first part of the motion? The second part of the motion is just about the review of librarians.

Response from Howard Brooks

Let's say part A fails, and part B passes. Then we don't have anything in the handbook about the composition of DPCs for librarian reviews.

Response from Bridget Gourley

I think they need to stay together.

Results of the vote by secret ballot

57 no, 41 yes. The motion failed.

Announcement from Howard Brooks

Lots of us still need to do student opinion surveys. These need to be completed before Friday.

Written Announcements –

COF has no written announcements.

There were no additional questions for COF.

8. Committee on Student Life and Academic Atmosphere – SLAAC (Caroline Smith)

A. SLACC's report consists of an offer to answer questions.

Written Announcements –

SLAAC completed its work to update the charge and composition of the Nature Park subcommittee and brought the proposal to the faculty for a vote. The proposal was passed in April.

Eric Wolfe of the Campus Living and Community Development Department reported to SLAAC about the development of a "Greek Expansion Policy" and sought comments from SLAAC about the policy. SLAAC member Leslie James volunteered to join the proposed new committee that would oversee the Greek Expansion Policy, which has met a few times this semester.

SLAAC, after being updated and given an overview of the number of violations of the Academic Integrity Policy last semester, discussed a number of issues relating to the violations. These discussions led to the decision to survey student about their perceptions of the academic integrity policy. That survey is currently in revision. SLAAC also has urged that information about plagiarism be reiterated throughout campus life.

The Administration asked SLAAC to generate guidelines for faculty that, while in keeping with FERPA guidelines, would aid them in dealing with possible interactions with parents. This document has been sent to VPAA David Harvey and VP for Student Services Cindy Babington.

SLAAC will meet one final time in May to conclude its work for the year and to elect a new chair.

There were no questions for SLAAC.

9. Faculty Governance Steering Committee – FGSC (Bridget Gourley)

A. FGSC's report consists of an offer to answer questions.

Written Announcements –

This spring FGSC suggested changes in the by-laws to bring rules in line with current practice and/or to accommodate changes to our community. FGSC has had some preliminary conversations about updates to handbook policies, such as the Grievance Policy that might be wise in light of the electronic age. Those conversations are ongoing. In addition, FGSC provided input to committee chairs about issues that arose during the semester.

There were no questions for FGSC.

Reports from Other Committees

Committee rosters are available at:

<http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/>

10. Faculty Development Committee – FDC (Brooke Cox)

- A. FDC has an oral report on their activities for the semester.

Thanks to Dave Guinee for serving as Faculty Development Coordinator for the last three years and best wishes on your sabbatical. Thanks also to Harry Brown for serving as the New Directions liaison this year. Our Faculty Development Coordinator and New Directions liaison beginning on July 1 is Jonathan Nichols-Pethick. FDC looks forward to working with Jonathan.

FDC is working right up to the wire to complete our review of faculty development programs. It has been a productive year of discussion where we have looked at the programs broadly and narrowly. As reported previously, our discussions tend to be boiled down to a few basic sentiments: 1. Many parts of the program work well. How do we continue and expand this? 2. Some other parts, like reports maybe, don't work as well. How do we improve these? 3. Moments of "hey, wouldn't it be better if..." It is these "hey" moments that have resulted in changes we have already implemented like the streamlining of the sabbatical application process, the announcement in advance of how many of any given award we can fund, and the bit of good news I'll share in my last announcement. At this point we are reviewing additional data and seeking input from the committee who is reviewing the question of what it means to be a faculty member at DePauw. We have drafted a mission statement for faculty development programs which will soon be finalized and submitted with a report of our work to David Harvey.

Thanks to Kerry Pannell for the next bit of good news. Conference travel funding will increase over the next three years. In light of the rising cost of conferences and travel, the amount of the 3-year conference travel allocation will go from \$3000 to \$3600 for tenure-track, multi-year and full-time term faculty. The increase will be phased in over the next three years so that whenever a faculty member is beginning their next three-year cycle, they will have access to the new, higher amount. These increases will be pro-rated for one-year term and multi-year part-time faculty. Additionally the limit of \$50 per day for food will be increased to \$75 per day for next year, with a reassessment at the end of the year to see whether this is the appropriate amount.

