

**Faculty Meeting Minutes  
December 2, 2019**

**1. Call to Order – Union Building Ballroom**

The meeting was called to order at 4:03 pm.

**2. Verification of quorum**

Quorum was reached by 4:15 pm

**3. Comments from President McCoy (moved up the agenda due to call with Council of Independent Colleges) -**

I hope your semester and your calendar year are winding down nicely and that a restful break is in store for you soon. My travel schedule has precluded my attendance at faculty meetings to date this year and I am appreciative that the faculty chair could move my announcement earlier in today's agenda. I am speaking to the Council of Independent Colleges next month and I have a conference call on that this afternoon so will need to slip out in a moment.

I have three brief announcements.

The first is to update and congratulate you on a very successful day of giving. With support from members of the Board(s), we were able to offer \$75,000 in challenge funds which in turn raised over a half-a-million dollars to benefit DePauw academic departments, programs, athletics, and student organizations.

The 2019 Day of Giving was **the largest one-day donor total in DePauw's history**. When all gifts and credits were tallied, we ended the day with a donor total of 1,879 individual donors who donated a total of \$505,719. Several Departments won challenges including English, Art and Art History, Biology, Political Science, Women's Gender and Sexuality Studies.

Of note:

- our overall donor total is up 25% year to date.
- we are currently at our highest year-to-date donor total in the past three years
- our faculty-staff donor total to date has nearly reached the donor count for the year-long totals for each of the past 5 years
- our parent donors to date are about 50 percent ahead of last year's total
- our student donors are the highest ever for this point of the year
- we had 782 first-time donors on the Day of Giving.

In addition, feedback from campus entities and alumni has been incredibly positive. Many people on campus have expressed what positive feelings the day created, as well as how much fun it was, particularly leading into Coming Together Weekend and the Monon win!

Director of Annual Giving Rosie Blankenship and the Annual Giving team led a tremendously successful Day of Giving.

Thank you for your support of this initiative. Your generous gifts and pledges inspired campus support and encouraged more alumni to be engaged. Our participation in events such as these speaks clearly to potential students and their parents and helps us in our daily work.

Secondly, I am very pleased to announce that CIC's President Institute Awards will recognize four outstanding awardees: two educators and two generous donors. I will read this from their announcement:

*Timothy Ubben and Sharon Williams Ubben are visionary philanthropists whose generosity to their alma mater, DePauw University, and gifts and commitments to the Posse Foundation are unmatched. Their largesse has significantly affected the lives of high school and college students, and their leadership has set an example for others.*

I would also like to read to you the closing paragraph of their nomination.

*The Ubbens' considerable professional and personal achievements and their tireless volunteer service illustrate that a liberal arts education remains one of the very best ways to prepare a young person for a life of meaning, accomplishment, self-reflection and purpose. Tim and Sharon have enthusiastically shared their time, expertise, resources and visionary ideas to improve college access for talented, underrepresented populations and to keep the DePauw education rigorous and relevant. Not only have they inspired the entire DePauw family and redefined what a liberal arts education at a small college in the rural Midwest can offer its students and faculty members, but they have been instrumental in building The Posse Foundation—identified by President Obama in 2010 as one of 10 national non-profit organizations to receive a portion of his Nobel Peace Prize grant for its outstanding efforts to enhance college access and leadership development for diverse populations.*

Finally, donor Steve Trulaske, the administration, and the Global Languages Programs have decided to honor our dear friend and colleague, the late Robert Hershberger, by renaming the Servicio Program that he founded and that Mr. Trulaske funds. The program will now be called the *Hershberger Servicio* Program. Bob worked tirelessly on this three-week language immersion program and we feel it is only fitting that it should be named after him. We are pleased to honor our dear friend and colleague's legacy in this way.

#### **Announcement 16B (moved forward in agenda due to time conflict)**

**Dean of Academic Programs, Assessment, and Policies (Scott Spiegelberg -SS) and DePauw Student Government President (Christian Rodriguez Hernandez-CRH)**

**Scott Spiegelberg:** Following a recommendation from the DePauw Student Government, a voluntary submission of rough drafts of syllabi for Spring 2020 courses will be requested from all faculty. It is believed that this additional information may be helpful to students as they make adjustments to their class schedule. The Information Technology services is working a portal to allow faculty to share this information with all students. We will give you details on this system at the beginning of January, with a goal to collect rough drafts of syllabi by January 15th.

