

Minutes for 8/25/16

In attendance: Tim Good (chair), Dave Berque, Rebecca Schindler, Myrna Hernandez, Jeremy Anderson, Claire Hallfield, Leslie James, Erik Wielenberg

1. Committee members introduced themselves.
2. Discussion of proposed policy changes to the appeals sections of the grade grievance policy and the academic integrity policy. The handbook currently says that appeals are sent to the Vice President of Academic Affairs; proposed revisions would say that appeals are to be sent to the Vice President for Student Academic Life. The rationale for the proposed change is the modification of the position of Vice President for Student Academic Life. Discussion of what constitutes the academic unit at DePauw ensued, in connection with the concern that the proposed change might move grade grievance and academic integrity appeals outside of the academic unit. Ultimately the committee favored changing the policy so that appeals are decided by the Vice President for Student Academic Life in consultation with the VPAA.
3. Minutes from the previous meeting (5-12-16) were approved.
4. There's a discrepancy between the Academic Handbook and the Student Government Constitution about how many student members shall serve on the committee (Handbook says 2, SGC says 4). The committee favors modifying the Handbook to correspond with the SGC: two voting student members shall be the President of the Student Body and Vice President for Student Life (or their designees); there will also be two non-voting student members appointed by DSG.
5. Tim enthusiastically volunteered to serve as SAL's representative on the Faculty Priorities and Government Committee.
6. We decided to eliminate SAL liasons to various other committees.
7. The faculty and student pools for the University Review Committee need to be constituted. Claire shall solicit student volunteers via DSG; Tim shall solicit faculty volunteers via email. Jeremy and Rebecca volunteered to serve as URC chairs. Myrna asked about the pool for the Community Standards Council; Tim shall also solicit volunteers for CSC.
8. There was some discussion of the student meal plans; there have been some complaints from students about the swipe card system and accessibility of food while Hoover Dining Hall is under construction. Discussion of this issue will be placed on the agenda for the next meeting.
9. Leslie asked Tim to get a report on the library's textbook pilot program from Rick Provine.
10. Next meeting shall be Sept. 8 in Asbury 317.

Minutes for SAL Committee: 9/8/16

In Attendance: Tim Good, Rebecca Schindler, Myrna Hernandez, Leslie James, Claire Halffield, Erik Wielenberg, Jeremy Anderson

1. Minutes approved from 8/25/16
2. Update on Textbook Reserve Pilot Program, Rick Provine
 - a. Increased access for students to textbooks in first year courses. This has been a successful program in terms of engagement. Plan to conduct this next semester as well, and plan to ask for feedback in the spring of 2017.
 - b. Highlights: large expensive textbooks receive the most use; program has been promoted through student media;
 - c. Challenges: students may use print allocation more quickly; confusion around workbooks which cannot be provided on reserve; some trouble with Follett adapting to the program, still missing some textbooks; not everyone will post books to e-services; more cost than imagined; students cannot take textbooks out of library.
3. Update on Incidents from 9/4/2016
 - a. Investigation still going on
 - b. Meetings happening, individual follow-ups
 - c. BIRT Process: revised Spring 2016
 - i. Immediate Response
 - ii. Campus Climate
 - iii. Concepts of Timely Notification
 - d. Catering to the entire DePauw Community
 - e. Action items
 - i. What could have happened to make the report filed sooner?
 - ii. What can SAL do to decide recommendations changes for BIRT guidelines?
 - iii. Can we create campus safety FAQs?
 - iv. Tim Good will make first draft of a statement.
4. Next scheduled meeting will be 9/22 in UB 220.
5. Meeting concluded: 5:25.

Minutes for Student Academic Life Committee meeting Thursday 9/22/2016

Present: Tim Good, Erik Wielenberg, Myrna Hernandez, Dave Berque, Rebecca Schindler, Claire Halffield, Jeremy Anderson (taking minutes).