Written Announcements –

FDC has no written announcements.

There were no questions for FDC.

11. Committee on Administration - COA (Marcia McKelligan)

- A. COA's report consists of an offer to answer questions.

Written Announcements –

1. COA continues to consider ways of moving towards a 5-course standard faculty course load. The committee is currently leaning toward recommending a "mixed" approach which would combine the recapturing of some released time with small adjustments to class size and curricular offerings. We

- expect these discussions to continue into next year.
2. After consideration and discussion of several models for distributing the pool of money available for faculty raises, COA has made a recommendation which we believe the administration will accept, and which we presume will be announced after the Board of Trustees meeting.

There were no questions for COA.

12. Diversity and Equity Committee – DEC (Russ Arnold)

- A. DEC announces the framework for its goals moving forward. Please see Appendix B of the agenda and these minutes for the complete text.

Written Announcements –

DEC has no written announcements other than those found in Appendix B.

There were no questions for DEC.

Additional Business

13. Remarks from the President (Brian Casey)

I have a large number of updates and reports.

1.) Update on VPAA

First, I want to speak about the position of Vice President for Academic Affairs at DePauw. As you all know, in the spring of 2009, Neal Abraham—who served as Vice President for Academic Affairs in the administration of President Bob Bottoms—announced that he would leave DePauw for a new opportunity at the conclusion of the 2008-2009 academic year. David Harvey then agreed to serve a one-year term as Interim Vice President of Academic Affairs. Following his one-year appointment, David accepted an additional three-year appointment as the full time Vice President for Academic Affairs, which will end at the conclusion of the 2012-2013 academic year. During that time, David has served DePauw remarkably well, and I have cherished the opportunity I have had to work with David.

I think, though, that in order to bring a new perspective to a series of important conversations about our intellectual life on this campus, we would be well served by engaging in a search for DePauw's next chief academic officer. This will be a national search to take place over the next academic year. I will chair this search with a committee of faculty assembled with help from the Faculty Governance Steering Committee.

The next chief academic officer of DePauw will lead University-wide efforts to continuously strengthen and develop the faculty, renew our curriculum, recognize and reward outstanding faculty contributions, and increase the reach and reputation of DePauw as a leading national liberal arts college.

The national liberal arts colleges are undergoing enormous changes and are under significant challenge – financially, intellectually, and structurally. I believe that, in a short number of years, there will actually only be a limited number of true national liberal arts colleges that provide the type of residential education that we strive to accomplish here. DePauw surely seeks to be one of those institutions.

I believe that a national search will provide us with a unique opportunity to engage in these national

conversations and a chance to move the institution forward in important ways.

A few comments regarding David's accomplishments. David led the re-organization of the Division of Academic Affairs during the 2009-2010 academic year. Under David's stewardship, the University created the Dean for Academic Life position, charged with overseeing student advising and the operations included in the office of Civic, Global and Professional Opportunities. David also served as a major steward of the University's intellectual life conversations, initially begun in the 2008-2009 academic year. Under his leadership, the faculty passed significant reforms to writing at DePauw, and conducted significant reviews of Winter Term, study abroad and off-campus study, and faculty workload.

I look forward to leading this search in the months ahead.

2.) Update on admissions

Now I would like to update the faculty on to Admissions. As you know, we went into this admissions season engaging in new efforts to focus applicants on the totality of the DePauw experience with an increased emphasis on our academic life. We also needed to shift our aid posture away from a hyper-merit posture, designed to enroll students simply based on price, to a posture that attracts and rewards students of truly considerable promise and achievement, provides more funds to our neediest students, all while maintaining academic quality and diversity.

Our core admission goals are

- a.) Clarify institutional identity and establish the message of DePauw as a national liberal arts college.
- b.) Significant raise the "floor" on merit aid, ensuring it rewards truly meritorious students.
- c.) Shift resources to need-based aid as the institution moves to need-blind admissions.
- d.) Maintain academic quality, with a long-term goal of an increase in academic quality.
- e.) Meet university financial targets.