**Christian Rodriguez Hernandez** Last year's student senate passed a resolution targeting a key student concern: **accessibility to syllabi during the course registration/adjustment period.** With this access, students will be able to make more informed decisions about their registration adjustments. Academic Affairs and Information Services are coordinating with Student Government to provide this access; but we can only go so far without your help. What we ask is that you provide rough drafts of your spring semester syllabi a few weeks before the semester begins. Dean Scott Spiegelberg will provide details on collection and access.

We understand that this is a change in process but we hope this change benefits both students and faculty. From the student perspective, we believe this initiative aids us in the selection of courses that meet our

academic interests and needs. Hopefully this initiative simplifies the selection process for classes and can help you all as faculty to communicate your expectations for students as they enroll in your courses. If you have any questions or concerns regarding this resolution you can contact Scott and I.

Thank you.

**Nahyan Fancy** - This time the deadline is January 15, but going forward would fall syllabi be available in April?

**SS** - Always available 2 weeks before adjustment period of that semester.

**CRH** - The students would like to see a draft syllabus, but appreciate that details will be missing. More transparency in the process of selecting courses. More transparency and better communication.

**Geoff Klinger** - Is this an announcement or will we vote? Is it required?

**SS** - Completely optional.

**Joe Heithaus** - Since I am always drafting syllabi the night before, I would prefer to call this new document, a class information sheet. I envision a form-like document instead of syllabi, what books will be read, papers vs. tests. Instead of going through a 10 page syllabus.

**CRH** - Encouraging a draft syllabus, resolution is not asking for a concrete syllabus of what the course will do. Communicating an interest in what the students want.

**Meryl Altman** - If we post these further in advance is there any greater likelihood that students will read them and follow the instructions?

**CRH** - Part of student government's beliefs is that students should take charge of their academic experience. We should care more about academics. Hope that providing this information will help to emphasize the importance of academics.

### **3. Consent agenda**

**A.** Approve minutes of October 7, 2019 and November 4, 2019 faculty meetings.

**B.** Approval of the following members of the Grievance Committee (term from 1 February 2020 to 31 January 2021): Representatives: Jonathan Nichols-Pethick, Tim Good, Jeremy Anderson, Maria Soledad-Forcadell, Mary Kertzman, Tom Ball, Kevin Howley, and Michele Villinski; Alternates: Matthew Balensuela, Lori Miles, Jason Fuller, Inge Aures, Pat Babington, Mark Kannotski, Manu Raghav, and Rebecca Upton

**C.** Approval to grant degrees to all students satisfying the graduation requirements at the end of the Fall Term 2019 and the Winter Term 2020.

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

#### **ASIA 150, Introduction to Taoism, 1 credit, GL, AH**

Through a close reading of the classic of Taoism Tao te ching in the context of its antiquity (around the 7th century BCE) and in its contemporary applications in politics, aesthetics, arts, gender relations, violence and peace, and power and authority, students will learn one of the three major schools of thought in China.

Particular attention will be paid to the philosophical and cultural issues that influenced not only Chinese but also many other Asian and Western cultures.

#### **GLH 370, Public Health in Africa (cross-listed with ANTH 370), 1 credit, GL, SS**

This is a seminar style course that examines the intersections between the interrelated perspectives in public health, international health, and global health from the 19th to the 21<sup>st</sup> centuries. Our attention will be on the relationship between Western and non-Western forms of scientific practice and health systems as they have emerged in the African continent and Diaspora. Specifically this course will examine the role of health and medicine in mediating the relationships between metropolis and colony, state and citizen, North

and South, public welfare and private interest, research practices and human subjects, the commodification of health and the body, and human rights discourse throughout Africa and the Diaspora. The course will be divided chronologically into four parts, tracing imperial health formation formations in the late 19th century, the nascent internationalism of the interwar period, the construction of bureaucracies of development in the postwar and postcolonial era, and contemporary configurations of public and private interests in the new global health of the late 20th and early 21st centuries. In addition to garnering an understanding of the background and politics/policies of public health in Africa, students will become familiar with how to conduct a 'hands-on' needs assessment of a particular cultural group in the continent. Students in this class will acquire knowledge of the history and practice of public health in Africa and the Diaspora through a wide range of readings from multidisciplinary and anthropological sources. Students will acquire the practical skills necessary to evaluate contemporary public health issues in an African context utilizing skills in Community Needs Assessment practice. Students will work collaboratively to produce a Needs Assessment document for a community that will be shared with those in the continent and who are actively working in public health. There are no pre-requisites at present for this course although some prior coursework in Anthropology, Global Health and/or Biology is encouraged.