1. Minutes of last meeting (9/8/2016) approved.
2. Approved proposed changes to Classroom Atmosphere Policy to reflect change in administrative structure, changing “Student Life” and “Academic Life” to “Student Academic Life.”
3. Approved proposed changes to Grade Grievance appeals policy and Academic Integrity appeals policy, specifying that appeals go to the VPAA and that VPAA will consult with VPSAL.
4. Discussion of Nahyan Fancy’s letter about the institution of the new Class Dean system and the new advising software. SALC was not entirely sure what Fancy’s concerns were, but they may have included that:
 - a. the Class Dean system and advising software should not have been instituted without a vote of the faculty, or at least
 - b. they should not have been instituted without more input from the faculty.
 - c. Liaison appointment and reporting procedures specified in the Academic Handbook were not followed, and consequently
 - d. the existence and activities of the Advising Committee were not reflected in relevant committee meeting minutes and so
 - e. faculty were less informed about, and less able to comment on, these changes than they should have been.

Re (a) and (b): Dave and Myrna pointed out that the Class Dean system and new software are administrative changes and therefore not subject to faculty vote, though the administration may seek faculty input, and did.

Re (c), (d), and (e): these concerns appear justified to some extent.

- i. The Advising Committee has been active for at least five years, though its activities are not always reflected in meeting minutes.
- ii. Some breakdowns in communications may have been due to the overall change in faculty governance structure.
- iii. Not all liaisons specified in the Handbook were appointed, so there was less communication than there should have been, and less faculty awareness.
- iv. Tim reported that the communication issue would be discussed by FGSC on 9/23/2016.
- v. We discussed how much input faculty ought to have, regardless of whether changes are under faculty control.
- vi. We discussed whether SALC ought to take over the Advising Committee’s duties. In any case, the AC’s charge includes promoting/communicating, which hadn’t been happening as it should.

5. Regarding the recent bias incident, Erik suggested SALC examine the penalties for infractions and discuss whether to modify them. We agreed to take that up at our next meeting.
6. Meeting concluded 5:10pm.

SAL Minutes: October 6, 2016

Members Present: Leslie James, Maddie Prather (student), Billy Burke (student), Rebecca Schindler, Diamond McDonald (student), Erik Wielenberg, Dave Berque, Tim Good (chair), Myrna Hernandez

Student Handbook wording on violations and sanctions. Erik Wielenberg shared the following for discussion:

In looking at the section on Sanctions (section XI) of the Student Handbook, I see that there is tremendous lee-way on the sanctions that may be administered. But I also see that for some of the sanctions there is a list of violations that are said to merit the sanction in question. So, on p. 16, the list of “violations warranting expulsion or suspension” includes “harassment (serious and/or repeated)” and “threats (serious and/or repeated)”. And on p. 17, the list of “violations warranting deferred suspension” includes “harassment” and “threats/intimidation/jeopardizing mental or physical health of another person”.

It seems to me that one way we might give the policy more teeth with respect to incidents like the one that happened earlier this semester would be to explicitly list threats or harassment based on race, gender, sexual orientation, or religion under “violations warranting expulsion or suspension” or “violations warranting deferred suspension”. For example, the items noted above under violations warranting expulsion or suspension could become “harassment (serious, repeated, or based on race, gender, sexual orientation, or religion)” and “threats (serious, repeated, or based on race, gender, sexual orientation, or religion)”. If such a change were made, it would also make sense to highlight this aspect of DPU policy during the start-of-the-year programming for first-year students.

After some discussion about the Community Standards process and the language proposed here, the group while generally supportive, decided to revisit at the next meeting. Myrna will also check with the staff working in Community Standards to see if anyone has any concerns or reservations about the proposed language.

Demonstration Policy Draft presented by Dave Berque and Myrna Hernandez

The committee discussed the policy and the primary feedback was a request to try to elevate community members (students, in particular) above off campus groups. The feeling was that there should be a higher threshold for disruption for student demonstrations than for outside groups.

There was also the feeling that the purpose of a demonstration is to cause some level of disruption. In light of the recent student demonstrations (which happened after the policy was drafted) feedback suggested that we need to make it clear that the policy cannot be used to prevent students from causing some discomfort/disruption.

Dave will report back to the Demonstration Response group with our feedback.

Bias Incident Response Team tabled until the next meeting.

Next meeting scheduled for October 27, 2016 in GCPA 1203.

Meeting adjourned at 5:30 pm.