It's important to recognize that our new admissions materials (brochures, web site) came on-line only halfway through this year's admissions season.

Our goal was 600 students. We admitted 601 students, including 106 domestic students of color. We expect that the incoming class will have 27 percent international and students of color. The total number of enrolled students will increase over the next few days as wait-listed, delayed international, and transfer admissions are made after May 1. The total will probably go down during the summer, so we will stay around our goal of 600.

Importantly, we shifted away from merit aid toward need-based aid while maintaining academic quality, achieving goals we set for ourselves in these areas. I want to thank Dan Meyer and his staff in Admissions and Financial Aid for their work. I believe we might be the only school in the country that is pulling this maneuver off.

The first-year discount rate for the incoming class is 54.5 percent. This number has steadily declined during the past four years. This represents a long-term shift in our admissions posture. This shift is bumpy, but the shift in our message from money to intellectual life is important, as is the shift toward need-based financial aid and away from merit-based aid.

Question from a faculty member

When will we raise the academic quality of incoming class?

Response from Pres. Casey

In three or four years. During this year's admission season, we got into more "admission battles" with Denison and Kenyon. The battles for admissions were with other liberal arts colleges, not regional universities. I think we have signaled the market that we're not leading with money. I think high school counselors heard this. This is the first time we didn't negotiate merit aid. This was brutal. We set merit aid based on high school academic achievement and we kept these levels steady throughout the season. If a student, however, indicated that their financial needs had changed, then we would talk with them about increasing their aid package.

3.) University budget

Now I would like to speak of the University's Budget. I would like to let the faculty know of the basic structures of the conversation about the budget that will engage the Board of Trustees this week.

In our current year:

- We are in a tight budget in our current year but as of now (March 31st) we are hitting all budget targets, though discipline to the close of the fiscal year is key.
- We are going to take the supplemental endowment draw for this year (though we did not last year). In 2009-2010, we asked the board to give us endowment supplements over a three-year period above a traditional 5.5% draw.
- The endowment's total market value has come back up over \$500M, but we won't see the impact of that renewal for several quarters.

For next year, with the class that has come in, we expect the following:

- We will seek a \$2.5M supplemental endowment draw, in the last of the three agreed upon supplements. This will make up for the slight decrease in funds coming from the endowment. We think the endowment will recover in the year after that.
- We have budgeted salary increases for staff and faculty.
- Operating budgets in all units, however, will remain flat to allow for these salary increases.
- We will continue with replacement searches for faculty, though we will again see essentially no growth on the staff side, keeping the staff reductions we saw in 2009-2012, with one exception that I'll talk about later.
- We are beginning to bring capital renewal and replacement budgets in line. For 2012-2013 we have budgeted \$1M for this (still extremely far short of what it needs to be) for capital renewal, though we will remain radically behind in budgeting for capital renewal. We are the only GLCA that does not address depreciation and capital renewal in our regular operating budget. Right now, we have \$175,000 in our current budget to take care of all our buildings and grounds. We are bringing this back up to \$1M for basic utility needs – painting, water towers, etc. We need to bring this back up to \$9M a year for normal renewal. We are starving our student residences.

The long-term financial plan:

In 2010 we presented to the Board a plan that has the institution moving to fiscal strength in the 2019-2020 academic year. That model sees us, in the 2019-2020 academic year with the endowment draw moving down to acceptable levels, adequate funds set aside for building maintenance and depreciation, and management of outstanding debt.

To achieve this, we will need to see the following:

- Continued significant strengthening of our admissions situation and an alignment of our merit awarding to levels seen at peer institutions
- Radically increased endowment to support need-based student financial aid
- Significantly increased endowment to supports the faculty enterprise, moving from what is now an operating-budget supported faculty development system into an endowment-supported structure.

Because of this plan, we are discussing with the board the development priorities for need-based aid, faculty support endowment, and funds for capital projects that enhance the campus and align us with our peers for admission purposes.

The Board this week will see that we remain very much on track with the ten-year plan first presented to the Board in 2010. We have hit the marks for the past three years. They are happy with the admissions numbers. The Admission patterns are beginning to shift, we have engaged in a rather significant resizing of our operating budgets over the past few years, while keeping the academic enterprise as strong as we can, and we addressed some other long term structural issues with our debt and auxiliary operations.