**PHYS 340, Biophysics, 1 credit**

In biophysics we apply fundamental physics concepts, such as force and energy, along with statistical analysis, to describe and understand the form and function of living systems. In this class we will focus our attention on the physics of cells and subcellular molecules. Along with a review of forces, energy and entropy, we will explore topics such as molecular diffusion, osmotic pressure, micelles and membranes, enzyme kinetics, protein motors, and nerve impulses. Pre-requisites: PHYS 130 and one of PHYS 210 or PHYS 220, MATH 152.

Nayhan Fancy moved. Doug Harms seconded. Consent agenda is approved.

**4. Faculty Priorities and Governance (David Alvarez) -**

**A. Motion to be voted on: Change to Charge of Faculty Governance Committee regarding Faculty Representation on Ad Hoc Committees**

Old language: "The Faculty Priorities and Governance Committee makes faculty service assignments to Standing Appointed and Ad hoc Committees in consultation with the Core Faculty Committees." (Academic Handbook, page 12 [Section on the charge of the Faculty Priorities and Governance Committee])

New language - "All appointments of faculty members to Standing Appointed and Ad Hoc committees (including "working groups") are made by the relevant faculty core committee as determined by the Faculty Priorities and Governance Committee. Committee appointments for summer committees must be announced in the spring prior to the last faculty meeting. At the conclusion of its work, Ad Hoc committees should provide a written report to relevant faculty committee(s)."

David Alvarez offered a friendly amendment as the final sentence of the new language: "The Faculty Priorities and Governance Committee will be the final authority on faculty appointments to all appointed committees."

**Rationale:**

The proposed changes seek to clarify the representative function of faculty representatives on Ad Hoc committees. They do so by ensuring that all faculty members on Ad Hoc committees are selected by faculty core committees.

**Francesca Seeman** - Expressed concern that the Governance committee would be making absolute decisions despite consultation with core faculty.

**DA** - The friendly amendment makes it equal to the language in the handbook.

**FS** - Finds this problematic. Finds resignations from the Governance Committee disturbing. Problem with the idea that a core committee or one office or person controls everything.

**DA** - Governance is not trying to do this. Would not move forward without consultations in the committee itself. Section B highlights the committees contact with other organizations. The resignations were offered by individuals who indicated that they were busy and not able to continue. The committee is looking for an Arts representative and the School of Music representative.

**Inge Aures** - Does not understand the sentence referring to relevant faculty core committee.

**DA** - Faculty Governance would receive the request for an Ad Hoc Committee and then make the decisions about which core committee would assist in the appointment of the Ad Hoc committee.

**IA** - As written it feels confusing.

**Howard Brooks** - This comes into play with summer working groups and winter working groups. Allows governance to reach out to core committees. The intent of the language allows the Governance committee to reach out to other committees, if there is a request for a summer working group, rather than Governance doing it by themselves.

**DA** - This proposed change arose out of the creation of the summer working group of this last summer.

**Glenn Kuecker** - Fully supports this motion. Changes part of the handbook that delegates power. Motion shifts the power and puts more authority on the core committee and not governance. There are other sections in the handbooks that governance has the sole authority which also need to be reviewed. This is an important motion. This brings the spirit of shared governance, extends it to summer working groups.

## **MOTION CARRIES**

**B.** The Faculty Priorities and Governance Committee has been meeting weekly. In response to requests from faculty members, we have been focusing on campus climate issues. As part of this work, the committee reviewed campus climate reports and met with Dr. Amanda Kim, Vice President for Diversity and Inclusion, the VPAA, Prof. Karin Wimbley, chair of the Diversity and Equity Committee (DEC), and Prof. Jackie Roberts and Prof. Pam Propsom, co-principal investigators of DePauw's Howard Hughes Medical Institute's Inclusive Excellence grant. We had two goals: 1) to determine what institutional structures might be contributing to campus climate issues, especially the low morale of women staff and faculty members, and 2) to identify specific topics that faculty governance committees could take up this year to continue to address these concerns.