Respectfully submitted,

Myrna Y. Hernandez

SAL Meeting Minutes: October 27, 2016
GCPA 1203, 4-530pm

Members Present: Leslie James, Maddie Prather (student), Billy Burke (student), Rebecca Schindler, Claire Halffield (student), Erik Wielenberg, Jeremy Anderson, Tim Good (chair), Dave Berque, Myrna Hernandez

1. Approval of the minutes from the October 6, 2016 meeting

2. University Collaborative to Reduce High Risk Drinking

Tim Good will forward the following names to Dorian Shager: Steve Snyder and Naima Shifa as faculty representatives on the High Risk Policy, and others who wish to be involved with the project: Amy Haug, Human Resources; David Harsha, Medical Director; Mandy Brookins Blinn, Experiential Learning.

3. Old Business - Student Meal Plans and food insecurity

The issue of food insecurity and the student meal plan was addressed last year but left unfinished. Khadija Stewart suggested that this year's committee return to this item. There are really two issues here: whether the current meal plan options are serving the needs of students and whether we have students on campus who are not able to eat a balanced and complete diet each week.

- The students described the current meal swipe system and outlined some of their complaints. The primary issue is that many students are losing swipes (money) because they are compelled to purchase more meals per week than they can consume. Student government is working on this issue. The committee also wondered how things might change when the new dining hall opens (next week) and there are more food options and more times for using swipes.

- There is also the issue of how students who stay on campus for WT are charged for meal plans.

- A separate and perhaps more serious issue is whether we continue to have students who are not eating because they have opted for the lowest number of meal swipes per week and they do not have other options for food.

- One question from Khadija Stewart to new chair (Tim Good) was whether SAL should have the meal plan as part of its charge.

Tim Good will contact Bruce Clute about the meal plan and contact Myrna Hernandez about students who may be opting for a low meal plan in order to save money.

4. Old Business - Demonstration Policy Draft (Dave Berque)

Dave Berque reported that he had presented SAL's feedback to the committee working on this policy and that that group are still working on teasing out the language to address the issue that the purpose of a demonstration is to be disruptive without being dangerous, and therefore what does "disruption to essential campus functions" mean?

Tim Good asked if the demonstration policy is in effect now. Response from Dave Berque: because we do not have anything else, this policy is effectively what we have.

Erik Wielenberg asked about the next step: Dave Berque is bringing feedback from SAL and the chairs to the policy group and there will be another draft. Dave Berque suggests running it by the lawyers before bringing the next draft to SAL.

5. New Business - Honor Code

The idea of exploring an honor code for DePauw was brought up at a previous meeting in response to the biased incident perpetrated by a student earlier this semester. As Leslie James says, this is an idea that has been "knocking on the door" for many years and has been pushed aside. Where do we start?

- What would instituting an honor code add to the policies that we already have?
 - getting community buy-in from the beginning
 - clear obligations for belonging to the community
- From a student perspective, it is important to build a sense of community and responsibility to one another.
- Leslie James asked, what is the crisis that we perceive we have that would prompt us to pursue an honor code? Dave Berque: why do we need an honor code? Billy Burke: if there are any students on our campus who are not feeling part of our community, we have a need to establish a sense of responsibility to one another.
- Leslie James suggested that as we discuss an honor code we want to make sure that we are not establishing obligations that can backfire later in the name of honor.

SAL decided that we would like to pursue this topic further and Tim Good suggested that we each bring some sample language to the next meeting.

Next time we will start with the BIRT procedures.

Next meeting: Thursday November 4, 4-530pm, Harrison 106.

Respectfully submitted,
Rebecca Schindler

SAL Meeting Dec. 1, 2016

Present: Billy Burke, Tim Good, Erik Wielenberg, Jeremy Anderson, Rebecca Schindler, Cliare Halffield, Dave Berque, Myrna Hernandez, Leslie James

Guests: Alan Hill and Rick Provine

Discussion with Alan Hill about the Division of Student Academic Life

Alan H. spoke to the committee about the role of the division of Student Academic Life and the efforts to define the role that the areas within that division that play.

He shared with us a draft of the mission statement for Student Academic Life, which is still a work in progress. This document is emerging as the university as a whole strives to define its vision. Alan described his goals within the context of the now blended division of Student Academic Life: how do we serve our students in their personal, academic, professional, and life development? The goal is to help students be the best they can be so that they are prepared for the classroom and so that they can set the tone for others. Alan articulated that he encourages his division to implement strategies to coordinate with and complement each other and faculty advisors.