4.) Stellar Community update

Just over a year ago, the City of Greencastle received the Stellar Community grant award, providing \$19 million in state resources to support a series of specific projects intended to build – in Greencastle – a true college town.

These efforts – which have drawn on an incredible array of partners and constituents – are now coming to fruition. I'd like to offer an update on a number of key projects that are underway, or will begin in the coming months:

The Bookstore: the City's Stellar proposal focused heavily on creating an active and vibrant downtown business district. Accomplishing this demanded a commercial anchor—a business to attract foot traffic and encourage customers to visit and spend in the area. As you know, construction is now underway at DePauw's new bookstore, which will serve as this anchor. Though we do not yet have a precise date, plans call for the bookstore and coffee shop to open in the fall.

Anderson Street: Work on Anderson Street and the new entrance to DePauw is also underway. Enhancements to Anderson Street are just one piece of a larger streetscape effort that will involve the streets connecting campus and the square. By combining these efforts into a single large project, DePauw's investment in Anderson Street improvements provided the matching dollars that freed up state resources for the remainder of the streetscaping efforts.

Owner Occupied Housing: Stellar also provided resources for low-to-moderate income home-owners (within a predefined area in and around the square) to apply for grant funds to finance improvements to their

properties. The initial round of grants through this project will be awarded in the coming months.

Façade Work: Work on the facades of the courthouse square is also scheduled to begin in the coming months, with some work scheduled to begin in early June. At least 15 building owners on the square will take advantage of the program through a series of phased enhancements.

The Mayor and I met the other day with a larger group to see how the University's efforts over the next several years in replacing student housing, finding adequate space for our development and admission staff might help the city. We will need to attract more enterprises to the square over the next several years through broader post-Stellar activities.

5.) Sustainability

The President's Climate Commitment to which DePauw became a signatory in 2008 calls on us to make progress towards climate neutrality. A first step towards planning for this transition was the laborious collection of the data necessary to establish our current carbon footprint. I have been remiss in not thanking the many faculty, staff, and students who gave of their time and energy to this work, and so I'd like to thank them now.

The focus on our environmental responsibility that resulted from our joining the President's Climate Commitment has made a difference in our institutional behavior. We have committed to LEED certification for all future building and any renovations of significant scope. We are moving towards the adoption of a document imaging system that should dramatically cut down on the amount of paper required for campus business processes. We are bringing more environmentally-friendly washing machines and other appliances to all residence halls in the next year and a half.

The streetscape projects and the replanting of the campus are also part of these efforts. We also anticipate that as the campus master plan is implemented, we will see a number of large buildings come off-line, and the removal of inefficient housing stock. Charter House will come off-line. We will remove housing that is not up to code.

Larger-scale interventions, though, are required to make substantial progress towards climate neutrality, and DePauw is in a challenging place in this regard in that we are inopportune located to purchase alternative energy-sourced electricity, we have a large number of aging buildings, and we face lingering financial pressures from both the market downturn from the recent recession and pressures on our net tuition revenue.

Nevertheless, I want to make sure that we stand behind our commitment to sustainability, but I think we need a more robust structure for this effort and an enhanced reporting structure.

First, through cuts to other budgets, we will fund for the upcoming fiscal year the creation of a full-time staff position for the position currently held by Taylor Cantril. Taylor has done fine work in his role as Graduate Sustainability Intern (as Missy Orr did before him) and deserves our thanks for it, but it has become clear that a successful program will require that this position be a fully-benefited year-long position.

Second, I have asked Christopher Wells to work with interested faculty and staff and the faculty governance structure to put together a working group on sustainability that will not only advise me and the Cabinet on this area, but report to the Board of Trustees on our climate commitments, as we move forward and balance the various needs of the University with the requirements of our commitment to environmental responsibility.

The first thing I will ask this larger committee to do is to review our sustainability plans for the University. My sense is that we are not quite being as planful as we can be in this area and I want this group to see how best to make these efforts clearer and more robust. This group will share those efforts with me and then to the University's Board of Trustees through both the Committee on Buildings and Grounds and through the Committee on Business and Finance.