One important takeaway from our work has been that DePauw would benefit from communicating better about the steps being taken to address campus climate issues. In particular, the DEC's comprehensive ["Inclusion Plan"](#) deserves wider dissemination and more support. The committee is therefore identifying ways to more fully integrate the Inclusion Plan into the work of faculty governance committees. This will amplify our efforts and enable more frequent updates about them. For the same reasons, the committee is weighing changes to the reporting structures of the DEC and Strategic Planning Committee (SPC). The committee is also considering other recommendations to address campus climate concerns.

**C.** In consultation with the VPAA, the committee is continuing to develop a policy for disseminating university reports. It has provided recommendations to the Administration about guidelines for faculty governance reports and meetings with the Board of Trustees, and it is reviewing feedback from faculty governance committee chairs on proposed guidelines for committee chairs. In response to a request from the Student Academic Life Committee, we are looking into the formation of a "Common Read Working Group" and/or a Common Read subcommittee. In response to faculty member requests, we have also had initial discussions about whether to include "Financial Exigency and Program Elimination" language in the

Academic Handbook. We have also been considering the formation of a "Planning Retreat" next semester that would include members of the Board of Trustees, the Administration, and faculty.

**D.** The Faculty Priorities and Governance committee is seeking representatives from the Arts division and the School of Music. Please contact the committee chair ([dauidalvarez@depauw.edu](mailto:dauidalvarez@depauw.edu)) or the Chair of Faculty, Howard Brooks, ([chairoffaculty@depauw.edu](mailto:chairoffaculty@depauw.edu)) for more information or to make a nomination.

**E.** The committee seeks your questions, suggestions for its agenda, and input on the proposals it is considering. For a fuller account of the work of the Governance Committee, please consult the posted minutes.

## **5. Curricular Policy and Planning** (Tim Good)

### **A. Revision to Graduation Requirements for Transfer Students advance notice of a motion to be voted on at the February 2020 faculty meeting**

The first part of the proposed change relates to distribution requirements for student who transfer to DePauw. The change would also be retroactive for transfer students who are already at DePauw. In what follows, additions to the existing requirement are noted with underline and deletions are shown with ~~strikeout~~.

For students who enter DePauw as first-time degree seeking students, ~~course~~ course credit used to fulfill distribution requirements in Arts and Humanities, Science and Mathematics, Social Science, and Power, Privilege and Diversity must be earned through courses offered at DePauw. Advanced placement and transfer credit do not apply to completing distribution requirements.

With approval of the Registrar and the chair of the relevant department, students who transfer to DePauw may count transfer courses toward distribution requirements in the areas of Arts and Humanities, Science and Mathematics, and Social Sciences. A maximum of four distribution requirement credits may be earned by transfer credit.

The second part of the proposed change relates to the language requirement for transfer students. The change would be retroactive for transfer students who began at DePauw in fall 2019 or later. In what follows, additions to the existing requirement are noted with underline.

Effective fall 2019, students will complete two semesters of a language other than English, beginning at an appropriate level according to a placement exam and in consultation with the coordinator of the language program. Students may choose to complete this requirement with a language they have studied previously (by testing into the appropriate level), or they may choose to begin a new language at the first-semester level. Students may take one semester of the language in an off-campus program with the approval of the relevant language coordinator. Students whose first language is not English may be certified as meeting this requirement through the Office of the Registrar, and in consultation with the director of English for Academic Purposes. With approval of the relevant language coordinator, students who transfer to DePauw may fulfil one semester of the language requirement through transfer credit (this is in addition to the maximum of four credits that transfer students may apply to distribution requirements), contingent on completing the next level of the same language at DePauw or in an off-campus program. The language requirement does not apply to the School of Music four-year degree programs.

**Nayhan Fancy** - Does the department and/or program chair still retain approval for courses transferring for the major?

**Tim Good** - Yes, and that department and program chairs will still retain such approval for general education courses to be transferred in.

**B. Advance notice of a motion concern changes to the Physics Major and Minor, to be voted on at the February 2020 faculty meeting.**

**Motivation and summary of proposed changes to the physics major**

The changes are to the sophomore and junior level courses. At the sophomore level we want to replace PHYS 270 Math Methods, with PHYS 210 Electromagnetic Waves, Special Relativity and Thermal Physics. PHYS 270 was an attempt to group most of the math techniques needed for study of physics into one efficient course. PHYS 210 is a content rich course with some of the math techniques needed in upper level physics courses. The other techniques will be introduced with content in the upper level courses. This change provides the opportunity to improve the sophomore sequence.