Erik: How do we get students into the Hubbard Center?

Alan: Students know about it but they may have some misunderstandings about what the Hubbard Center does.

Alan provided some data: current stats, 80% of seniors have had some connection to the Hubbard Center, but probably most of those are for experiential education rather than career services.

Erik: How are first-year students introduced to the Hubbard Center?

Alan: we need to work on strategies for that.

Erik: Does DePauw track feedback from employers on the success of our graduates in the workplace?

Alan and Dave: we don't always know where they are so it is hard to follow-up, but this is also something to work on. Can follow-up on approved internships (Alan has experience with this from Wabash).

Group commented that the fellows programs have the resources to follow-up on the opportunities their students have access to.

Update from Rick Provine on Library Textbook Pilot Program

Some notable stats: the most expensive books were the most popular, they were for hard science, math, and intro languages. 75% of the books purchased were never used. Cost: \$24,000 +/- . There were not that many unique users. Rick mused that we could probably buy the books for students who really need for less than we spent on the whole program. Moving forward: continue the pilot for one more semester and concentrate on where we saw the most used.

Claire: what do we know about open educational resources?

Rick: they are beginning to become more popular but it is challenging to match individual faculty member's comfort with the convenience and cost. We want to allow faculty individual freedom to choose their own course material.

Jeremy asked Rick to define OER's.

Rick expanded on this - basically peer-reviewed textbooks that use open-source materials, are published electronically, and made available for free.

Discussion of the BIRT process

Myrna addressed some questions about language in the BIRT process document. She then updated the committee on how the procedures are now working, especially in regard to transparency in reporting out to the community. The BIRT team will be publishing an annual report of incidents, but this will not match what is made public in ongoing media (The DePauw, etc.) because some students do not want to make their reports public.

Leslie: how does the BIRT team decide what to make public in the moment?

Myrna: there are certain incidents that the university is obligated to make public. There is a decision matrix based on the nature of the incident.

Myrna noted that we have not yet had to put an incident out to the public when the student did not want that to happen.

Leslie asked about coordination with the deans so that students who may be affected are supported in their academics.

Myrna described how that coordination works between the BIRT team and the class deans. Myrna also described the CARE system, a case-management system to track students who may need support.

Beyond the BIRT procedures, our discussion moved towards more general support for students who may be affected by the increase in bias incidents across the country.

SAL Meeting: February 16, 2017

Jeremy Anderson, Billy Burke, Claire Halffield, Tim Good, Leslie James, Erik Wielenberg, Madison Prather and Myrna Hernandez

Dave Berque attended the session with the immigration attorney. He will report back to the group.

Meal plan updates

- Students have been denied requests to meal plans changes because of chosen housing options
- Another option is SDS: Student Academic Life can reach out and offer that support & resources. Claire pass the messages.
- John Hecko has responded: late night response seems to be the most student friendly
- What is the time frame for the changes John indicated?
- The signage icons are sometimes wrong at tablet
- Concerns about what the staff has knowledge of
- Electronic resource is available for ingredients and nutrition information
- At POS, can there be a handout for students with food allergies or a binder available
- What kind of marketing can allergen challenges have so students know that there are chefs available to talk to them? Where are they and when are they there?
- To what extent do students know that they can submit recipes or have customized meals
- Dining Services Advisory Board could be revitalized or SAL
- Suggestion box/board has gone away
- 299 students have the lowest meal plan
- Emails to students with the lowest meal plan
- Priorities are signage and knowledge of the BA staff; we need to get a timeline for implementation of John's solutions
- Bruce Clute is going to be invited

Dave sent an update about the demonstration policy. Tim will follow up in a meeting with Dorian.

Should we have a statement of values or an honor code?