Again, I want to thank all of those members of the DePauw community who have already given of their time and energy to support our efforts. If you have not yet gotten involved and would like to, I ask that you contact Christopher Wells.

In response to questions from the floor, Pres. Casey clarified that DePauw now has an unbiased, gender-blind admissions process, which resulted in an incoming class that is 57 percent female, 43 percent male, bringing us back in line with many other liberal arts colleges.

There were no additional questions for Pres. Casey

14. Remarks from the VPAA (David Harvey)

I have a few updates to report.

We began this year with a plan to examine carefully the feasibility of moving from our current 3–3 workload to a 3–2 workload. I shared with departments a six-year history of student enrollments, including both enrollments within the department and enrollments in other programs contributed by the department's faculty members. Departments were asked to consider how they might make adjustments to course offerings to implement a 3–2 workload and to comment on the costs and benefits of such adjustments. We learned from this exercise that there is significant variability in the ease with which departments can transition to a 3–2 workload through the simple mechanism of decreasing the number of courses offered.

This spring I shared — first with the faculty and then, in more detail with the Board of Trustees and with department chairs and program directors — information on how we allocated faculty time as we expanded the faculty FTE from 161 in 98–99 to 212 in 10–11, noting that the percentage of the total FTE allocated to teaching decreased from 89% to 74% and that the average teaching load for a full-time faculty member not on leave decreased from 5.4 to 4.8 courses. (As a side note, these numbers include administrative reassigned time; for faculty members without administrative reassigned time, the average teaching load decreased from approximately 5.9 to 5.4 courses).

This spring I shared with the Committee on Administration more detailed information about the allocation of faculty time broken down by department, by year, and by type of reassigned time. I think it is clear from the data and from the committee's initial discussions that implementing a 3–2 work load will require trade-offs in the existing programs that provide reassigned time. I hope the committee will be prepared to bring some models to the faculty in the fall.

During the spring semester I met with a group of faculty members to discuss issues surrounding the recruitment and evaluation of faculty members and the need to ground both in service of a clearly articulated vision for the faculty and the university. The group has had lively, interesting, and productive discussions over the course of 5–6 meetings; I hope that they will move this discussion out into the faculty next fall.

Finally, I want to take this opportunity to acknowledge Kerry Pannell's three-years of service as Dean of the Faculty. In this role, Kerry has been tireless in her support of individual faculty members in their teaching and

scholarship, and a strong advocate for conversations surrounding pedagogy and assessment; more personally, I have benefited from her counsel and insight. Please join me in thanking her for this service.

There were no questions for David Harvey.

15. Old Business – none

16. New Business – none

17. Announcements

Human Resources (Pat Bacon)

Reminder - Open Enrollment for the Health Plan ends May 15. Everyone should refer to the HR website for plan designs, instructions and new resources available through our new carrier, Anthem Blue Cross Blue Shield. The website is:

<http://www.depauw.edu/offices/human-resources/benefits/2012-13openenrollmentinformation/>.

This is the time to verify addresses, dependents, beneficiaries or to make changes to the plans.

18. Adjournment (Bridget Gourley)

I hope everyone has a productive summer and enjoys the time to reprioritize the balance of various activities, both professional and personal, for a few months. If there is no other business, we will consider ourselves adjourned.

Appendices

Appendix A. Film Studies Course Descriptions (See MAO Report Item B)

FILM 100 – Introduction to Film (cross-listed with ENG 167) (1 credit)

Designed to develop students' ability to understand and appreciate film as art and to acquaint them with a representative group of significant works and the characteristics of film as a type of literature.

FILM 200 – Film and Culture (cross-listed with COMM 237) (1 credit)

This course is a critical examination of motion pictures as a medium of communication. In addition to looking at the films as texts to be 'read,' this course considers the institutional contexts in which films are produced, as well as the various reception contexts in which audiences see films. As a course in communication, we begin from the perspective that motion pictures are an important and meaningful part of the way we produce and re-produce our culture. Importantly, the course is not only concerned with how film texts communicate, but also how we communicate about films, as both fans and critics.