Having established a strong foundation in basic physics during the first and second years, we see the junior year as a time to explore some of the subfields of physics. In the previous major requirements we had a priority on either 370 or 380. At the time we probably had a good reason, but now we feel neither of those course should be held above the other options. We want to expand the list of options to 6 courses that will be taught on a rotating basis, with two being offered each year. Four of these courses exist (320, 360, 370, and 380), we want to upgrade 250 Optics to 350 Lasers and we would like to add a sixth course, PHYS 340 Biophysics ( was approved in the consent agenda) to the list of options for the junior year.

## Proposed changes to Physics major

### Current Major Requirements

(9 courses in Physics)

#### CORE ( 5 courses):

- PHYS 120 Principles of Physics I
- PHYS 130 Principles of Physics II
- PHYS 220 Principles of Physics III
- PHYS 270 Mathematical Methods
- PHYS 280 (1/2 course) Experimental Methods
- PHYS 480 (1/2 course) Senior Seminar

#### OTHER REQUIRED COURSES (4 courses in physics)

Two of the following, one of which must be either PHYS 370 or PHYS 380:

- PHYS 240 Electronics
- PHYS 250 Optics
- PHYS 320 Astrophysics I
- PHYS 370 Atomic and Molecular Physics
- PHYS 380 Nuclear and Particle Physics

Two of the following:

- PHYS 410 Thermal Physics
- PHYS 420 Classical Mechanics
- PHYS 430 Electricity and Magnetism
- PHYS 440 Quantum Mechanics

Other courses:

- Math 151 Calculus I
- Math 152 Calculus II

### Proposed Major Requirements

(9 courses in Physics)

#### CORE ( 5 courses):

- PHYS 120 Principles of Physics I
- PHYS 130 Principles of Physics II
- PHYS 210 EM waves, Relativity and Thermal
- PHYS 220 Intro to Quantum Physics and the Properties of Matter
- PHYS 280 (1/2 course) Experimental Methods
- PHYS 480 (1/2 course) Senior Seminar

#### OTHER REQUIRED COURSES (4 courses in physics)

Two of the following

- PHYS 320 Astrophysics I
- PHYS 340 Biophysics
- PHYS 350 Lasers
- PHYS 360 Gravitation and Cosmology
- PHYS 370 Atomic and Molecular Physics
- PHYS 380 Nuclear and Particle Physics

Two of the following:

- PHYS 410 Thermal Physics
- PHYS 420 Classical Mechanics
- PHYS 430 Electricity and Magnetism
- PHYS 440 Quantum Mechanics

Other courses:

- Math 151 Calculus I
- Math 152 Calculus II



## Proposed changes to Physics minor

### Current minor requirements (5 courses in physics)

CORE ( 3 courses):

- PHYS 120 Principles of Physics I
- PHYS 130 Principles of Physics II
- PHYS 220 Principles of Physics III

Other ( 2 courses):

- One course at the 3XX or 4XX level.

### Proposed Minor (5 courses in physics)

CORE ( 4 courses):

- PHYS 120 Principles of Physics I
- PHYS 130 Principles of Physics II
- PHYS 210 EM waves, Relativity and Thermal
- PHYS 220 Intro to Quantum Physics and the Properties of Matter

OTHER:

One of the following

- PHYS 320 Astrophysics I
- PHYS 340 Biophysics
- PHYS 350 Lasers
- PHYS 360 Gravitation and Cosmology
- PHYS 370 Atomic and Molecular Physics
- PHYS 380 Nuclear and Particle Physics
- PHYS 410 Thermal Physics
- PHYS 420 Classical Mechanics
- PHYS 430 Electricity and Magnetism
- PHYS 440 Quantum Mechanics

### Motivation for changes to the Physics minor

By including the complete two year foundation in basic physics, the proposed minor is a much stronger experience in physics. One upper level course from the same list of courses as the major completes the minor.

**Tim Good** - There will be an open faculty meeting on February 13, 2020 about the intersecting topics of General Education, Assessment, and the RAS process.