- Bruce S. sent some context that Tim sent out to the committee
- Philosophically there doesn't seem to be opposition to honor codes, but there are operational challenges: some of those cited include: Greek system, students reticent to turn in peers
- Honor codes could show trust in students
- Claire is working on a class project for her leadership seminar
 - Focus groups on raising the voices of marginalized identities, pep club and statement of shared values
- Trust can be viewed in many ways
- What are we looking for that we don't have?
- Homogeneity – is that what we're looking for? Or diversity?
- Is honor code part of a wider conversation of loss of control?
- For example, if dialogue is part of the notion of honor, how do you have a careful conversation
- Maybe honor code isn't the right terminology; focus could be on shared values

Nahyan Fancy raised an issue about textbooks and frustration about students not getting textbooks

- Students have had courses where all the required readings have not been used
- Should the faculty member redesign the course so that the student needs the book to be successful in the course?
- A tension between owning the book and doing the reading
- At some point shouldn't the student decide if their grade suffers by not doing the reading
- It also impacts discussion and that isn't fair to the rest of the class
- What does it mean to read and cite? Do we address reading in the contemporary culture?
- What was the root of the anger? The purchase of the books or the Greek system?
- You have to find strategies within the course
- What are we doing to make students excited about reading?
- Is there a connection to the library?

Next Meeting is March 2 in Harrison 106

Respectfully submitted,

Myrna Y. Hernandez

Dean of Students

SAL minutes March 2

Harrison 106

4-5:22pm

Rebecca Schindler, Claire Halffield, Billy Burke, Tim Good (Chair), Dave Berque, Erik Wielenberg

Dave Berque report from new Transition Team. Looks at process of transitioning students into DePauw. Team has a proposal, with input from W committee. Also input from the Advising committee. SAL probably also has an interest in this program.

Proposal from Transition Team

1-Expand orientation by one day, to five days. Less rushed, add to, do better.

2-Do a more formal common read. We've done that informally through the writing assessment, but do it more purposefully.

3-Convocation/celebration for entire campus, on Tuesday before classes start.

Do more course choosing over the summer, in addition to FYS. More summer melt than in the past. Nationwide trend to deposit several places. Last 2 years, students have registered right when they get here. Going back to more registration over the summer, such as FYS + 2 other courses over the summer, leave the 4th course empty for orientation to decide with FY advisor. It will help them get their books sooner too.

Language – let students take advisory placement exams, not proctored, and register based on those. Take proctored exam upon arrival, and change registration as needed.

Transition Team is pretty big. Representatives from many areas. We want the students to also transition from calling Admissions to acting as students. No students are on the transition team. Claire will contact Cara Setchell about adding a student or 2 or 3.

An idea put forward to start FYS a week or 2 sooner, and end before Thanksgiving. Seen as a tradeoff for faculty, and benefit for FY students on both ends. Direct compensation or FYS instructors was also mentioned.

Transition Team sees our evolving of a Statement of Values as fitting with what they are doing.

Student Disability Services – Claire Halffield reports that Letters of Accommodation are very late in coming for some students, resulting in difficulties for those students. Berque reports that there were longer turnarounds this semester than normal. His office is taking steps to prevent this delay in the future.

Statement of Shared Values Discussion

Are we going to propose something that has the force of an “Honor Code.” Yes probably.

Who exactly shares the values?

From students through Claire – everyone in the DePauw community. Students are currently gathering ideas from many areas of campus. Trying to avoid creating a too homogenous vision of what shared values could/should be. President had mentioned Honor Code a U of Texas. Won’t present until May 15.

This committee is the interface to the rest of the faculty from this process. If we want something for next year, it has to go on the table at the April meeting, for a vote during the May meeting.

DePauw’s motto – decus lumenque reipublicae collegium

The college is the honor and light of the republic

It does reflect what many of our students do.

The students understand our motto as “uncommon success.” But it’s not a liberal arts motto; it’s an individualist motto. The Latin motto is for the good of the public.

What do we mean by “The DePauw community”?

18 students last semester ended up in the hospital due to alcohol.

Blackouts. Reports of some women students drinking with the intention of getting “blacked out.” A maximum amount of alcohol in one night is seen by some students as six beers AND six shots.

Some students perceive the university stifling Greek life and the social life that Greek life allows. Truth about such things as no hard alcohol in Greek houses, taking safety seriously. No more serving hard alcohol at parties; if there’s a party, it shouldn’t be anywhere in the house. Disagreements about what constitutes a party. There was an event this year called “Blackout Friday – if you’re not going to drink, don’t come.”

Are students making the connection between heavy drinking/blacking out, and sexual assault? Not clear.