FILM 211 – Documentary Film (cross-listed with ARTH 250 and COMM 291) (1 credit)

This discussion-based course is structured thematically around such topics as representations of the family, subjectivity and selfhood, crime and justice, sexuality, trauma, and war propaganda. We view a wide variety of documentary styles: poetic, ethnographic, direct cinema, government sponsored, social advocacy, rockumentary, mockumentary, pseudo-documentary, and different hybrid forms. These styles and themes are used as springboards to explore larger questions: What is the source of our fascination with the real? How can documentary evoke discourses of truth, realism and authenticity when the boundaries between fiction and non-fiction have become ever more fluid; when digital technology makes possible the absence of any camera or original referent from the 'real' world; and when documentarians make use of strategies such as staging, re-enactments, discontinuous editing, or various poetic devices? What are the conventions of documentary film practice, that provide the necessary impression is the ethical responsibility of a filmmaker to his/her subjects who are, after all, not actors, but people going about the business of their lives? To understand better the complex nature of representation, we also take into account how context, expectations, institutional supports, viewing communities, cultural frameworks, and historical and social forces (and their interaction) all contribute to the making of meaning in visual images.

FILM 220 – Topics in Film History (1 credit)

Introduces students to pivotal eras in cinema history (both U.S. and international) as well as questions of historiography. Courses will engage with historical approaches to film industries, film texts, and/or film audiences. Topics may include courses such as: U.S. Film History 1897-1950; Hollywood Since 1950. May be repeated for credit.

FILM 241 – Topics in Film Cultures and Traditions (cross-listed with ENG 155 and ML 164) (1 credit)

This course offers intensive examination of specific issues in film cultures and traditions, often those at the center of current critical interest. Topics for this course are conceived broadly to encompass studies of national cinemas, specific directors, filmmaking practices, and specific genres. May be repeated for credit with a different topic.

FILM 310 – Film Theory (cross-listed with ENG 395 and COMM 401) (1 credit)

Provides students who already have a background in introductory film studies with a sense of the most important theoretical issues in cinema. Topics may include the following: early film theory; film and (anti-) narrative; auteur theory; genre theory; semiotics; psychoanalysis; ideology and politics; feminist film theory; theories of documentary; postmodernism; post-colonialism and "third cinema"; new media and the digital era. Prerequisites: ENG 167 or COMM 237.

FILM 311 – Topics in Gender, Sexuality, and Cinema (cross-listed with ENG 390 and COMM 410) (1 credit)

Introduces students to the importance of gender as a category of film scholarship. Issues covered may include: women in film, masculinity and film, feminist filmmaking and film scholarship, women filmmakers. May be repeated for credit with a different topic.

Appendix B. From the Diversity and Equity Committee (DEC)

THE DIVERSITY AND EQUITY COMMITTEE

COMMITTEE CHARGE (FROM THE ACADEMIC HANDBOOK):

Function: In matters regarding diversity, inclusiveness, and equity, the Diversity and Equity Committee advises the Administration and the faculty on policy; presents educational sessions for all employees; identifies issues regarding diversity and equity in campus life and refers them to the appropriate University office and/or committee(s) for action; and annually reviews and assesses aspects of the University's efforts to attract and retain a diverse campus community.

PROPOSED COMMITTEE FOCUS:

The Committee shall focus on the following central issues and activities:

- The manner in which the University attracts, retains, develops and supports a diverse community, including faculty, students and staff.
- The manner, and associated policies and initiatives, through which the University cultivates an environment committed to embracing difference and accepting diverse backgrounds and perspectives.
- Policies and procedures regarding the University's response to allegations of discrimination and/or bias as outlined in the University's Equal Opportunity Policy and Definition of Harassment and Notice of Non-Discrimination. (*Note: Relevant policies are included below.*)
- Receiving and reviewing reports on instances of discrimination on the DePauw campus, to inform appropriate policy recommendations.
- Leading and/or serving as facilitators of campus conversations on issues of diversity.