## 6. Faculty Personnel Policy and Review (Rob West)

### A. Advanced notice of a motion to amend the Academic Handbook with language related to Service:

Part One. To incorporate the language approved in May 2019 under the "Personnel Policies" section of the Handbook, as subsection "(g)," thus making the language part of the faculty position responsibilities for all DePauw faculty effective July 1, 2020. **(TEXT FOUND IN APPENDIX A of electronic version.)**

Part Two. To simplify the language under V. *CRITERIA FOR DECISIONS ON FACULTY STATUS* **(TEXT FOUND IN APPENDIX A. of electronic version)**

**Rationale.** In May 2019 the faculty approved a change to the Academic Handbook related to service expectations for faculty members. You can find below for easy reference the language that was approved

last May. We are not proposing any changes to that language, which was extensively studied and discussed last year. However, over the summer, a question arose about *where* in the Handbook this language should be located. We realized we needed to bring this back to the faculty because the placement of the language has implications for which faculty the language applies to.

The handbook that was published in summer 2019 incorporated the newly approved language under V. CRITERIA FOR DECISIONS ON FACULTY STATUS, 3. Service. This appears logical, but it created three categories of faculty members, to whom different criteria apply, resulting in an unintended lack of equity between continuing and newly onboarded faculty.

We are therefore proposing instead to place the language approved by the faculty as a new section under *Personnel Policies* and to modify the language included in V. CRITERIA FOR DECISIONS ON FACULTY STATUS to focus on evaluation rather position responsibilities. This would mean the new service obligations now apply to everyone, as we believe the faculty originally intended.

The second part of today's motion also simplifies the language under V. *CRITERIA FOR DECISIONS ON FACULTY STATUS*, so as to eliminate different standards for different groups.

For all future reviews, the new standards will apply to the period beginning July 1, 2020, and for the period before that the old standards will apply.

**Rob West** - Since putting out the agenda, it has come to the attention of the Review Committee that the proposed changes in language includes portions of the Academic Handbook that are written by the administration and not written by faculty nor approved by faculty vote.

**Dave Berque** - Clarification, not the case that the administration is objecting. It just might not be the wisest place to put it. Leave it where it is mutually able to be changed.

**Geoff Klinger** - Is this just being talked about?

**Rob West** - This is just a discussion.

**Geoff Klinger** - His parliamentarian role does not count as service as either primary or secondary. Chair of faculty does not count as service, but does receive compensation of a course release. Because parliamentarian is an elected position, he cannot serve in another elected position even though he does not receive service credit for this work.

**Rob West** - Any faculty member can bring service to the committee

**Nahyan Fancy** - Similar activities to the good of the university covers that.

**Rob West** - Continuing positions should be added

**Howard Brooks** - The committee will return with a revised motion that will be given advance notice before any vote.

## **7. Student Academic Life (Naima Shifa)**

**Written Announcements:** The Spiritual Life and SAL discussed the religious holy day's policy of DePauw and other some other institutions and planned to produce a more details and structured "Religious Holy Days Calendar" to share with the students and faculty at the beginning of the academic year.

SAL committee also reviewed the Grade Grievance Policy from Academic Handbook and suggested some changes to prevent conflicts of interest if a department chair/program director or the Dean of Academic Programs, Assessment and Policies is the teacher of record, and to provide clarity for cross-listed courses.

This Grade Grievance Policy is from Academic Handbook, Academic Policies, II. Student-Initiated Grievance on Grading and Other Forms of Evaluation by Faculty. The suggested changes:

One issue to consider, should the chair/director always be from the teacher's "home," even if the course is interdisciplinary and not cross-listed? Example: An English professor teaches an Africana Studies course, which is not cross-listed as an English course. For a grade grievance, should the chair of the English

department be consulted and appoint the special committee, or should the director of Africana Studies?

1. The student must first attempt to meet with the faculty member involved, thus permitting an opportunity for an informal resolution of the case.
2. If the situation is not settled, then either the student or the faculty member may ask the chair of the department (or director of program) in which the course is taught to try to resolve the issue. If the course is cross-listed, both chairs/program directors will be asked. The student, faculty member, and department chairs/program directors may consult with the Dean of Academic Programs, Assessment and Policies to ask questions about procedure and to discuss the issues involved.
3. At the request of the student or faculty member, or on the chair's initiative, the chair(s) may appoint and preside over a special departmental committee, which will recommend a resolution to the grievance. If the faculty member involved is also the chair or program director, the Dean of Faculty will take the role of appointing and presiding over the special departmental committee.
4. Either the student or the faculty member may decide to appeal the departmental recommendation to the University Review Committee (URC). Such appeals must be made within two weeks after the departmental recommendation has been given. Arrangements for a hearing before the URC are made through the Dean of Academic Programs, Assessment and Policies.