How available are drinking statistics to the whole student body? And other safety related information. If that information was more widely known, it might help.

National trend of students engaging in riskier behaviors. We are seeing higher blood alcohol levels than national trends.

CATS = Chapter Assisting Trained Students – run by Julia Sutherland to help with risk at registered parties. Parties that use CATS get pizza and water at midnight.

“Unleash infinite potential” from Dartlet.

Next meeting

March 16 - UB Student Govt Space, basement

Respectfully submitted,

Tim Good

Minutes for Student Academic Life Committee meeting Thursday 3/16/2017

Present: Jeremy Anderson, Dave Berque, Billy Burke, Tim Good (chair), Claire Halffield, Myrna Hernandez, Madison Prather, Erik Wielenberg.

1. Julia Sutherlin (in Dorian Shager's stead) gave a presentation on alcohol trends at DePauw, which we discussed.
 - a. There's been a downward trend in substance use among high schoolers, but still higher rates of drinking among college students vs. non-college peers.
 - b. DePauw student drinking rate is higher than the national average for college students, higher than other Indiana colleges, and trending upward among students as a whole and among underage students. For example, over 60% of DePauw students binge drink (5+ drinks/sitting) compared to the national college student average of 40%.
 - c. High BAC rates found among DePauw students: an average of .27 in those who went to the ER, and some cases well over that (.37 and above).
 - d. Identifying sources of alcohol for underage drinkers.
 - e. Future research will try to identify factors to reduce high-risk drinking. For example, increasing the number of classes meeting Friday mornings; banning alcohol at sporting events (e.g., tailgating); enforcing the 21YO drinking age with citations; working with IFC on beverage serving procedures; working to allow kegs (since high BAC's usually come from hard alcohol); alcohol screening during health care visits.
 - f. Students want more training (e.g., in spotting risky behaviors in others); feedback so far has been positive.
 - g. Students seem not to realize how much they are drinking, nor how long it takes for their BAC to return to zero. For example, they may drink from the bottle, or when they pour they over-pour by 2-3X; they binge drink while pre-gaming and then drink more later while partying.

We proposed having an open faculty meeting with this presentation and to discuss strategies to counter over-drinking & encourage departments to have more classes before 10, especially on Fridays.

2. SALC minutes from 2/16/2017 and 3/2/2016 approved.
3. Discussion of changes to New Student Orientation with Dave Berque
 - a. Highlights: the proposed new NSO starts a day earlier; has more learning time (including values); includes a common reading + writing assignment; and a convocation the night before classes start.
 - b. Earlier registration: select three courses over the summer and the fourth during orientation in order to keep students engaged over the summer and reduce melt. Dave expressed concern about possible faculty pushback against this proposal, but pointed out that under the current model, where most classes are chosen during orientation, there's only a very short time (hours) to straighten out any problems with student schedules.
 - c. What to use for the common reading? Various groups on campus did not seem interested in picking it. We discussed some alternatives, including Skloot's *The Immortal Life of Henrietta Lacks* and Coates' *Between the World and Me*. SALC

- supported (a) using *Lacks* for this coming year and (b) the Student Academic Life Committee, in consultation with the Writing Curriculum Committee, to appoint the common read committee for next year, and into the future. *Lacks* was favored because it touches on a number of topics (science, PPD, medicine, ethics) and thus seems a good exemplar for the liberal arts; also, it's been used as a common reading by other institutions so there's a lot of supporting material available.
- d. The students present (Billy and Claire) said the proposals sounded good.
4. Claire Halffield reported on the student group working on a new statement of shared values.
 - a. A short survey was e-mailed to faculty and generated responses.
 - b. There was a problem getting surveys e-mailed to students due to bundling it with other surveys. Claire assumes it's in a queue to be sent out soon.
 - c. So there's nothing yet to bring before the faculty, but hopefully we'll have something in the fall.
 5. Meeting concluded 5:25pm. Next meeting in UB 220.

Jeremy Anderson, Recorder

SAL meeting minutes for 4/6/17

Present: Dorian Shager, Renee Madison (Dorian and Renee left after item 1 below), Dave Berque, Myrna Hernandez, Billy Burke (student), Claire Halffield (student), Madison Prather (student), Jeremy Anderson, Tim Good (chair), Rebecca Schindler, Erik Wielenberg, Leslie James

1. Dorian Shager presentation on the latest draft of the Demonstration Policy:

SAL feedback: there should be more leeway for student demonstrations than demonstrations by outside groups.