Subcommittees of the Diversity and Equity Committee shall include:

- The **DEC Subcommittee on Faculty and Staff**, which will be charged to consider institutional commitment to the cultivation of a diverse and inclusive community of employees, including those means through which the University attracts, retains, and develops a diverse faculty and staff.
- The **DEC Subcommittee on Student Experience**, which will be charged to consider those means through which the University creates a climate that embraces diversity across a variety of measures and creates a culture of tolerance, respectful debate, and difference.

PROPOSED ACTIONS 2012-13

Actions to be undertaken by the Committee as a whole, or by subcommittee shall include, but is not limited to:

- Receiving and reviewing reports on the faculty, staff, and student diversity, including race, religion, gender, sexual orientation and socio-economic status (where data is appropriate and available).
- Providing recommendations to the Administration and the Faculty regarding policies and procedures

- including hiring and promotion policies – intended to ensure that the University attracts and retains faculty, staff, and students from a variety of diverse backgrounds through faculty and staff searches and in the admission process.
- Providing recommendations to the Administration and the Faculty regarding initiatives and efforts designed to cultivate a campus climate marked by diversity and inclusion, including receiving and reviewing reports on the diversity of visiting lecturers and speakers.
- Reviewing the means through which the University responds to incidents or allegations of bias or discriminations on race, religion, gender or sexual orientation.

GUESTS OF THE COMMITTEE

The President, the Vice President of Academic Affairs, and the Vice President of Student Life may attend committee meetings as guests of the Committee.

EQUAL OPPORTUNITY POLICY

Academic Handbook - General Statement of Policy (endorsed by the faculty in September 2000)

DePauw University, in affirmation of its commitment to excellence, endeavors to provide equal opportunity for all individuals in its hiring, promotion, compensation and admission procedures. Institutional decisions regarding hiring, promotion, compensation and admission will be based upon a person's qualifications and/or performance without regard to race, color, creed, religion, national origin, sexual orientation, disability, age, gender, gender identity or gender expression, except where religion, gender, or national origin is a bona fide occupational qualification.

DePauw University's goals and commitments are best served if the institution reflects the diversity of our society; hence, DePauw seeks diversity in all areas and levels of employment and abides by all local, state, and federal regulations concerning equal employment opportunities. The University admits, hires and promotes individuals upon their qualities and merits.

DEFINITION OF HARASSMENT AND NOTICE OF NON-DISCRIMINATION

Academic Handbook – Harassment Policy

The University is committed to a policy of equal opportunity for all members of the University community, including, but not limited to, members of the faculty and staff, students, guests of the University, and applicants for employment and admission. In this regard, the University reaffirms the right of its students to live and learn, and its employees to teach and work, in an environment free from harassment and inappropriate and/or offensive comments or conduct.

The University encourages a workplace and learning environment free of discrimination, harassment, and/or inappropriate treatment of any employee, student or guest because of any person's race, sex, color, creed, religion, age, national origin, sexual orientation, veteran status, gender identity, gender expression, disability, or any category protected under federal, state or local law. To be unlawful, conduct must be sufficiently serious that it unreasonably interferes with an employee's ability to work or a student's ability to learn or benefit from the University's programming. The University does not, however, condone or tolerate any inappropriate conduct, whether by employees or non-employees, based on a person's race, sex, color, creed, religion, age, national origin, sexual orientation, veteran status, gender identity, gender expression, disability, or any category protected under federal, state or local law.

Harassing conduct may include, but is not limited to:

- Ethnic, racial, religious, age, disability or sex-related jokes, epithets, stereotypes or slurs.
- Foul or abusive language.
- Offensive graffiti, cartoons or posters.
- Insulting or derogatory nicknames.
- Mimicking another.
- Starting or spreading rumors.
- Teasing about religious or cultural observances, retirement, age, ability to learn, or absenteeism.
- Threatening or offensive mail, e-mail, voicemail or messages.
- The University also recognizes the fundamental importance of the open and free exchange of ideas and opinion. It recognizes that conflicts may arise between individuals' desire to express their opinions and the right of individuals to be free from harassment. The University also recognizes that every act that might be offensive to an individual or a group is not necessarily a violation of the law or of this policy.