The URC consists of an appointed member of the Student Academic Life Committee, who will chair the hearing, two teaching faculty members, and two students. Faculty and student members are chosen by the Dean of Academic Programs, Assessment and Policies from a pool of volunteers identified by the Student Academic Life Committee. The dean observes and records the hearing, but does not participate in committee deliberations.

The membership of this committee is made known to parties involved prior to a hearing. Student, faculty and administrative alternates are also designated for the committee. Either party can ask the dean to replace a committee member because of bias or conflict of interest. The dean shall decide if there are sufficient grounds to honor this request. If a committee member is unable to attend the hearing, or if a member is excluded because of potential bias or conflict of interest, an alternate will be asked to serve.

5. The decision reached by the URC is final. Appeals of the committee's decision on procedural grounds only, may be made to the Vice President for Academic Affairs.
6. If the faculty member involved in the grade grievance is also the Dean of Academic Programs, Assessment and Policies, the Dean of Faculty will stand in as the procedure advisor and URC convener. If the Dean of Academic Programs, Assessment, and Policies is also the chair of the department, the Dean of Academic Services will stand in as the procedure advisor and URC convener. Further information, including details about the hearing procedures, is available in the office of Academic Affairs. Hearing procedures are established and periodically reviewed by the Student Academic Life Committee in consultation with the Vice President for Academic Affairs.

#### **9. Faculty Development (Erik Wielenberg)**

**Written Announcement:** FDC continues its work and regular meetings. Our recent work includes meeting with Amanda Kim, Vice President for Diversity and Inclusion, and arranging for interviews of candidates for the next Faculty Development Coordinator. We will soon send to faculty an email invitation to complete a very short on-line survey about Fisher time-outs. Additionally, please watch for an email with information about and an invitation to sign up for a spring Global Learning workshop

**Pam Propsom** - When will we hear about sabbatical leaves?

**Bridget Gourley** - Soon.

**10. Strategic Planning Committee** (Christina Wagner and Francesca Seaman)

**Written Announcements:** SPC met to discuss the application for Lilly *Charting the Future for Indiana's Colleges and Universities* planning grant. Possible areas of study identified included making DPU transfer-friendly and developing courses to create a common intellectual experience focused on interdisciplinary academic curiosity, wellness, and exploration of meaning and vocation.

**11. University Sustainability Committee** (James Wells)

The University Sustainability Committee will be collecting data to review and assess the University's progress toward sustainability objectives as defined by the University and the Association for the Advancement of Sustainability in Higher Education (AASHE). To this end, the committee will adopt AASHE's Sustainability Tracking, Assessment & Rating System (STARS).

For the first time, DePauw is approaching the STARS data collection for 2020 as a campus-wide effort to produce comprehensive insight into our sustainability progress. There are numerous benefits to participating in STARS, including:

- STARS correlates ranking on sustainability performance and work among other institutions and in college and university rating protocols such the Sustainable Campus Index, Princeton Review, and Sierra Magazine.
- STARS establishes benchmarks for assessing progress toward Campus Energy Master Plan goals and objectives. The last public benchmark for much of this data is from 2014.
- STARS data collection helps realize DePauw's obligation as a signatory to the President's Climate Commitment.
- A STARS rating will allow Communications and Admissions to represent DePauw's leadership work on sustainability in real terms and in comparison to other universities.

In coming weeks faculty will receive a survey about sustainability related work, and the Sustainability Committee is asking for faculty support in our effort to collect data to input into STARS, especially in the areas of curriculum and research.

**13. Communications from the Vice President for Academic Affairs** (Dave Berque)

**1. Lilly Endowment Grant**

In early November I was able to represent President McCoy at a meeting at the Lilly Endowment to learn about a multi-phase call for proposals that was scheduled for this fall and spring. Indiana schools were invited to apply for \$100,000 planning grants this fall with the possibility of applying for a one-million-dollar follow-up grant in April. A larger grant opportunity is also available this spring. After returning from the meeting I was able to draft some planning grant ideas that President McCoy and I discussed with the Strategic Planning Committee. I also discussed these ideas, as shaped by the Strategic Planning Committee, with the Curriculum Committee before being submitted to the Endowment.