Response: that's what the Policy aims for.

Dept. chairs feedback: demonstrations are disruptive by nature; what are some examples of disruptions of "essential functions"?

Response: the Policy provides some examples of disruptions of essential functions.

Cabinet feedback: the role of staff members during demonstrations should be clarified.

Response: additions have been made to the Policy to address this concern.

A concern was raised by ensuring that greater leeway for student demonstrations will persist over time as administrations come and go. Response: Creation of persisting Demonstration Response Team will help to address this concern. The DRT will be guided by the "Demonstration Policy Implementation" document; the idea of greater leeway for student demonstrations can be incorporated into that document.

A comment was made that in the Policy faculty and staff are sometimes lumped together, other times treated separately; relatedly, participation in demonstrations often happens on the spur-of-the-moment. Faculty members seem to have greater ability to participate in spontaneous demonstrations than other University employees. Response: this is true; it's a consequence of the differing job-requirements of faculty members and other employees.

A concern was raised about allowing faculty to spontaneously cancel class to participate in demonstrations; is this fair to students? Response: faculty are expected to fulfill their teaching responsibilities as outlined in the handbook.

A question was asked about to what extent staff employees have been consulted about the Policy. Response: their input has been sought mainly through Human Resources.

There was then some discussion of (i) possible ways of seeking broader feedback from staff and (ii) what sort of guidance/rules should be in place for staff participating in demonstrations. One recurring theme in this discussion was that having a Demonstration Policy and Demonstration Response Team will facilitate conversations among employees about their roles and responsibilities during demonstrations in advance of the actual occurrence of demonstrations and that this will be helpful in avoiding confusion and uncertainty if/when demonstrations occur.

Dorian will report back in two or three years.

2. Discussion of item from previous meeting – how will the committee to select future common readings be assembled? Answer: SAL will assemble the committee. (Minutes from the previous meeting were modified accordingly). There was also discussion of the importance of clarifying the purpose(s) of having a common reading. It was suggested that the main purposes of a common reading are: (i) getting students to understand the importance of drawing on multiple disciplines to understand issues (a central idea of the liberal arts) and (ii) raising important ethical issues. It was also suggested that the book should be one that is likely to make students better readers (give them practice in the art of reading). This led to discussion of whether Skloot's *The Immortal Life of Henrietta Lacks* is a good choice for a common read. One concern raised is that the book misleadingly suggests that racism in America is entirely part of history and something that no longer exists. In response, it was suggested that that concern can be addressed by how the book is discussed by faculty. Question: Will relevant information/context be provided to students in preparation for them to read the book? Answer: yes. *Lacks* is commonly used as a common read book so many such resources are publicly available. The suggestion was made that the committee that selects the common read book should consult with the Writing Curriculum Committee; the committee endorsed this suggestion.

3. Claire on the Statement of Shared Values: 200-300 students, staff, and faculty responded to the survey about the statement. Common themes found in surveys include:

- (i) social consciousness/respect/inclusion/open-mindedness
- (ii) solidarity/compassion/empathy
- (iii) trust
- (iv) authenticity/genuineness
- (v) supportive/accommodating
- (vi) exploration – intellectual curiosity & creativity/academic freedom
- (vii) accountability/honesty/dependability
- (viii) dedication/commitment
- (ix) unity/togetherness/pride/collaboration
- (x) diversity
- (xi) morality/work-ethic

Claire reported that her student group will meet tomorrow to continue work on the Statement. Q: how does this work relate to what Dartlet is up to – is it redundant? A: Dartlett's focus is more outwardly-directed on how DePauw should present itself to the outside world; the Statement is more inwardly-directed on how we ought to view ourselves. Or: Dartlet is describing what we are like; the Statement will be an attempt to capture what we aspire to be. A concern was raised about whether independent thought is adequately prioritized in these categories. Category (vi) seems relevant here. Claire will bring a draft of the Statement to the next SAL meeting.

Adjourned at 5:16; next meeting 4/27/17, Asbury 317

Erik Wielenberg, Recorder