I am happy to share that the Endowment notified DePauw last week that it has received a \$100,000 planning grant. Paperwork related to this grant arrived at DePauw today, in fact.

The planning grant will support exploration of two broad topics:

- Making DePauw more transfer-friendly, i.e. making the DePauw educational experience more appealing to, and supportive of, transfer students.
- Collaborating with faculty to develop a new course, tentatively titled Living and Livelihood, and

preparing a cadre of interested faculty to teach it, perhaps as a FYS Pod. Versions of this course might be offered as a First Year Seminar, a Sophomore Seminar, a Winter Term, or through some other mechanism. Topics for further discussion include: How could Living and Livelihood best incorporate topics related to leading a good and healthy life (e.g., wellness, happiness, appreciation for a broad education) while also engaging literature and other texts related to finding meaning in work and vocation in a rapidly evolving global environment;

I will be following up with Faculty Governance Committees about the best way to advance these conversations.

## **2. Library Renovation**

Rick Provine continues to prepare for the Library renovation which is picking up more or less where we left off planning a few years ago), using the Library and Academic Technology Committee (Chad Byers is the chair) as his primary link to the faculty. Plans are being made to relocate core library services to the Julian building for the 2020-21 academic year. Rick hopes to be able to show renderings of the renovated library early this spring, perhaps at the February faculty meeting.

## **3. Faculty Demographics and Salaries**

At the November faculty meeting, I indicated that I would collaborate with Amanda Kim to provide updated faculty demographic data and that I would present that, along with salary data at the December or February faculty meeting. Let's just say that I will see you in February.

## **4. January Board Meeting**

As previously announced, the January Board Meeting will take place on campus this year instead of in Florida as is the usual tradition. Faculty have asked for earlier notice of the day and time for opportunities to meet with trustees. I am pleased to announce the following:

- Thursday, January 30, 4:00-5:30 p.m. Faculty/Trustee Reception, Galleria

In addition, chairs of key faculty committees will be invited to attend the Academic Affairs Committee meeting and I will contact them shortly with this meeting time. The Board would also like to host a breakfast with a subset of faculty on Friday, January 31<sup>st</sup>. I will work with the Faculty Priority and Governance Committee to determine how to select faculty members for this breakfast.

## **5. Academic Affairs Gathering**

You have all received email about the gathering that Academic Affairs is hosting this Friday from 3:30 – 5:30 at Three Fat Labs, so I won't say more here, other than that I hope you will join us for at least part of the time. Please RSVP by the end of the evening.

As I close I want to say that I truly am thankful for everything you are doing for this University and for our students. I appreciate your continuous and candid feedback and I would be worried if you did not have strong views about how we can improve. Thank you.

I am happy to take questions.

**14. Old Business - none**

**15. New Business - none**

**16. Announcements**

**A. Dean of the Faculty (Bridget Gourley)**

Announcements including Fisher Course Reassignments

**C. Course and Calendar Oversight Committee:**

**1. Announcements of approval of distribution area designations:**

ARTH 134, Art of India: GL

PHIL 213, Medieval Philosophy: GL

POLS 150, Comparative Politics and Government: GL

ASIA 183A (WT 2020), Past, Modern, & Post Mod China: GL

ANTH 290A (Spring 2020), Applied Anthropology: GL

ANTH 390B (Spring 2020), Anthropology and Cultural Economics: GL

ARTS 153A (Spring 2020), Intro to Painting: PPD

ENG 252A/EDU 290B (Spring 2020), Children's Literature: GL

ENG 255A (Spring 2020), Cannibals, Harems, and Talking Horses: Enlightenment Travels: GL

ENG 255E/WLIT 215C (Spring 2020), Medieval Tabloid: GL

PACS 100A (Spring 2020), Introduction to Peace and Conflict Studies: PPD

PHIL 209C (Spring 2020), Philosophy for Children: AH

**2. Announcement of change of course title:**

MUS 354, Elementary and Secondary Instrumental Music: Methods, Materials and Curricula  
(was Elementary and Secondary Instrumental Materials)

**3. Announcement of approval of The Washington Center as an off-campus study site.**

**18. Adjournment**

**Adjourned at 4:56 pm.**